

# Fahan in focus

FAHAN  
SCHOOL



FAHAN SCHOOL COMMUNITY NEWS 2016





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Editors	Laura Bird, Mary Marino
Photography	Fahan School staff, students and friends
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# Outstanding Results

Continuing a tradition of excellence, our Years 11 and 12 girls have once again showcased outstanding academic and leadership skills, as well as talent in all areas of the School's extracurricular programs, achieving impressive results in the Tasmanian Certificate of Education (TCE).

## 2015 TCE highlights at a glance:

- In 2015, 33% of Year 12 Fahan students achieved an Australian Tertiary Admissions Rank (ATAR) of 95 or above, placing them in the top 5% of Australian students.
- Fahan's median ATAR score was 92.5 in 2015 and has consistently been higher than that of other top performing academic independent schools in the State.
- In 2015, 63% of these students had scores of 90 or above, placing them in the top 10% of Australian students.

## In addition:

- In 2012, 2013 and 2014, *The Australian* newspaper listed Fahan School as the Top School in Tasmania.
- Fahan continues to perform above the State and National average in standardised literacy and numeracy tests - in both the Junior and Senior Schools.
- Over the last nine years, Fahan School has had the highest percentage of Year 12 students achieving university entrance of any school in the State.

*We congratulate the  
Class of 2015 for achieving one  
of Fahan School's best sets of  
results on record.*



# Principal's Message

A question that I have been asked frequently in my eight years as Principal of Fahan School is, "What do you think about teaching all girls?" Notwithstanding the fact that I had been teaching girls for thirty years prior to coming to Fahan, implicit in the question in most cases is a quest for my opinion of single-sex education, for girls in particular.

The Alliance of Girls' Schools is a national body which contributes to the development and promotion of education in Australasia and the empowerment of young women to reach their potential to become influential contributors to our complex, ever-changing world.

The Alliance has a website which features the latest research findings about single-sex education and explains why girls' schools are specialists in girls' education. The benefits accruing to girls in single-sex schools are outlined and supported by the studies to be found on the site. Among the advantages realised by girls in a single-sex environment are: enjoying equal opportunity as well as every opportunity; all activities are open to girls and they participate at higher rates than girls in co-ed schools, influence and lead; all the leadership roles are filled by girls; and teachers can match their teaching to the ways girls learn.

The research also highlights the positive academic effects of single-sex education in terms of numeracy, literacy and tertiary entrance scores, indicating that girls in all-girls' schools achieve significantly stronger academic results than any other group in Australia. In both 2013 and 2014 girls' schools accounted for 46 places in the list of the Top 100 Secondary Schools in Australia, despite constituting just 9% of schools in the Nation.

Fahan's record bears testimony to this. It has been named the Top School in Tasmania by *The Australian* in three of the last five years, based on its research on NAPLAN results. In terms of Year 12 results, according to the office of Tasmanian Assessment Standards and Certification (TASC) website, Fahan has the highest proportion of students achieving an Australian Tertiary Admission Rank (ATAR) of any school in the State. The next school in the list is also an all-girls' school.

An argument often used against single-sex schools is that they do not mirror what happens in the real world. This argument is flawed in that it is based on the premise that a co-educational classroom does reflect the real world. Nothing could be further from the truth. We educate students to prepare them to contribute effectively in society when they leave school. Fahan's record in this respect is admirable. One only has to read the biographies of the Gerdy Jevtic Medal winners displayed in our main entrance for confirmation.

The best way to do this for girls is to put them in an environment which caters for their needs, capitalises on their strengths, and consequently, gives them the best chance of succeeding.

Research indicates that boys and girls do behave, and accordingly learn, differently. Australian clinical psychologist, Andrew Fuller, and American physician and author of *Girls on the Edge*, Leonard Sax, are two respected authorities who have written on this aspect of single-sex education. Both express the belief that, in the case of girls, the best learning takes place once they know you like them. "Girls don't care what you know until they know that you care." (Sax) A willingness to be vulnerable is an asset for teachers of girls. Girls enjoy a narrative but we should try to avoid tales of "dead white men" and, when teaching coding, girls respond much more enthusiastically if they are asked to produce a story or create an image rather than developing scientific or financial algorithms.

*"Girls don't care what you know until they know that you care"*

Quite often it is the incidental anecdotes that one encounters which deliver a more powerful argument in support of single-sex education than all the sophisticated research available. I am something of a fan of Julia Zemiro's show, *Home Delivery*, telecast on the ABC earlier this year. The first two women featured in this year's series, actor, Rebel Wilson, and comedian and actor, Denise Scott, attended all-girls' schools and each gave a ringing endorsement of the advantages of having done so. Rebel, who completed a Law degree before switching to the stage, related how she felt at ease with what she wore and how she appeared without make-up and spoke very enthusiastically of her involvement in the school's sporting program. While Denise, whose first employment was as an English and Drama teacher, told of her affection for her school and how it gave her the confidence to be who she wanted to be.

Girls' education can be viewed as a specialised field, supported by continual research that is utilised to enhance the learning experiences of girls. In a girls' school like Fahan, boundaries are pressed, leadership opportunities abound and excitement and enjoyment of learning are engendered.

**Tony Freeman**  
Principal



# From the Board

A group of parents and I were discussing recently the vast array of subjects our students have to choose from compared with decades past. We remarked how they are 'spoilt for choice', in some ways, with the hardest decision selecting what to leave out.

Despite our commitment to smaller class sizes, one of our competitive advantages, we pride ourselves on the fact that our girls are offered the full range of subjects – and more. A three-way arrangement with St Michael's Collegiate and The Hutchins School for Years 11 and 12 students to take classes at any of the three schools, opens up even more opportunities at an academic level.

Our challenge is to provide the best educational experience for each and every student – academically, socially and emotionally, so that all students leave school well equipped to take their next steps in whatever field they choose.

As a Board, we take this responsibility seriously and work conscientiously with Principal, Tony Freeman, and the management and teaching staff, to try to get the balance right.

Providing the best learning spaces and built infrastructure continues to be a key focus of the Board. At the start of this year, the Middle School enjoyed the benefit of capital works over the Summer break, extending Year 8 classrooms and building a dedicated pastoral care and parent meeting space.

The major part of this year, however, has been spent planning the next phase of our capital works program - a three-project construction program in 2017:

- The refurbishment of Nateby to support our boarding program.
- The addition of a new commercial kitchen space, to expand the curriculum offering at the School, as well as tap into the increasing focus and interest in food and hospitality. It will also provide an option for on-site and external catering.
- The development of a Junior School oval and landscaping to enhance the Junior School's outdoor area to cope with increased student numbers.

We are also working with the Nateby Club on a new home for our archives, in recognition of the importance of our history and the need and desire to preserve it, as well as include it in our future.

If the strength of a community is evidenced in the level of involvement and commitment of its members, then Fahan is indeed a strong school. It never ceases to amaze me how giving people are at all levels, volunteering their time, with support and generosity across all areas of the School. It is appreciated and I thank you one and all. It sets a wonderful example to the girls, as well as enriching our community.

Finally, I would like to inform you all of changes to the makeup of the Board as part of succession planning and Board renewal. During the year we farewelled James Robinson, who retired after fulfilling his maximum term of nine years, and Paul Taranto, who served five years. Both James and Paul made significant contributions to the Board, particularly in strategy, finance and corporate governance and we thank them most sincerely. The changes have therefore resulted in significant renewal. Joining me, Lia Morris, Jessica Saxby, Charles Badenach and Dayne Johnson on the Board are:

- Geraldine Ellis-Maguire, Chief Executive Officer of Searson Buck Tasmania and a specialist in recruitment and human resource management.
- Rhys Edwards, who brings a wealth of knowledge after holding a number of senior positions in the public and private sectors, including Secretary of the Department of Premier and Cabinet as well as the Department of State Growth.
- Craig Barling, currently Executive Director - Transformation at the University of Tasmania. Prior to this role, Craig's experience has been in financial services, with roles as Chief Financial Officer at the University, General Manager - Finance Victoria for News Limited, CFO at the Mercury and a former Partner at Deloitte.

All three are current parents at Fahan.

As you can see, it is a very strong and diverse eight-member Board with excellent skills and experience and a healthy gender balance of 50% women and men. We will continue to work with Principal, Tony Freeman, and Business Manager, Duncan Macgill, to lead the School into the future in a sound and professional manner to ensure strong enrolments, financial sustainability and good governance.

**Keryn Nylander**  
**Chairman, Fahan School Board**





# Head Girl

2016 has seen one of the largest groups of Year 12 girls at Fahan in recent years. This has led to a busy and exciting year. It has been great to see all the students at Fahan participating and having fun in all School activities, whether it was Debating, Sports, Music or Drama. Some of the best moments as Head Girl this year have been watching, not only the House spirit, but also the School spirit that all the girls have shown in everything they have done.

One of our main focuses this year has been to reinforce the importance of kindness and the powerful impact it can have upon individuals and the community. We held a special assembly for the Senior School on 28 May to introduce the concept of *Pay It Forward*, a program that aims to spread the message of the importance of giving to others and making a positive difference. The main focus of this is the 'ripple effect of kindness' and how random acts of kindness can brighten someone's day. The Year 12 girls believe that this is important and we wanted to encourage all of the students to spend a little more time each day thinking of others. As part of our own program in the School, we also placed jars in the Senior School so students could write down random acts of kindness they had witnessed. Each week in REV's assembly we read out a couple of examples of good deeds the students had been doing.

