



## Annual Report 2016

The following report has been prepared in response to the Australian Government requirements that schools report on specific issues to their stakeholders on an annual basis. This report relates to information from the operation of Fahan School in 2016.

Fahan School is an outstanding school for girls providing valued education and quality boarding facilities to girls from Kindergarten to Year 12. Fahan School also provides education to boys from Kindergarten to Year 2.

Our purpose is to empower each of our girls to achieve and contribute through Education, Experience, Environment, Enjoyment, Enquiry and Innovation.

Fahan School is set amongst magnificent gardens and tranquil environment overlooking the picturesque Derwent River.

During 2016, there were 396 students enrolled including 2 international students, with 17 students boarding at Fahan School.

Fahan School aims to provide an excellent education experience for its students, while at the same time allowing time for reflection and the development of personal, social and community life skills.

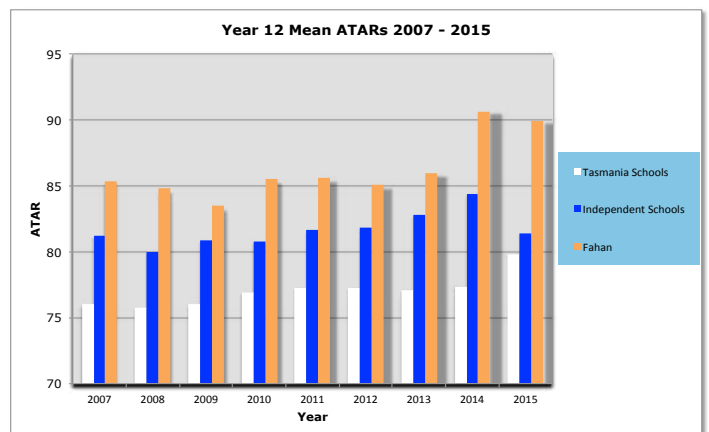
The passionate and outstanding team of educators and staff at Fahan live and promote the values of the School. Fahan employs a team of highly skilled professionals who are dedicated to providing leading education for girls. The consistently high results achieved by our students are testament to the commitment and quality of education provided by the Fahan School team.

More information is available on our website [www.fahan.tas.edu.au](http://www.fahan.tas.edu.au).

### Student Outcomes

Students are encouraged to achieve their potential and continue their studies post – Year 12 at university, TAFE or move to satisfying and fulfilling work opportunities.

In 2016, students completing Year 12 at Fahan School received outstanding results across a range of subject areas. In summary, 95% of students were successful in gaining ATARs, with 34% achieving an ATAR above 95 and 61% above 90. Based on TASC (formerly TQA) figures, Fahan School has the highest percentage of students gaining an ATAR and the highest Mean ATAR of any school in the State averaged over the last 10 years.



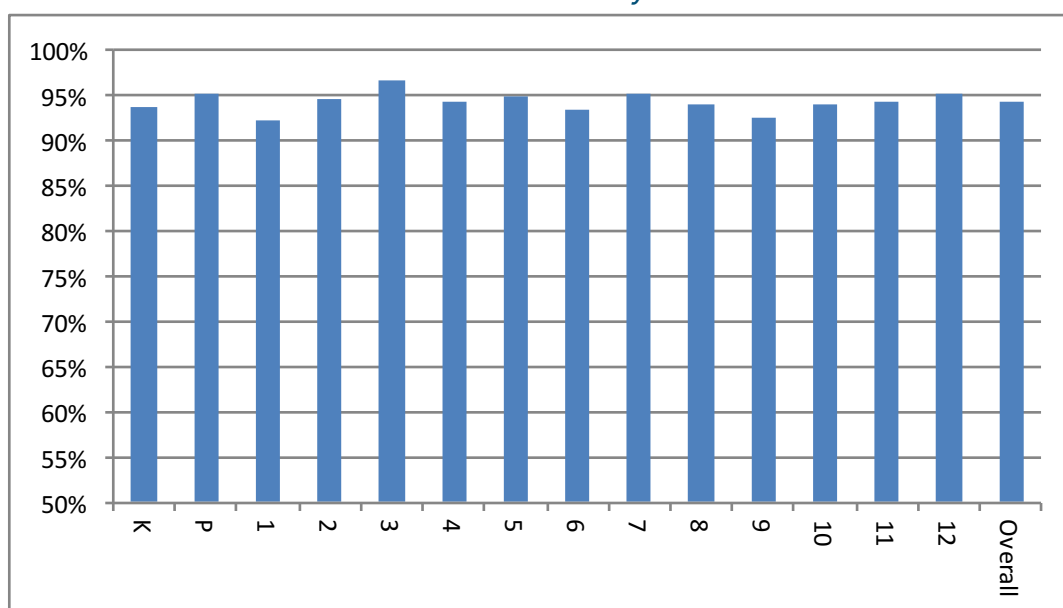
A summary of the 2016 post school destinations for Fahan School Year 12 students is shown in the following table.