This year, Year 12 has been fundraising for our two chosen charities, The Freya Fund and Rural Alive and Well (RAW). Throughout the year, we held several free dress days and cake stalls to raise money. Our major fundraiser, on Friday 13 May, was a cocktail style evening with a silent auction and

performances from special guests: Tori Hodgman, Meghan and Charlotte Young, Jemima Barker, Lucy Burbury, Mia and John Williamson and Bryarne Duldig. The performances were outstanding and it was great to see the incredible talent of the staff, alumni and students within our School Community. The Year 12 students worked hard to run the event and serve food and drinks. We also had many fantastic prizes and items on our silent auction and live auction conducted by Mark Thomas. I would like to thank all of the businesses and families who donated to our event. The evening was a huge success and it was great to be able to raise a significant amount of money for such worthwhile charities. I'd like to take this opportunity to thank everyone who helped out, both with preparation and on the night.

2016 has been amazing and I have enjoyed every moment as Head Girl. I would like to thank my two fantastic Deputies, Jemima and Sarah, as without their support I would not have been able to get through this year. I would also like to wish next year's Head Girl, Isabella Alcorso, and Deputies, Amy Pailthorpe and Charlotte Young, the best of luck for 2017.

**Elizabeth Browne**  
Head Girl

*Back row: Mr Tony Freeman, Jessica Robinson, Jemima Barker, Elizabeth Browne, Sarah Ikin, Lucy Burbury, Emily McMann, Mrs Kathy Foster  
Front row: Chun Yu, Charlotte Bell, Alice Killalea, Calista Storen, Kate Vosper, Lucy McTaggart, Ms Keryn Nylander*





# Fahan Parents' & Friends' Association

McCrindle Research (2012) identifies five characteristics that define the Australian Community Spirit. They are pride, fun, teamwork, community and freedom. I think these are also the characteristics of the Fahan Community Spirit.

One of the aims of the Fahan P&F Association is to build, nurture and celebrate our community. This goal has been amply achieved this year.

Beginning in Term One with the annual *Sunset Under the Sails*, our welcome back to School drinks, a year of great events commenced. It was, as always, well attended and proved a relaxing evening.

Our inaugural Mothers' Day Stall, led by Georgina Skeggs, was a big hit and helped us to raise some funds for the School; another aim of the P&F.

*Movie Night* at the end of Term Two is always a great time for families and friends to get together and enjoy the big screen and some popcorn. This year, *Inside Out* was featured and enjoyed by all. Thank you to Elaine Killalea for taking the lead on this event.

The highlight event of the year, the *Fahan School Fair*, pulled together our twofold mission of raising money for the School (to buy items for the students that they would not otherwise get to have) and to celebrate and cultivate our community. It was the perfect example of Community Spirit.

Despite very mediocre weather and rapidly changing plans, the hard-working P&F Committee, with its can-do attitude, worked together and put on a sensational event. The stalls looked great, offering a wide variety of merchandise, food and activities. A big thank you goes to the Fair Organising Committee made up of Kirsten Lynch, Maggie Davis, Simon Barton and Madeleine Barton, and also to Rod Nevin for his invaluable contribution. Thanks, also, to all those who helped on the day, particularly Stall Coordinators, Class Reps, Mary Marino and Laura Bird. Finally, thank you to everyone who came and supported the event, when staying at home out of the rain would have been an easier option. We raised over \$20,000 which is a fantastic result!

Our last social event of the year will be the *End of Year BBQ*, to be held on 25 November – an opportunity to unwind and celebrate the end of another great year. This will be accompanied by a Christmas raffle, with some wonderful prizes to be won.

The business of the P&F has been travelling well, with a number of achievements this year. The Constitution of the Fahan P&F received a long-needed overhaul, bringing it up to date with current practice and requirements. Thanks go to Nicole Spence for her advice and commitment. A 2016 Fahan P&F Strategy was also written, ensuring a common mission and goals. Our new website was launched, along with our new email address: [pandf@fahan.tas.edu.au](mailto:pandf@fahan.tas.edu.au). Having updated the shelving in our storage container (thank you Nathan Hurst), we are now looking to hire out equipment, such as gazebos and wine glasses, for private use.

This year the P&F provided a number of items for the School, including some spin bikes for the Barn, improvements at Kelvedon, a dishwasher to help with cleaning up after big events and updated resources for the Early Learning Centre. We also provided support for the *2016 Welcome Dinner* for new families, held at the beginning of the year, and for the Year 12 fundraising effort. Our books were audited (many thanks to David Palmer) and our financial health is looking good.

The Fahan P&F survives in our busy world due to the commitment, enthusiasm and hard work of the P&F Committee: Georgina Skeggs (Vice President), Rose Pilkington (Treasurer), Elaine Killalea (Secretary), Karen Baddiley, Shirl Badenach, Madeleine Barton, Simon Barton, D Brosnan, Maggie Davis, Nathan Hurst, Kirsten Lynch, Kirsten McTaggart, Andrew Mitchell and Amanda Sinclair.

I have enjoyed working with you, value your friendship and thank you for your support of me and the Association.

**Gillian Vosper**  
P&F President









# Prep Discovers Potatoes

The Kitchen Garden at Fahan is designed to instil in students, from Kinder to Year 2, a sense of responsibility for the environment, as well as to teach them the values of good nutrition and a healthy regard for animals.

In the Kitchen Garden, raised organic beds are provided for our youngest students to get in touch with nature by growing their own herbs and vegetables. Children then harvest and cook their fresh produce, exploring different and enjoyable avenues of learning that stimulate creative ability and environmental awareness while enhancing a love of good, wholesome and nutritious food.

Hens are an integral part of this fantastic experience. Students are introduced to the responsible care of animals and the collection of free-range eggs to be used in the kitchen. The Kitchen Garden provides a unique learning experience that allows children to get their hands dirty and have fun while they learn valuable lessons for the future.

In November 2015, the Prep class planted potatoes so the 2016 Prep class could enjoy digging them up early in the year. In March, our current Preps worked hard to harvest them and were very excited to find 60 potatoes! The class decided to steam them one afternoon and enjoy a 'potato-feast', inviting the Year 1 girls along to say 'thank you'.

"I really loved digging up the potatoes," said Keira.

"We said a big 'thank you' to the Year 1 class for planting the potatoes for us last year," said Sophia.

"We said to the Year 1 class that they can come in and eat some of the potatoes with us when we cooked them. We've got enough," said Gabby.

"I loved cooking them!" exclaimed Lizzy.

The Kitchen Garden provides an engaging context for discussions and learning experiences across many curriculum areas.

"Work in the garden beds is followed up with activities in the classroom. Our girls engage in activities that promote understanding of the environment, sustainability, nutrition, literacy and numeracy," said Amanda Evans, Head of Junior School.







# Winnie the Pooh

On Thursday 1 September and Friday 2 September, our Year 2 girls staged three charming performances of Disney's *Winnie the Pooh*.

Over the three shows, the Year 2 girls showed great enthusiasm for their roles and were supported on stage by the Prep and Year 1 girls, while the Years 3 and 4 girls sang in the Choir.

The matinee performances were attended by visiting schools including Sandy Bay Infant School, The Hutchins School and Taroona Primary School, who all thoroughly enjoyed the endearing characters and theatrics.

Kathryn Lumsden-Steel, Year 2 Teacher, said, "It has been a wonderful experience for all of the girls to be involved in *Winnie the Pooh*. They have worked so hard and it has been lovely to see their excitement and sense of pride build as they performed on stage."

The Music Program at Fahan encourages girls to express themselves in varied and original ways. The Early Learning Centre Musical is a wonderful opportunity for the Junior School girls to gain a taste for the performing arts and work together to ensure a successful production.

The following are some thoughts from our Year 2 girls:

"I really liked doing my Tigger dance and Eeyore was really funny too!" said Charlotte Palmer, who played Tigger.

"I loved the finale when we were all together," said Amelia Steedman, who played the Yellow Narrator.

"My favourite thing was seeing everyone in the audience and when they're all clapping for you," said Rosie Salmon, who played Rabbit.

"I loved all the dancing," said Evie, who played Roo.

"I loved being on the stage and playing a character," said Maisy Baker, who played Honey Pot.

Congratulations goes to the Year 2 girls and the ELC teachers for their wonderful efforts in staging another successful ELC Musical.





# Exploring Mechanics

The Reggio Emilia educational philosophy underpins the learning program in the Early Learning Centre at Fahan School. This philosophy supports thinking, questioning and discussion between students and teachers and encourages children to feel proud of their achievements and to be excited about learning.

In Term 3, an enquiry by Year 2 student, Rose Jones, inspired a cross-curricular learning approach for the entire class involving robots.

It started when Rose read a story about robots and became very interested in the concept of robots and how they work. A discussion continued about robots and machinery in general and Loraine Green, Teacher Aide, suggested an activity with Rose to collect items to make a robot, with the intention of its having a Maths focus.

Following great interest by the entire class, Year 2 Teacher, Kathryn Lumsden-Steel, decided to make it a broader focus, with the aim of looking at how technology has changed over time.

Using a Reggio approach, the enquiry became a cross-curricular exercise allowing the girls to explore real machinery from the past and present – both in class and during Art lessons. They examined how technology changes over time based on people's needs. Kathryn commented, "The girls loved taking things apart and using the different components to make their own creations. The discussions about how technology might change again in the future have been fascinating."

"Today we learnt about what makes up a machine. We discussed how humans are made up of veins and organs and compared this to machines. Different machines have many components to make them work and this is what the class explored by looking at the different wires, buttons and motors. The girls were then able to take these components and build their own robots," explained Nic Goodwolf, Junior School Artist-in-Residence.