| School Year - 2016   | Number of Students | Percentage of Students |
|--|--------------------|------------------------|
| Students studying at University                              | 24                 | 55%                    |
| Students who gained entrance to university now working (GAP) | 16                 | 36%                    |
| Students studying at TAFE                                    | 1                  | 2%                     |
| Students working   | 3                  | 7%                     |
| Total Year 12 Students                                       | 44                 | 100%                   |

## Attendance

The average student attendance rate in 2016 was 94% comprised as follows:

*Attendance Rates by Year*



### *Attendance Policy:*

Student attendance is managed, recorded and monitored in accordance with the School's attendance procedure, a copy of which is available on request.

## NAPLAN Results

100% of scores obtained by Fahan students were at or above the National Minimum Standard. Fahan School was ranked in the Top 50 Girls Schools in the Nation in 2012 and 2013 and in the Top 100 Schools Nationally in 2011 and 2012.

The table overleaf indicates Standardised Test results of Fahan School students in the areas of reading, writing and numeracy for Years 3, 5, 7 and 9 over the last four years. The percentage variance shown is a comparison with the previous years and also this year's Tasmanian and National means. It must be noted that the comparison relates to two different sets of students, i.e Year 3 in 2015 compared with Year 3 in 2014.

## Fahan School NAPLAN Results

*Mean score comparison against previous years with % variance*

| Year 3     | Reading |     | Writing |     | Spelling |     | Grammar |     | Numeracy |     |
|------------|---------|-----|---------|-----|----------|-----|---------|-----|----------|-----|
| Fahan 2016 | 461     |     | 452     |     | 471      |     | 505     |     | 435      |     |
| Fahan 2015 | 479     | -4% | 465     | -3% | 438      | 8%  | 465     | 9%  | 404      | 8%  |
| Fahan 2014 | 467     | -1% | 432     | 5%  | 446      | 6%  | 448     | 13% | 368      | 18% |
| Fahan 2013 | 468     | -1% | 456     | -1% | 429      | 10% | 460     | 10% | 412      | 6%  |
| Fahan 2012 | 495     | -7% | 456     | -1% | 445      | 6%  | 461     | 10% | 425      | 2%  |
| Fahan 2011 | 494     | -7% | 466     | -3% | 458      | 3%  | 501     | 1%  | 469      | -7% |
| Fahan 2010 | 492     | -6% | 458     | -1% | 410      | 15% | 447     | 13% | 466      | -7% |
| Fahan 2009 | 476     | -3% | 456     | -1% | 444      | 6%  | 460     | 10% | 464      | -6% |
| Fahan 2008 | 447     | 3%  | 483     | -6% | 460      | 2%  | 473     | 7%  | 434      | 0%  |
| Similar    | 456     | 1%  | 438     | 3%  | 436      | 8%  | 460     | 10% | 432      | 1%  |
| Tasmania   | 414     | 11% | 414     | 9%  | 400      | 18% | 418     | 21% | 394      | 10% |
| Australia  | 426     | 8%  | 421     | 7%  | 420      | 12% | 436     | 16% | 402      | 8%  |