"I like to put all the bits and bobs inside," said Olivia Ferrar.

"I'm making an elephant from wires, sticky tape and a handle," explained Charlotte Palmer.

"I'm using part of an old toaster to make my robot's feet; it's fun!" said Amelia Steedman.

"My robot is going to help blind dogs to get around. It's made of wires, computer buttons, sticky tape and a door hinge. The coloured wires help it to see the colours in the world and this helps the dog to see," explained Isla Talbot.

"I love the springs in my robot the most. I like putting it all together," said Rose Jones.

"This is the generator and it goes into the speaker, and then it goes to this part I put here which makes a big noise. It's lots of fun," said Eleanor de Wit.

"Mine is going to be a robot and I want it to walk. I put a wheel on its back so it can roll too," said Maisy Baker.





# Beauty and the Beast

On Wednesday 29 June and Thursday 30 June, Year 6 girls staged four delightful performances of Disney's *Beauty and the Beast*.

Over the four shows, the audience enjoyed incredible performances by the Year 6 girls who showed great passion and commitment to their individual roles. They were supported on stage by the Year 5 girls and the Years 3 and 4 girls sang in the Choir.

The matinee performances were attended by visiting schools, including The Hutchins School and Princess Street Primary, who all thoroughly enjoyed the costuming and theatrics.

Fahan Principal, Tony Freeman, said, "With each performance at the School, I am increasingly impressed with the professionalism and confidence the girls display in fulfilling their roles and the passion they put into each performance."

The Junior School Musical is a perfect example of how the Fahan Community works seamlessly together on such events to ensure a successful production. The incredible team of Mrs Annie Tremayne, as Producer and Musical Director, and Mrs Deborah Butterworth, as Director and Choreographer, was supported by Fahan Senior Art Teacher, Ms Alex Pitt, who worked tirelessly with Mrs Sue Ekins and Miss Georgie Vozar to create a set worthy of any professional production.

The costumes and makeup team comprised parents and Fahan Alumni and a great number of staff were involved in many other aspects of making the musical a great success. A huge thank you goes to Ms Jo Bigg, Mrs Karen Rothery, Mr Owen Davies, Mr Jack Pereira, Mr Rod Nevin and Mr Andrew Kannegiesser.

Congratulations goes to the Year 6 girls and their teachers for their wonderful efforts in staging another successful Fahan School Musical.





# The Protozoan Project

As part of a joint Art and Science initiative, The Protozoan Project, the Year 8 girls have zoomed in on an often overlooked kingdom; the Protists. The girls made drawings of various protozoa using specific drawing conventions, then focused on a chosen protozoan and conducted research to discover and describe the features that enable it to survive.

Protozoa are unicellular organisms that exhibit animal-like behaviours such as motility and predation, and include organisms such as amoebae and paramecia. This kingdom of organisms is usually studied in detail at a pre-tertiary level. Studying this kingdom in Year 8 allows for a richer understanding of the microscopic life surrounding, and inhabiting, us. The project has involved microscopy techniques and research, as well as an artistic component.

The Year 8 girls have developed key skills in the use of microscopes to study the various kinds of cells that make up organisms. Often the focus in Cells and Microscopes is on multicellular organisms, such as animals and plants, and their cellular structure, but this year the students have looked at unicellular pond organisms. These organisms can perform all the necessary functions to sustain life (eat, breathe, remove wastes, move etc) even though they are only single cells.

"I enjoyed being able to look at subjects under a microscope and learnt how small, yet complex, the organisms are. For example, the rotifer has around 1000 cells but it is smaller than the amoeba which is only one cell, yet they are the same size," explained Hannah Finkelde.

"Learning about all the different organelles and their functions was great. I found the specimens very interesting because I have never seen them under a microscope before. It's so amazing that something so small can move and eat even though they are only one cell," enthused Georgia Heyward.

"I enjoyed looking at protozoa through the microscope and having to chase the little organisms as they swam to avoid the light," said Holly Hamilton.

"I learnt that under the microscope it is a really complex world. I found two unidentified organisms, crustacean and ciliate, and I really enjoyed working on creating my protozoan sculpture in Art," commented Kathryn Sypkes.

"I find that students are incredibly curious about the microscopic world around us – they love experimenting with the microscopes and are often surprised by the detail and beauty of the specimens we look at. This project enables them to see that life is diverse and everywhere, even a single drop of pond water, is teeming with unicellular life," said Felicity Jacobs, Teacher.

Following the Science unit, the students explored their findings further to make hanging representations of their protozoa. The cross-curricular transfer gives the girls the opportunity to reinforce their learning and understanding of the topic by considering it in a different medium.

"The Year 8 students created sculptural pieces inspired by their protozoa using hand printed imagery. They made a series of paintings and drawings of their microscopic organisms and used a variety of different processes to transfer these designs onto material, attached them to circular embroidery hoops and hung them for the final display. Art and Science have always shared a strong connection and it is important for students to see the natural correlation between the two domains," explained Alex Pitt, Head of Art.





# A Midsummer Night's Dream

On Thursday 2 and Friday 3 June, the Year 8 girls performed a wonderful rendition of *A Midsummer Night's Dream*, William Shakespeare's most popular comedy, in the historic Peacock Theatre in Salamanca.

The students were given the opportunity to study the play in English and also rehearse it in Drama. They performed a shortened version, a play in One Act, adapted by Lindsay Price and modified for modern day, while still maintaining the Shakespearean language.

The performances were enjoyed with great acclaim by each of the audiences and the feedback from the Year 8 students was also very positive:

"I enjoyed the experience and performing in front of an audience. I really enjoyed the fact that the audience got involved and laughed which made it more relaxing," said Sophie Botterill-James.

"I really enjoyed the audience participation and thank you to Mrs Butterworth and all of the teachers for making the play the best it could be!" exclaimed Phoebe Shield.

"I cherished each moment on stage. It was such a wonderful experience to undertake. I loved it so much and really felt that I expanded my vocabulary in Shakespearean language," said Elsie Lamb.

"I would love to do it again. It built up my confidence on stage. I also enjoyed being on stage with my fellow class mates," commented Bronte McShane.

Fahan Drama Teacher, Mrs Deborah Butterworth, said, "Wow, what an amazing experience and journey for the Year 8 girls and myself! I had to pinch myself during both evening performances and remind myself that these students are only in Year 8. There is so much talent amongst the students and it was a lovely bonding experience. The Year 8 girls really came together and worked as a team. They should all be proud of their performances."

Congratulations to all the students and staff involved in making these performances a great success.





# Lumina 9

The *Lumina 9* program allows students in Year 9 to take part in a series of learning opportunities designed to link their studies with the real world. It encourages the girls to be knowledgeable, resilient, independent and collaborative. This dynamic program takes them out of the traditional classroom environment and improves students' learning and social skills.

In 2016, the *Lumina 9* program saw the girls venture to the Kelvedon Classroom Camp which has been designed as a 'classroom in the outdoors' experience. Their time at Kelvedon allowed them to study Science and Geography in the rock platform ecosystems on Kelvedon Beach and coastal landforms; study English and History through guided tours of Swansea, conducted by the students and complete a Maths team challenge that involved forensic studies to investigate a 'murder'. They also participated in Surf Life Saving and water safety as part of their Physical Education and created a natural art installation inspired by the surrounding environment.

Community service is the aim of the fundraising initiatives conducted by *Lumina 9*. Throughout the year, the girls have assisted: Variety the Children's Charity, Annie Kenney House for homeless women, the Cancer Council and TasTAFE Migrant Education students.

The *Lumina 9* girls were also offered the opportunity to take a cultural experience trip to Sydney where they were encouraged to develop their social skills of self-reliance, co-operation and responsibility. In early October, the girls explored the North West of Tasmania on a trip that both challenged and inspired them through a number of outdoor experiences.

Senior School Teacher, Jane Macrossan said, "It is so special to have the opportunity to watch the girls develop their community service spirit and strive to be their best. They become more aware of the needs of others

throughout the year and their kindness and gentleness with the Migrant Education students were beautiful to watch."

"We thought it was a great opportunity to have a School trip to Sydney and that the teachers took the time to take us away for the week," said Eva Polikretis.

"This year's *Lumina 9* program has been a great experience and gave us multiple chances to do things for the community, such as our visits to the Migrant Education Centre, which were rewarding both for us and the migrant students," said Amelia Spence.

"*Lumina 9* has been quite exciting this year. The thing I've enjoyed most would be the Migrant Education visits as I met a new friend, learnt about her country and had some fun. Fundraising for the bike carriage and waiting to give it to the child will be a very happy and exciting moment for the whole of *Lumina 9* as well," remarked Chloe Harris.

"*Lumina 9* has been a great experience to get to know people better, fundraising for Variety and also going on the camps and to Sydney," said Lucy Taranto.

"The *Lumina 9* program at Fahan is predominantly about encouraging the girls to broaden their perception of the wider community by developing an awareness and understanding of others and their needs beyond their family and school environment. As pastoral care staff, it is always wonderful to watch this journey as the students work within their community. They learn that they can be responsible for making great things happen. This, we believe, builds a sense of responsibility in the students, and a sense of pride when they see what they have done is actually helping others," said Liana Hayes, Teacher.





# Surfing Success

My name is Bella Goward and I am in Year 9. I don't remember an exact point in time when I began to love surfing but I was always exposed to the beach and surfing growing up. My family and many of my friends enjoy this lifestyle.