| Year 5     | Reading |      | Writing |     | Spelling |     | Grammar |     | Numeracy |     |
|------------|---------|------|---------|-----|----------|-----|---------|-----|----------|-----|
| Fahan 2016 | 530     |      | 534     |     | 529      |     | 546     |     | 517      |     |
| Fahan 2015 | 579     | -8%  | 534     | 0%  | 539      | -2% | 560     | -3% | 553      | -7% |
| Fahan 2014 | 535     | -1%  | 490     | 9%  | 506      | 5%  | 530     | 3%  | 505      | 2%  |
| Fahan 2013 | 544     | -3%  | 526     | 2%  | 535      | -1% | 543     | 1%  | 513      | 1%  |
| Fahan 2012 | 537     | -1%  | 509     | 5%  | 499      | 6%  | 557     | -2% | 545      | -5% |
| Fahan 2011 | 589     | -10% | 541     | -1% | 515      | 3%  | 598     | -9% | 552      | -6% |
| Fahan 2010 | 529     | 0%   | 535     | 0%  | 539      | -2% | 577     | -5% | 525      | -2% |
| Fahan 2009 | 534     | -1%  | 491     | 9%  | 509      | 4%  | 538     | 1%  | 510      | 1%  |
| Fahan 2008 | 520     | 2%   | 497     | 7%  | 484      | 9%  | 525     | 4%  | 510      | 1%  |
| Similar    | 534     | -1%  | 500     | 7%  | 504      | 5%  | 531     | 3%  | 513      | 1%  |
| Tasmania   | 495     | 7%   | 472     | 13% | 479      | 10% | 494     | 11% | 481      | 7%  |
| Australia  | 502     | 6%   | 475     | 12% | 493      | 7%  | 505     | 8%  | 493      | 5%  |

| Year 7     | Reading |     | Writing |     | Spelling |     | Grammar |     | Numeracy |     |
|------------|---------|-----|---------|-----|----------|-----|---------|-----|----------|-----|
| Fahan 2016 | 574     |     | 555     |     | 569      |     | 576     |     | 570      |     |
| Fahan 2015 | 584     | -2% | 566     | -2% | 598      | -5% | 594     | -3% | 592      | -4% |
| Fahan 2014 | 593     | -3% | 559     | -1% | 572      | -1% | 601     | -4% | 583      | -2% |
| Fahan 2013 | 595     | -4% | 568     | -2% | 568      | 0%  | 579     | -1% | 593      | -4% |
| Fahan 2012 | 589     | -3% | 580     | -4% | 579      | -2% | 605     | -5% | 571      | 0%  |
| Fahan 2011 | 591     | -3% | 593     | -6% | 584      | -3% | 622     | -7% | 599      | -5% |
| Fahan 2010 | 609     | -6% | 570     | -3% | 575      | -1% | 619     | -7% | 607      | -6% |
| Fahan 2009 | 601     | -4% | 592     | -6% | 571      | 0%  | 608     | -5% | 542      | 5%  |
| Fahan 2008 | 611     | -6% | 602     | -8% | 573      | -1% | 596     | -3% | 580      | -2% |
| Similar    | 587     | -2% | 560     | -1% | 571      | 0%  | 585     | -2% | 585      | -3% |
| Tasmania   | 537     | 7%  | 513     | 8%  | 529      | 8%  | 531     | 8%  | 539      | 6%  |
| Australia  | 541     | 6%  | 515     | 8%  | 543      | 5%  | 540     | 7%  | 550      | 4%  |

| Year 9     | Reading |     | Writing |     | Spelling |     | Grammar |     | Numeracy |     |
|------------|---------|-----|---------|-----|----------|-----|---------|-----|----------|-----|
| Fahan 2016 | 626     |     | 626     |     | 632      |     | 627     |     | 614      |     |
| Fahan 2015 | 636     | -2% | 621     | 1%  | 606      | 4%  | 615     | 2%  | 624      | -2% |
| Fahan 2014 | 635     | -1% | 607     | 3%  | 630      | 0%  | 640     | -2% | 608      | 1%  |
| Fahan 2013 | 636     | -2% | 633     | -1% | 636      | -1% | 655     | -4% | 626      | -2% |
| Fahan 2012 | 665     | -6% | 637     | -2% | 635      | 0%  | 659     | -5% | 632      | -3% |
| Fahan 2011 | 636     | -2% | 677     | -8% | 630      | 0%  | 627     | 0%  | 607      | 1%  |
| Fahan 2010 | 631     | -1% | 589     | 6%  | 607      | 4%  | 626     | 0%  | 615      | 0%  |
| Fahan 2009 | 647     | -3% | 650     | -4% | 631      | 0%  | 639     | -2% | 632      | -3% |
| Fahan 2008 | 644     | -3% | 661     | -5% | 638      | -1% | 653     | -4% | 607      | 1%  |
| Similar    | 625     | 0%  | 594     | 5%  | 609      | 4%  | 612     | 2%  | 617      | 0%  |
| Tasmania   | 578     | 8%  | 548     | 14% | 565      | 12% | 567     | 11% | 576      | 7%  |
| Australia  | 581     | 8%  | 548     | 14% | 580      | 9%  | 570     | 10% | 589      | 4%  |

## Other Student Matters

100% of the Fahan School cohort in 2014 enrolled in Year 12 in 2016.