My father used to run a surf camp, with his college students, which was held at Bicheno. My brother and I would join in and learn too. I was about two years old when I started these camps and I have very fond memories from this time. This certainly inspired me to surf when the opportunity came along.

Over many Summers, my family, friends and I would hang out at the beach and I would surf on the boards that were lying around. When I was ten I joined the Vegemite Surf Groms program and this really pushed my surfing. From there I started surfing in some of the local Board Rider competitions and competed against the boys, including my brother. I have always loved beating my brother, and the other boys, and this inspired me to enter the Junior State rounds.

My most recent competition was the East Coast Junior Classic. This was a very successful competition as the surf conditions were close to perfect. I was really happy to end up with first place in the Under 16 and Under 18 girls' competitions. In the Under 18 boys' event I won my first and second heats and made it into the semi-finals. This competition was the last round of the State titles for the year.

In the other State rounds I surfed really well, winning doubles in all but one of the competitions. As a result, I won the Under 16 and Under 18 State titles and will represent Tasmania in the Australian Junior Championships at Phillip Island, in Victoria, in December 2016.

One of my fondest memories representing Fahan was last year when Chloe Abel and I surfed as a team in the MR Shield All Schools' competition. We had Mr Foot and some Fahan girls supporting us at the beach. We were competing against other girls from around the State who were also representing their schools. Everyone had travelled to Clifton Beach especially for the Schools' Surfing Championships.

Chloe and I surfed really well in our heats and managed to progress through to the final. In the final, Chloe and I strategised so we could perform at our very best. As a result of good team work and effort, we managed to win the Under 16 girls' title. We were very proud as it was the first time Fahan had won this title.

When I leave Fahan I would like to continue the Open State rounds and hopefully place well. I have competed in a few, but have not been doing too well as I have competed against some of the best Open female surfers in the State. I hope that when I leave Fahan I will be at the same standard as the other competitors. I will always surf, even into old age, as this is a sport that you can participate in, competitively or just for recreation.

My advice for younger girls who may aspire to achieve sporting success would be to make sure that they love the sport they choose. If they are not passionate about the sport, then they may find it difficult to stay motivated or to train at their best. It is important to remember that to be really good at something can be difficult and challenging. When they feel like giving up because it is too hard, then, that is when they should try harder.





# Learning Through Experience

STEM education is based on the idea of integrating the disciplines of science, technology, engineering and mathematics in a cohesive way, using real-world applications in order to improve students' problem solving and critical analysis skills.

While STEM is a key buzzword at the moment, it is something Fahan has been delivering to our students for a long time. STEM, and indeed its extension, STEAM, which incorporates the Arts, is a natural progression from the Reggio Emilia approach to learning that we adopt from the early years at Fahan. There is a strong emphasis on engaging children through projects and our smaller classes allow for this to happen regularly.

Research suggests there is greater need for STEM capabilities now, more than ever before. Employers are increasingly looking for workers who are creative problem solvers, innovative and critical thinkers, and able to use new technologies. Whatever their future careers, a strong base of STEM knowledge and skills will equip all our girls to engage in dynamic, modern workplaces and society.

At Fahan School, we have always equipped students of all ages with the STEM skills and capabilities they need now, and for the future. Throughout 2016, Fahan girls across the School have had the opportunity to participate in high quality and engaging learning experiences that complement their existing studies, with access to leading-edge resources from our passionate teachers.

## Junior School

Fahan is creating positive early experiences of STEM, through the various programs and initiatives taking place in the Junior School. By tapping into the students' natural and innate curiosity and encouraging them to ask questions about the real world, we are engaging the girls in STEM. The excursions undertaken in the Early Learning Centre, everywhere from Huonville to Mt Nelson, are perfect examples of this.

In Years 2-6, the girls have had fortnightly Information, Communication and Technology (ICT) lessons with Year 5 Teacher, David Hodgman. They have utilised various software packages such as *I Can Animate*, *Code.org* and *Scratch*, and innovative tools such as 3D printers and Makey Makey, to help bring their ideas and thoughts to life. Our Junior School students are using technology to investigate their world and present their discoveries.

During Inquiry, the Year 3 girls studied the Solar System. Using *I Can Animate*, the girls made a short movie using stop motion animation to describe how the planets revolve around the Sun. Next, using *Garage Band* and *iMovie*, and applying what they had learnt, the girls interviewed each other asking the tough questions of what causes shadows, what time of day are the shadows the longest and what causes night and day? Their interviews were then made available for sharing and further collaboration.

In Art, the Year 3 girls successfully attempted mechanical drawing. Under the guidance of Artist-in-Residence, Nic Goodwolf, they looked at random drawing machines, all driven by different sources of power. Inspired by Cameron Robbins' *Field Lines* display at MONA, the aim was for machines that would leave 'marks' and document the actions over a certain timeframe.

The children were encouraged to bring 'self propelling' machines to School so they could work out how they could build something similar. They had six little engines, power tools, a remote control car, an electric shaver, toys and two pottery wheels with which to work. The result was amazing, as the girls invented their own machines and got them to make their own set of marks.

The Year 4 girls worked on coding in Term 3, with the support of some eager Year 9 students. The older girls helped the Year 4 girls follow instructions on what to do and where to find things. They helped design a code to make animals jump, make sounds and move around. On another occasion, the Year 4 girls made rockets move and change their colour.

Year 4 student, Keala Hayes, said, "One of the activities was to go on a coding website and complete a task. We had to make a bird try to hit a pig. It was based on *Angry Birds*. We also had to design our names on a key chain and we used the 3D printer to print them out. We had lots of fun learning how to code."

The Year 5 girls, using *Lego Mindstorms*, built robots and then programmed them to move around a maze using touch and voice sensors. In English, the girls looked at Explanation Reports. Then, using their best David Attenborough impersonations, and using the *I Can Animate* program, the girls wrote an animal documentary.

Year 6 girls have been using *Scratch*, a programming language, to create their own interactive stories, games and animations. After some introductory coding lessons, the girls designed, created and made their own games. These games were then extended and taken "outside the computer" using Makey Makey.







## *Middle School*

In Year 7, the students studied a Physics unit on Forces. After learning some initial theory on the types of forces in nature, and how they may be balanced or unbalanced, they formed small groups and designed a carrier to support an egg to survive a landing from a five-metre drop. The students had certain restrictions including the size, type and amount of materials available. After researching design ideas, each group made a drawing of its design and set about creating it. The girls used materials such as bubble wrap, foam, balloons, straws and paddle pop sticks to construct their egg carriers. Once finished, the eggs were put in place and the carriers dropped from the top of the Music Centre. All eggs survived the drop, indicating very well thought-out egg carriers! The students really enjoyed the open-ended nature of this task.

In Year 8, the students studied atoms and elements, and created a model of an atom of one element chosen from the Periodic Table. After researching information such as the number of protons, neutrons and electrons, students either used materials from the lab, or brought their own materials from home, to construct a hanging model of their atom. The girls had to think of creative ways in which to suspend their atoms. They used items such as beads, polystyrene balls, wire, toothpicks, pipe cleaners and glue guns.

## *Senior School*

The Year 9 girls worked hard this year to produce reading books for the Prep students and they also designed a magazine advertisement. Both projects required a knowledge of photography for different applications and understanding of industry standard software used in publishing.

Year 10 students have produced some incredible project work where they have designed and 3D-printed their own original perfume bottles. They also produced advertisements and packaging for the products that will be printed on our high resolution Art Printer to achieve professional print quality.

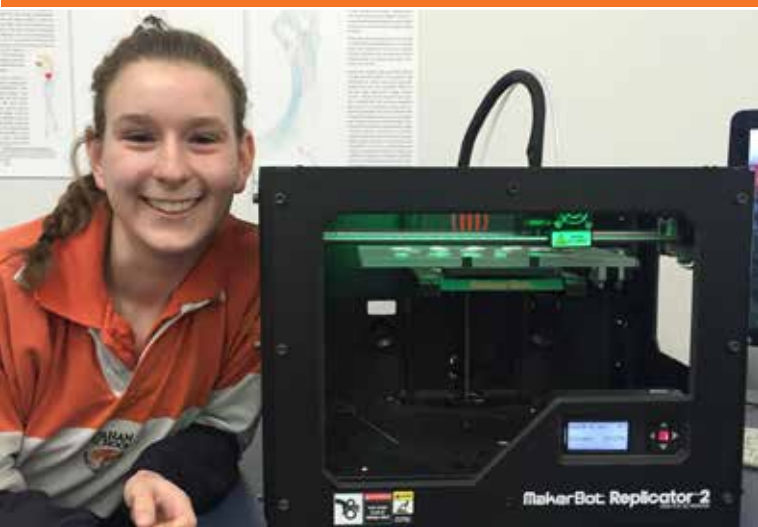
Studying Physical Sciences always makes for a busy time for those Years 11 and 12 students who elect to take on the challenge of this jam-packed course. In 2016, more practical tests were introduced to complement traditional theory based tests and they offered students the opportunity to apply their newly gained knowledge and perform calculations using authentic data. The students responded admirably to these tasks, successfully identifying unknown chemical compounds using analytical testing methods, and calibrating projectile motion equipment and using it to calculate the launch distance of ball bearings.

Students were further able to demonstrate their confidence in conducting practical work under pressure at the 2016 RACI Tasmanian Titration Competition at the University of Tasmania. Conducted in August, this competition, of both accuracy and calculation in Chemistry, put the skills of each student to the test under the watchful gaze of Faculty of Chemistry staff.

Fahan is one of only a handful of schools that provides a course in the Senior School to give an introduction to Architecture and Interior Design. The Years 11 and 12 Housing and Design class completed full documentation for an architectural design project of their choice. The project required that the students mirror the documentation required in the real world in preparing their work.

The Years 11 and 12 Computer Graphic Design class was also kept busy this year creating an independent project. The girls followed industry standards in completing a brief of their choice. They designed a wide range of projects including 3D designs, app designs, animations and logo/marketing solutions. The students were able to prototype using our 3D modelling software and 3D printer. This allowed them to experience and share their work in an immersive virtual reality experience.

ICT Co-ordinator and Senior School Teacher, Jane Macrossan, said, "Our girls across the School are embracing their connected world through STEM-related project work as they develop critical analysis and problem solving skills that will serve them well into their future."





# The Duke of Edinburgh's

The Duke of Edinburgh's International Award empowers young Australians aged 14 to 24 to explore their potential, regardless of their background or circumstance.

The Award is a self-development program that enables young people to develop practical skills, behaviours and attitudes that are recognised and valued by employers globally.

All students who take part in the Award learn a new skill, improve their physical and mental wellbeing, volunteer in their community and go on an adventure. The *Lumina 9* program at Fahan offers our students the opportunity to participate in the Bronze Level of the Award.

The Duke of Edinburgh's International Award is an ideal fit for our existing *Lumina 9* program as it is non-competitive and encourages young people to set, and achieve, goals at a level appropriate to their needs and aspirations. "It allows the girls to be recognised for all their hard work and achievements throughout the year and gain a Bronze Award," said Liana Hayes, Teacher.

The following Years 9 and 10 students took part in The Duke of Edinburgh's International Award in 2016:

Abbey Wiltshire	Lily O'Donnell
Ailish Ansell	Lucy Taranto
Alesia Dyke	Maja Burggraaff
Amelia Spence	Matilda Grant
Bella Goward	Milly Watchorn
Emily Vosper	Penelope Boman
Georgia Britten-Wrigley	Phoebe Edgell
Hannah Vesinger	Renée Di Benedetto
Isabella Farid	Saffron Warden
Isabelle Higgins	Skye Kempnich
Josephine Burbury	Swetha Gollapalli
Katherine Jordan	Tahlia Huntley Antippa
Katie Tranter	Tilly Denman
Lily Hasenkam	





# International Award

Proud to deliver

THE DUKE OF EDINBURGH'S  
INTERNATIONAL AWARD



Some of the skills learnt by our girls through the Award have included: knitting, sewing, Italian, flute and piccolo, sign language, French horn, cycling, saxophone, songwriting and being a barista, amongst others.

Community Service activities included assisting the TAFE Tasmania Migrant Education students, coaching various team sports, sewing bags for the Cancer Council and volunteering at the Junior Fire Brigade.

Through the physical recreation portion of the Award, our girls were involved in surfing, waterpolo, hockey, badminton, gymnastics, martial arts, trampolining, swimming, tennis, gymnastics and dance.

Whilst the *Lumina 9* teachers support our students through The Duke of Edinburgh's International Award, it also allows their flexibility in setting goals and working towards them, and offers a framework for them to focus their interests, improve their abilities and do something they have always wanted to do.

"I liked the skills section of the Award as I was able to improve my songwriting skills. I have now written four songs and I am in the process of writing more. Two of my songs have been recorded and I hope to record the others as well," said student, Matilda Grant.

"I enjoyed improving my language skills in Italian and putting in the time and effort to achieve something that I can use in my life," said student, Tilly Denman.

"My Mum completed The Duke of Edinburgh's International Award and the thing I am most proud of is following in her footsteps," said student, Katie Tranter.

"I am most proud of the progression in my tennis and singing lessons. I have pushed myself a lot, making it really worthwhile in the end, with the amount of fun I have had. The Award has encouraged me to try new things and enjoy them," said student, Swetha Gollapalli.

Teacher, Liana Hayes commented, "We hope to enable the girls to proceed into a life after school equipped and empowered with a variety of skills, abilities, values and attitudes that will stand them in good stead as they embrace the challenges of their future lives."

"The Award recognises commitment to a challenge. It gives the girls the responsibility of setting their goals and, importantly, it rewards their perseverance. It recognises the value of the journey," explained Jane Macrossan, Teacher.





# My Life As A Boarder

Three years have gone by quickly and now it is almost time for me to say goodbye to this lovely School. Thinking back to my first day at Fahan, I was both nervous and excited; whilst I didn't know anyone at the School, I was really looking forward to starting my studies at Fahan. All my classmates and teachers were very friendly and they helped me to fit into the School quickly.

Fahan has given me opportunities to learn and experience so many new things. In Year 10, I enjoyed the challenge of learning soccer and volleyball, as I had never played these sports before. I have always loved Music and therefore became a member of the School Choir and Orchestra soon after I started. I particularly enjoyed our Music lessons in Year 10. These gave me the chance to perform for the residents of Sandown Village and allowed me to gain confidence in performing in front of an audience.

During this same year, I was also lucky enough to experience a Homestay Program and a Combined School Holiday Program during the school holidays. In the Homestay Program, I was able to live with a local Australian lady and have a taste of life in an Australian home. On the other hand, in the Combined School Holiday Program, I was able to meet with international students from other schools and exchange stories.

Year 11 seemed to go by very quickly. As an international student, I was honoured to represent Fahan and promote the School to international visitors. One of the benefits of studying at Fahan is that there is a separate boarding house for the Senior Girls. This allows us to focus on our studies and learn to be responsible for our own behaviour. It is also great that we can study at the Co-operating Schools nearby. I enjoy walking to and from these Schools and having time to reflect on what I have learnt, while getting a bit of exercise at the same time.

The highlight of Year 11 was being involved in the Senior School Musical, *Downtown!* We spent so long rehearsing for the performance and I often thought of giving up, but after hearing the praise from everyone who watched the shows, I understood that all the hard work was worth it.

Whilst Year 12 has been an academically demanding year, I have really enjoyed all of my subject choices, especially Mathematics Specialised and Chemistry. Apart from concentrating on my studies, I also focussed on my health and fitness this year and was glad when Fahan offered some fitness sessions before school in Term 2. This encouraged me to challenge myself by running in the 10km City to Casino event and even attempt the State All Schools' Cross Country at Symmons Plains. I also participated in the community-based charity event Relay for Life and raised awareness about cancer in our community.

I am proud to be a part of the Fahan Community. I would like to thank all the staff members and students at Fahan who made boarding at the School such a wonderful experience for me. Although I am leaving Fahan this year, I will take away many good memories.

By Gillian Man





# Travers Morphett Lecture

## Pearly Ingkakul

On Wednesday 24 August 2016, Pearly Ingkakul, (Class of 2004), delivered an inspirational Travers Morphett Lecture to guests and girls from Years 9–12, titled: *When Opportunities Don't Arise, Create Them*.

This was the seventh lecture in this series named in honour of the founders of the School, Miss Isobel Travers and Miss Audrey Morphett.

The series was inaugurated in 2010 to commemorate the School's 75th anniversary, and is designed to showcase members of the Fahan Alumni who have gone on to become leaders in their fields.

Previous speakers have included: biologist, Dr Margaret Davies OAM; TV producer and creator, Posie Graeme-Evans; singer, Judith Durham OAM; actor and director, Robyn Nevin AM; sociologist, Dr Catherine Robinson and author, Rachael Treasure.

In the years since graduating from Fahan in 2004, Pearly has forged a successful career in Thailand and in 2015 was invited to be on the cover of *Forbes Thailand* as the youngest out of four top business women. She was also featured in *Forbes 30 under 30* as a noteworthy Swiss Alumna. She mentors many young leaders and joined with the Governor of Bangkok to bring the One Young World Summit to Bangkok in 2015.

Several generations of Fahan girls heard Pearly speak openly and honestly about her life experiences since leaving Fahan and how she created opportunities for herself through perseverance and self-belief.

"What I'm going to do is talk to you, Fahan girl to Fahan girl," said Pearly.

She explained how her time at Fahan had helped her to stay grounded and given her the confidence to fight hard for what she believed.

"I'm not going to attain my full potential until I get out of my comfort zone," said Pearly.

She explained how the friendships she made at School had boosted her confidence, even at the most challenging times of her life, particularly as she fought against the odds to bring the One Young World Summit to Thailand.

Pearly regaled the audience with personal stories revealing how, through her involvement with One Young World, she finally understood the meaning of the Mark Twain quotes from her father that she heard frequently throughout her childhood. "The two most important days in your life are first, the day you were born, second, the day you find out why," she said.

Pearly spoke of her experiences since leaving Fahan and delivered a significant message to the girls on the importance of believing in yourself, persevering and continuing to seek new challenges. "Once you believe you are successful, you stop learning," was a particularly salient piece of advice for the girls from Pearly.

"It is a wonderful opportunity for our girls to be inspired and encouraged by the achievements of our former students," said Fahan School Principal, Mr Tony Freeman.

Pearly's talk resonated with the Senior girls. "Pearly was so relatable; she made us think about our own experience in Year 12 coming to an end and what we can do to make the most of it," said Deputy Head Girl, Jemima Barker.













# Pride of Fahan Alumni Award

*Pride of Fahan Alumni Awards are granted to students to allow them to pursue their dreams, bring knowledge and value back to the School and provide value to the community. The following students were the recipients of the Award in 2015.*

## Selamawit Bennett

Teachers and parents frequently tell us about the perils of social media and not to accept friend requests from people we do not know. Early in 2015, I was getting friend requests from Ethiopia and ignoring them until 1 March 2015 when I showed my Mum and Dad. They looked at the person's profile and Mum saw a photo of me on there and said, "This is your brother." The shock became even greater after he rang me and said, "Our mother is here with me."

We had been told by the Ethiopian authorities that my birth mother had passed away. After we got the news from my brother we decided to travel back to Ethiopia, as we were in the planning stages of a trip to Europe. There was so much to do – passports, visas, gifts for family and we also decided to visit the Hamlin Fistula Hospital as the founder was an Australian, Dr Catherine Hamlin.

It seemed a perfect time for me to learn more about some of the issues that Ethiopian women face, and to take things to help them over with us. As part of *Lumina 9*, we support and fundraise for organisations throughout the year. I asked whether our non-local charity could be the Hamlin Fistula Hospital (Australian registered charity). We raised funds through a Winter Raffle where my class had to organise donations for the prizes. We ended up raising over \$1100 – which almost funded two surgeries for the women in the hospital.

The Pride of Fahan Alumni Award helped me with my journey back to Ethiopia, as the additional side trip to Addis Ababa, and the visa fees, were not included in our costs. This made it possible for me to reconnect with my family and I am very, very grateful for that.

Ethiopia was amazing; however, as I mostly visited family I did not get to see many areas out of Addis Ababa. There is some conflict between the government, who wants to develop the city, and the farmers, who are being pushed further out. Everyone we met was so nice to us. I met my Mum, my two brothers, Mum's best friend, many cousins and friends, and even though they had very little, they all brought gifts. One of the best things we did was visit the hospital and present them with a cheque of the money *Lumina 9* raised. I was lucky enough to take a tour of the hospital and see what an incredible job they do there. Whilst there I was also lucky enough to visit a local school for orphans. We brought them exercise books, textas and pencils – it was all very humbling.

I did many other things and I have lots of wonderful memories – but mostly I remember the purely grateful responses we received from all the locals we met. Thank you to the Alumni Association for assisting me to have the experience of a lifetime.





# Pride of Fahan Alumni Award

## Josie Browning

I would like to express my gratitude for receiving a Pride of Fahan Alumni Award, which has allowed me to greatly develop my abilities in the area of textiles. As a result of winning the Award, I was able to invest in an overlocker, a special purpose sewing machine that has the ability to sew and trim fabric edges simultaneously.

I have always found art and design based subjects some of the most enjoyable classes I have undertaken. Over the past few years this interest has led me to taking up sewing and creating textiles projects in my own time. I was given the opportunity, due to Fahan's Co-operating Schools program in 2015, to undertake both Textile Design and Production and Object Design courses, allowing me to expand upon my self-taught knowledge in a formal setting. However, at the end of my courses, I no longer had access to their facilities and specialty equipment and, therefore, was not in a position to continue to develop or refine my textile skills.

After receiving the Pride of Fahan Alumni Award, I am now able to continue my textile studies at a much higher standard than if I were to only have a regular sewing machine, with the overlocker allowing me to produce higher quality, more durable and professional-looking items.

I'm eager to return my thanks to the School and the wider community by assisting in various textile-related activities that take place both in and out of the School. The creation of costumes for the various stage shows Fahan produces each year, textile-based projects which are undertaken by the School's Amnesty group and assisting other students who wish to produce textile-related works in the School's own Object Design program are all examples.

Since obtaining the overlocker, I have already been fortunate enough to assist with the construction of garments for Fahan's 2015 production of *Downtown!* and I am eager to continue to put my skills to good use.

I am extremely thankful for receiving the Pride of Fahan Alumni Award which has allowed me to continue something that I find is not only a rewarding hobby but also a beneficial life skill and a potential career path.





# Pride of Fahan Alumni Award

## Clare Grace

I think learning is like playing sport: you set goals, seek input from experts, work out strategies, practise skills, strive to improve, experience success and then want to reinvest in the cycle all over again. Playing sport has helped me a lot with my learning, through developing perseverance and resilience and improving my personal confidence, leadership and team skills.

After receiving the Pride of Fahan Alumni Award in 2015, I was able to attend a sports camp at the Maribyrnong Sports College in Victoria as part of the Elizabeth College Athlete Development Program. Through competing against the talented students of this sports college, I have been able to work on ways to develop my netball skills, physically and mentally. I was able to access experts in the fields of Sports Psychology, Nutrition, Biomechanics, Conditioning/ Testing and work with some of the top coaches in the country. This experience was invaluable and has inspired me to aim higher.

This year I am playing in the State League Under 19 competition. At the beginning of the season, the eight major teams throughout the State held selection processes to choose a team of girls aged

between 16–19 to represent their different regions in this fierce competition. I play for the Arrows, and I have found it quite challenging being selected in this team at just 16 years of age. I've had to push myself harder and make personal sacrifices. I have enjoyed spending weekends travelling around Tasmania and have also found it extremely rewarding as we've successfully collaborated together as a team to become contenders for the finals.

I enjoy playing Firsts netball for Fahan and look forward to again coaching teams and umpiring for both the School and wider community. Currently, I am working towards obtaining my C badge for netball umpiring as part of the Southern Tasmanian Netball Association Junior Umpire Development Program.

I am grateful to the Alumni Association for supporting and encouraging my participation in netball. I would like to encourage other Fahan students to apply for the Pride of Fahan Alumni Award so that they can strive to be the best they can be in their chosen area and have the opportunity to reinvest in our School and wider community.





# Pride of Fahan Alumni Award

## Amy Pailthorpe

Becoming a Level 1 figure skating coach involves a process of six main steps: a prerequisite of Level 0 accreditation; minimum test level of Novice A; Level 1 course; two written assessments; 40 hours of apprentice coaching and a practical assessment. The Pride of Fahan Alumni Award has helped me achieve the Level 1 course of this process. Once a year, there is a Level 1 course which is held for two days, and this year it was held in Sydney. Over the two days, the other participants and I spent approximately 14 hours learning all the different aspects that apply to being a Level 1 figure skating coach.

The purpose of the course is to equip coaches with the skills and knowledge necessary to coach through to Novice A level. As this is an expensive course, the Pride of Fahan Alumni Award assisted in funding my attendance, so I was able to complete one of the steps required.

Now that I have completed the course, I can start the 40 hours of apprentice coaching. This means that I am required to attend 40 hours worth of lessons, both group and private, with APSA (Australian Professional Skaters' Association) approved trainer coaches. The aim is to listen and learn from the experience of a mentor coach.

After I have completed my 40 hours of apprentice coaching, I undergo a practical assessment. This requires me to conduct a practical coaching session of approximately 45 minutes, that is made up of three lessons for a Preliminary, Elementary and Novice A singles skater. The assessment enables the coach to demonstrate competency in foundational coaching and technical elements covering the three levels. After passing this practical assessment, I will be a Level 1 accredited figure skating coach.

In Tasmania, I believe it is important to keep the spirit of this magnificent sport alive. The Pride of Fahan Alumni Award has made an incredible contribution to helping me on my path to becoming a Level 1 figure skating coach.





# Pride of Fahan Alumni Award

## Nadia Tan

The Pride of Fahan Alumni Award has helped me financially, to purchase a much better camera, thus enabling me to improve my photography skills. This camera has given me the ability to capture people, landscapes, cultures and the essence of things I want to portray in my shots at a much higher standard.

My new camera has fuelled my passion for photography and allowed me to capture the beauty in my surroundings. Photography is my chosen art and it helps me express and share what I want others to see.

Growing up in a fast-paced city, nature was never appreciated as there wasn't any in, or near, where I lived. People passed each other without smiles or greetings, each glued to their own electronic devices. Urban buildings held the city people back from socialising.

After a day's work, each person returned home and remained behind their apartment's closed door. It was common for neighbours to be total strangers. People are kept away from each other in this kind of city life. They have no connections to their surroundings, people, culture or nature.

My camera has given me the opportunity to show the amazing scenery and mateship Australia contains. My viewers can see what I see. This camera helps me capture what others cannot appreciate in the city. It allows me to encourage, appreciate and share the beauty of Australian nature, as well as its people. It has even allowed me to serve as an inspiration for some of my viewers, and it means a lot to me when people enjoy what is being captured.

This Award has not only helped me financially, but it has allowed me to reflect on the way nature is seen and treated at the same time. It helps me portray the uniqueness and details of landscapes and people, down to the very details of wild flowers growing in paddocks. I aim to show the fragility of nature and what will be destroyed if humans continue with ignorance and their damaging ways. It has been a privilege to receive this Award and it has helped me achieve my goal and express my passion for photography.





# Alumna - Francesca Haig

We spoke with successful Alumna, Francesca Haig, (Class of 1998), about her life post-Fahan and her memories of her time at the School.

## **Explain your life post-Fahan.**

After leaving Fahan in 1998, I spent a year working and travelling in Europe, and then completed a degree in Creative Arts at Melbourne University. I continued there with a PhD in English Literature. I kept writing and publishing poetry while I was doing my PhD, and in 2006 my first collection of poetry, *Bodies of Water*, was published. In 2007 I finished my PhD and moved to England, where I was Senior Lecturer in Creative Writing at the University of Chester. In 2013 I finished my first novel, *The Fire Sermon*, the first in a trilogy which is being published in 26 different languages. I now write full-time. *The Fire Sermon* was published in 2015, and the sequel, *The Map of Bones*, came out in 2016. I live in London with my husband, and our son, who's nearly three. When I'm not reading or writing, I love running (slowly!), cooking, and travelling.

## **How did you first get into writing?**

I was always a nerdy kid, obsessed with books, reading and writing. Pretty much as soon as I could speak, I was announcing that I wanted to be a writer. I was lucky to grow up in a house full of books, with parents who always encouraged my passion for reading and writing.

## **What are you working on next?**

I'm in the editing stages for the final novel in *The Fire Sermon* trilogy, which will be published in early 2017. I'm also starting work on my next novel, which will be something entirely different.

## **Of what are you most proud?**

Trying to be a kind person, and (usually) succeeding.

## **What are your fondest memories of Fahan?**

Most of my memories are of the friendships that grew there, and of the many hilarious moments that we shared. Being such a small school, our year group was very close and it was a joy to grow up with those girls. But the special environment of Fahan went beyond my immediate circle of friends – I always felt that the School was a family, and it cared about its students (and staff) as individuals.

The best example of this took place when there was a staff member who had one very unwell child and had lost another child in a miscarriage. We all knew that his wife was pregnant again, and when she gave birth, the Deputy Headmistress ran from classroom to classroom, interrupting each class to share the news that the baby had arrived and that mother and baby were both doing well. Everyone was cheering, and tears were shed too. I don't imagine that something like that would happen at every school. The sense of caring at Fahan was very palpable and not only between the students or teachers: my school bus driver, Peter Cooley, and his wife, became such good friends of mine that we're still in close contact, and they have visited and stayed with us in London.

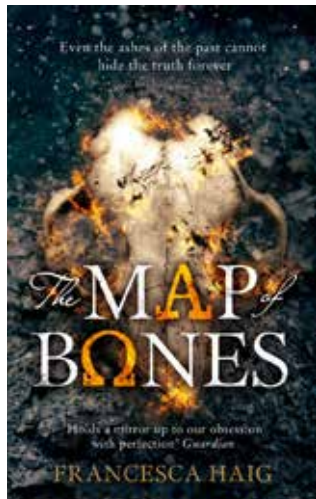
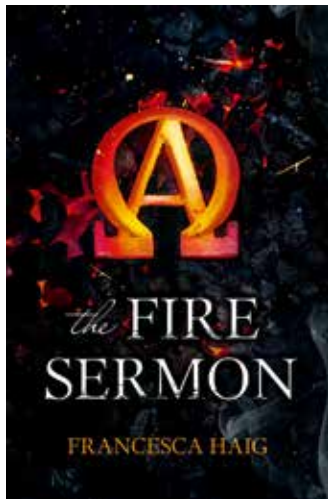
## **How do you think Fahan helped you achieve what you have?**

Because the School was so nurturing, it gave me the confidence to believe in myself, but it was also an environment of high expectations, so I was encouraged to push myself harder. I had excellent teachers who recognised my passions and helped me to pursue them. It was my English teacher, Di Davidson, who first submitted some of my poems to a magazine, which resulted in my first publication.

I also think one of the greatest strengths of Fahan is that it didn't demand conformity, from either the staff (some of whom were brilliantly eccentric) or students. Because we were valued as individuals, I left the School feeling confident in my distinctiveness, which is a great gift to give a young person.

## **What advice would you give your 18 year old self leaving Fahan today?**

I would say that kindness is more important than coolness. It's more real, and more lasting.





# Alumni Reunion Weekend

On Friday 16 September, Fahan School welcomed back around 80 alumni for the annual Alumni Reunion Weekend. Alumni from 1946-50, 1956-60, 1966, 1976, 1986, 1991, 1996, 2011 and 2015 were invited to return to the School and participate in a number of activities planned over the course of the weekend.

The Reunion activities began with the popular Alumni v Student sport matches with netball and hockey taking place in the Gymnasium. The students were victorious in the hockey match and, for the first time, the alumni were crowned champions in the netball. The teams were cheered on by students from around the School who were drawn to the gym with a sausage sizzle and music.

A tour of the School followed the trophy assembly, which was attended by alumni from all years who enjoyed seeing the changes made to the School since their departure.

On Friday evening, the School hosted a *Welcome Back to Fahan Cocktail Party* on Level Two of the Senior School. Overlooking magnificent views, the alumni enjoyed reliving fond memories and exchanging stories about their time at Fahan over a drink and some canapés.

An Alumni lunch was held at Prossers on the Beach on Saturday 17 September and was attended by around 50 alumni from the class of 1956 through to 2015. Over a delicious two course lunch, they were entertained by a panel discussion featuring former teachers Myrna Bedding, Margaret Cormack, Marlene Lette and Margaret Watson. The discussion was recorded for archival purposes and was chaired by Kathryn Thomas (Class of 1978).

"Once again our Alumni Reunion Weekend was full of great memories and laughter. The Teachers' Tribute lunch, at Prossers, saw our former staff well represented by a group of inspiring women who shared their memories and words of wisdom. Our teachers have a special place in our hearts, yet rarely do we have the opportunity to hear their recollections of special times and experiences. We thank them for their contribution to the School and to all Fahan girls," said Kate Langridge, President of the Fahan School Alumni Association.

"It's funny how time almost seems to stand still – when you meet old friends after all these years, the conversations resume as if never interrupted. A lovely chance to reflect and exchange stories," said Gayle Middleton, Class of 1976.

"Fahan is timeless – even though this was our 30 year reunion, returning to the School felt like I had never left – I loved it! Hearing Corm, Mrs Causon (Watson), Mrs Lette and Mrs Bedding speak to us about their secrets, felt a bit like being a fly on the wall in the staff room in the 1980s," commented Helen Munro, Class of 1986.

Our 20 year School reunion was a fantastic weekend. Congratulations to Principal, Tony Freeman, and the teaching staff on achieving great academic success whilst at the same time maintaining the School's precious, traditional ethos. Congratulations also to the Alumni Committee, led by Kate Langridge, for organising a wonderfully memorable weekend for us," remarked Rose Flynn, Class of 1996.

Fahan Principal, Tony Freeman, said, "Members of the Fahan School Alumni Association are to be congratulated on their efforts in working with the School to stage another very successful Alumni Reunion Weekend. The passion and commitment demonstrated by these alumni emphasise the strength of the Fahan Community which was evident in attendees at all events over the weekend."







#### LEFT PAGE: Class of 2011

Back row L-R: Courtney Meiklejohn, Heather Johns, Isobel MacLeod, Isobel Brettingham-Moore, Stella Weston-Smith, Maggie Saunders, Elli Hopkins, Gabreal Wake, Zabrina Taib  
Front row L-R: Grace Ellis, Anna Clark, Isabel Bennett, Rosie Battaglione, Heidi White

#### RIGHT PAGE

Clockwise from top left: Class of 1976

Back row L-R: Fiona Hughton (née Mitchell), Deborah Mohring (née Cane)

Front row L-R: Gayle Middleton, Angie Clark (née Chesterman), Jennifer Weatherhead (née Dodgson)

#### Former teachers

Margaret Cormack, Marlene Lette, Margaret Watson (née Causon), Myrna Bedding

#### Class of 2006

Alexandra Hindle, Katy Stewart (née Wilkinson), Laura Gabriel, Georgina Douglas, Amy Willows, Amelia Glass, Amy Reid

#### Class of 2015

Lucy Rowell, Holly Tranter, Sophie Jones, Erin Giec-Yorston, Isobel Dunbabin, Meghan Young, Carla Peacock

#### Class of 1956

Elizabeth Liew (née Piggott), Margaret Row (née Thodey)

#### Alumni netball team

Back row L-R: Prue Hardcastle (née Robertson 1995), Clare Browne (2011), Helen Browne (2013), Rebecca Foster (2008), Emily Gardner (née Fenn-Smith 1986)

Front row L-R: Louise Rumley (1986), Rachel Allanby (née Kingston 1987)





# Gerdy Jevtic Medal

## Dr Felicity Hawker AM

The Gerdy Jevtic Medal is presented annually to an alumni, or a member of the teaching staff, who has brought pride and honour to Fahan.

Over the years there have been wonderful examples of this quality as demonstrated by those who have been awarded the Medal in many fields including academics, sport, industry and the arts.

In 2015, the Gerdy Jevtic Medal was awarded to Dr Felicity Hawker AM.

Felicity attended Fahan from Kindergarten to Year 12 and was a member of the Class of 1969. She excelled in Mathematics and the physical sciences. She was also an accomplished horsewoman, representing Australia in Inter-Pacific Horse Trials in Japan not long after leaving School.

Felicity graduated from the University of Tasmania Medical School in 1975. She initially trained in Anaesthesia before pursuing training in Intensive Care.

During her time as co-director of ICU at Royal Prince Alfred (RPA) Hospital, she developed an international reputation for the intensive care aspects of liver disease, especially liver transplantation. It is believed that Felicity was the first woman in Australia to become an intensive care specialist. Her book, *The Liver* (1993) is still considered the authoritative work on the acute care of patients with primary disease of the liver.

In 2004, the Felicity Hawker Medal was established at Monash University to honour her as the inaugural Dean of the Joint Faculty and as a female pioneer in a male-dominated specialty.

Felicity was awarded the Australia and New Zealand Intensive Care Society Oration Medal in 2013, for her courageous exposé of sexism in her profession.

Also in 2013, Felicity became a Member in the General Division of the Order of Australia for significant service to intensive care medicine.

On being awarded the Gerdy Jevtic Medal, Felicity said, "I spent the whole 12 years of my schooling at Fahan School and I have no doubt it had an important influence on what I have been able to achieve in my life after school. Fahan stays part of you long after you leave and it was, therefore, a huge thrill to remain part of it by receiving the Gerdy Jevtic Medal. I had the enormous pleasure of being taught by Gerdy Jevtic and I remember her with great affection and respect."



Bruce P Waxman OAM, Felicity Hawker AM, Paul Waxman





# The Nateby Club Art Exhibition

The evening of Thursday 15 September, marked the official opening of The Nateby Club Art Exhibition - *A Creative Life*. The Exhibition was created to celebrate the works of distinguished Fahan Alumni and staff.

The Nateby Club was established over 20 years ago, for Fahan Alumni, including teachers, past parents and friends aged 50 and over. Funds raised from the sale of artworks will support the ongoing development of the Fahan School Archives. Elizabeth Campbell (Class of 1964), President of the Nateby Club, explained the purpose of the Nateby Club and the idea behind the Exhibition.

Curators Rosie McKeand (former Junior School Artist-in-Residence and parent) and Deb Williamson (former teacher and parent) worked hard putting together the Exhibition that was held in the Fahan Music School.

The Exhibition was opened by Marlene Lette, former Drama Teacher at Fahan, who regaled the audience with her memories of Fahan. "I put an ethos into what goes on at Fahan. It is an ethos that I'm sure you would all agree with. We are given here at Fahan, freedom of thought and a nurturing of talent. It doesn't matter what the talent is - it could be beautiful music, dancing, drama or painting. Discipline of mind and a love of life," said Marlene.

The Fahan Senior Orchestra performed at the opening and Year 10 girls assisted with the event.

At the official opening, Principal, Tony Freeman, said, "Congratulations go to all members of the Nateby Club Committee for their dedication and passion in putting together this wonderful Exhibition. Fahan School has a proud tradition in the Arts, which is evident as you walk through the corridor of the Music School tonight."

The Exhibition included works from 25 prominent artists such as Jane Burrell, Eileen Brooker, Patricia Giles, David Keeling and Barbara Kjar, and the Exhibition was open to the public during the Alumni Reunion Weekend. The Exhibition raised almost \$20,000 with profits directed to development of the Archives.



Deb Williamson, Elizabeth Campbell and Rosie McKeand



Phil Browne, Sandra Browne and Anne Currant



Charlotte Young, Gillian Men, Isabella Alcorso and Ruby Zantuck



Tony Freeman, Elizabeth Campbell and Marlene Lette





# The Nateby Club

The Nateby Club is now in its 21st year. This year has been a busy and enjoyable one for The Nateby Club with several events and social functions. Following our AGM last year, we had a most delicious Christmas lunch at the Boat House at Cornelian Bay.

Our first outing for 2016 was a luncheon at Bangor Wine and Oyster Shed near Dunalley. It was very well attended and it was lovely to see a number of new faces. In May, we went to Launceston where we met up with some of our northern friends for a wonderful lunch at Josef Chromy Vineyard. Many thanks to the School for providing bus transport for both trips.

The Nateby Club continues to support the Early Learning Centre and other small projects around the School. Earlier this year, with the funds we provided, the Early Learning Centre purchased some very colourful raised garden beds which now have very luscious vegetables growing in them.

We provided some funds for the redesign of the gardens following the Year 6 classroom alterations. We have also provided money to enable a staff member to attend a special archives computer course.

Our AGM and morning tea was well attended. We welcomed two new committee members in Jill Smith and Jane Wilson. All other office bearers remained the same. We thoroughly enjoyed listening to Deputy Head Girl, Jemima Barker, sing and she was accompanied on piano by Mrs Annie Tremayne. Many thanks to the School for providing morning tea.

The most exciting function this year was the Art Exhibition which was held over the Alumni Reunion Weekend. The Exhibition was titled *A Creative Life* which came from a quote by Miss Travers in 1939 about the meaning of "Light Come Visit Me".

We had 25 artists exhibiting 60 items of work. These artists were former students, former teachers and current teachers. The Music School was transformed into an art gallery! The official opening was 15 September and the Exhibition was opened by Mrs Marlene Lette who was the Head of Drama at Fahan from 1968 until 1989.

All profits from this very successful exhibition are going towards much needed upgrades to the Fahan Archives.

Our final outing for 2016 will be a Christmas lunch in November at Stefano Lubiana Wines & Osteria, to which we are very much looking forward.

I wish everyone a very Happy Christmas and New Year.

**Elizabeth Campbell**  
**President, Nateby Club**



The Nateby Club at Josef Chromy Vineyard in Launceston



Jennifer Morris (née Munro) and Marg Cormack



Roberta Poynter (née Barnett) and Elizabeth Campbell (née Bushby)



The Nateby Club ladies enjoying lunch at Bangor Wine and Oyster Shed



# Archives

The Archives' volunteer group continued to work on the registration of items during the year and donations continue to come in from the Alumni, staff and families. With the collection growing, space in the room at Hedgelands is becoming more limited, and storage conditions are presenting problems. It has been pleasing to note that in future planning and building developments, the Archives are seen as an important asset and are moving to a more suitable area.

We welcomed a visit from Chairman of the Board, Keryn Nylander, and Principal, Tony Freeman, to show them the results of the many volunteer hours that have been put in and to stress the urgency of a more suitable storage, display and work area.

Meg Lawson has been an invaluable help in the Senior Library, and we express our appreciation for her enthusiasm and professional approach in caring for our treasures and enhancing our record keeping knowledge. Meg recently attended the Tasmanian Branch of the Australian Society of Archivists' Annual General Meeting and was duly elected onto the Committee. During October, Meg will be attending Professional Learning sessions on the MOSAiC database system. Once up and running on the updated system, the collections will be more accessible to students, staff and the wider Fahan Community.

Our thanks are extended to The Nateby Club for their continued support in providing funds for the purchase of archival paper, collection bags and miscellaneous materials to help in the conservation and storage of memorabilia and artefacts. We extend our heartfelt thanks to Sue Allison and Elizabeth Campbell, past and present Presidents of The Nateby Club, and their Committee, who so enthusiastically organised the successful Art Exhibition, *A Creative Life*, in support of the Fahan Archives.

Fahan has a rich collection of artworks, including the portraits of Miss Travers, Miss Morphet and Miss Tyers, painted by acclaimed Tasmanian artist, Jack Carrington Smith. These can be found hanging in the main upstairs foyer. The watercolours of Lauramont, by A. T. Johnson, and the Main School building, by Alan Knight, are on display in Nateby and there are many more artworks by former students and teachers throughout the School. The Archives hopes to add to the art collection over the coming years.

The DVD, *Fahan 1960 – 1965 (Houston Collection)*, is available for sale for \$10 on request. Copies can be collected from the Front Office. All proceeds go towards the continued upkeep of the Archives.

**Roberta Poynter**  
**Nateby Club**

## Recent Acquisitions

The Fahan Archives Association gratefully acknowledges the following items donated into our care:

Prefect's pocket 1946, photograph of Barbara Blunt and Alison Purves going to School in 1938 – donated by Alison Purves.

6 boxes of Art Books – donated by Mollie Maxwell.

*Downtown!* Musical 2015 Program; Swimming towel with Fahan badge and initialled R H B 1962; Library Book donated to Library 1970 – *Vertebrate Animals of Tasmania* by Clive Lord and H Scott – donated by Robbie Poynter.

Uniforms – donated by Sandra and Neroli Armstrong.

Leavers' Book Prize 1964-65 – donated by Lois Houston.

Book, *Wuthering Heights* – Emily Bronte, Class Prize 1955 – donated by Maggie Row.

DVD - *My Dancing Rock* 1992 – AAP Studies, Flinders Island.

Large collections of photographs, paintings and uniforms have been transferred to the Archives from a number of subject departments, or have been left unnamed at Administration.

We would ask that any items left as donations be accompanied by an Acquisitions form, with details of the donor, contact address and any information related to the object.



Lauramont by A.T. Johnson



Main School building by Alan Knight



Meg Lawson (née Shooobridge)

## Engagements

Rebeccah Waley (Class of 2003) to Clinton Young  
Anna Fay (Class of 2008) to Toby West

## Marriages

Laura Morris (Class of 2008) married Simon Turbett  
Harriet Jones (Class of 2004) married Sam Taylor  
Claire Oakley (Class of 2010) married Perry Larson-Pearse



Claire Oakley and Perry Larson-Pearse



John Drew and Caroline Drew

## Births

Harriet Taylor née Jones (Class of 2004) and Sam Taylor welcomed daughter Daisy Joy Taylor  
Karina Peacock (Class of 2010) and Jonathan Roberts welcomed daughter Ameliah Jayne Piper Roberts  
Megan Corp née Cable (Class of 1996) and Andrew welcomed Fraser David, a little brother for Lachlan and Amelie  
Freja Heather (Class of 2014) welcomed a daughter Halle Annah  
Rowena Conacher (staff member) and Mike Conacher welcomed a son George Edward Conacher, a little brother for Harry

## In Memory

Caroline Solomon née Drew (Class of 1957)  
Gay Klok née Benjamin (Class of 1953)  
Justine Bamford née Johnston (Class of 1943)  
Rosemary Mallett née Hansen (Class of 1948)  
Jennie Casson-Medhurst née Salmon (Class of 1958)  
Caroline Sibson (former staff member)  
Peggie Elizabeth Lewis née Jones (Class of 1942)





FAHAN  
SCHOOL



Fisher Avenue, Sandy Bay, Tasmania, Australia, 7005

PO Box 2090, Lower Sandy Bay, Tasmania, Australia, 7005

Tel: +61 3 6225 1064

Fax: +61 3 6225 1263

Email: [communications@fahan.tas.edu.au](mailto:communications@fahan.tas.edu.au)

Website: [www.fahan.tas.edu.au](http://www.fahan.tas.edu.au)