Students at Fahan School are involved and participate at very high levels in a wide variety of learning opportunities.

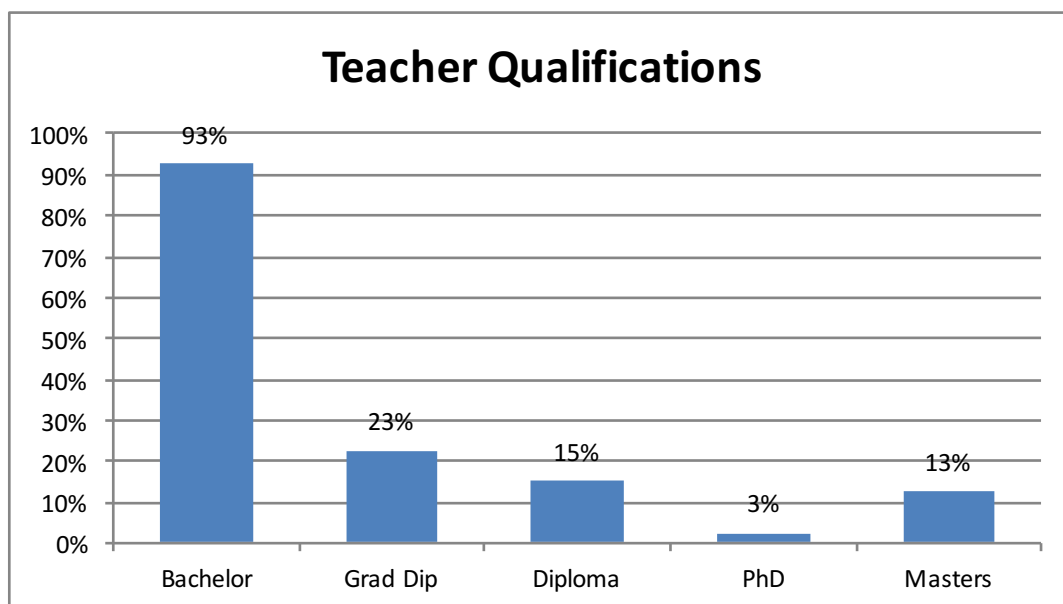
Co-curricular activities include:

- Intra and Inter school sport
- Community service
- Peer mentoring – big sister, little sister program
- Interstate trips
- International trips
- Broad range of cultural pursuits including music, drama, dance and art
- Eisteddfods
- Outdoor education and field trips
- International and interstate student exchanges
- Amnesty International
- Duke of Edinburgh's International Award
- Scholastic clubs
- Rowing
- Debating

## Staffing and Employment Matters

It is a legal requirement that teachers employed in Tasmania are registered with the Tasmanian Teachers Registration Board. All teachers employed by Fahan School are registered and hold appropriate qualifications.

The percentage of Fahan School teachers holding one or more relevant qualifications is detailed in the table below:-



During 2016, teaching staff were involved in professional development activities addressing the latest teaching techniques and strategies in a variety of areas.

Fahan School staff are committed to the philosophy and ethos of the school and voluntarily choose to remain with the school. Fahan School farewelled Deborah Butterworth from the teaching staff at the end of the 2016 year.

97% of teaching staff employed for 2015 continued to work at Fahan during 2016, with the exception of those who commenced/continued on approved maternity leave or who were employed to cover fixed term vacancies.

## Levels of Involvement

Parent and Student appraisals indicate high levels of satisfaction at Fahan School. Fahan School is fortunate to be supported by strong parental involvement in many aspects of school life, including voluntarily service in classrooms and School tuckshop, Board and Committee membership, Parents and Friend forums, out of school hours sporting assistance (such as coaching and umpiring). Clearly the extensive parent support and assistance is indicative of the school community satisfaction with the direction and operation of Fahan School.

In 2016 the School conducted a parent satisfaction survey requesting feedback in relation to the following matters:

- Values and Culture
- Curriculum
- Teaching Standards
- Homework
- Student Transition
- Leadership & Direction
- Co-curriculum
- Learning Environment
- Reporting
- Student Engagement
- Learning & Extension
- Resources & Facilities
- School Communication
- Pastoral Care / Wellbeing
- Parent Engagement
- General

Response to the survey was extremely high and Fahan School was very pleased to receive an overall satisfaction rating of 83%, an excellent outcome that is reflective of the very high average satisfaction rating of 4.16 out of 5 across all categories.

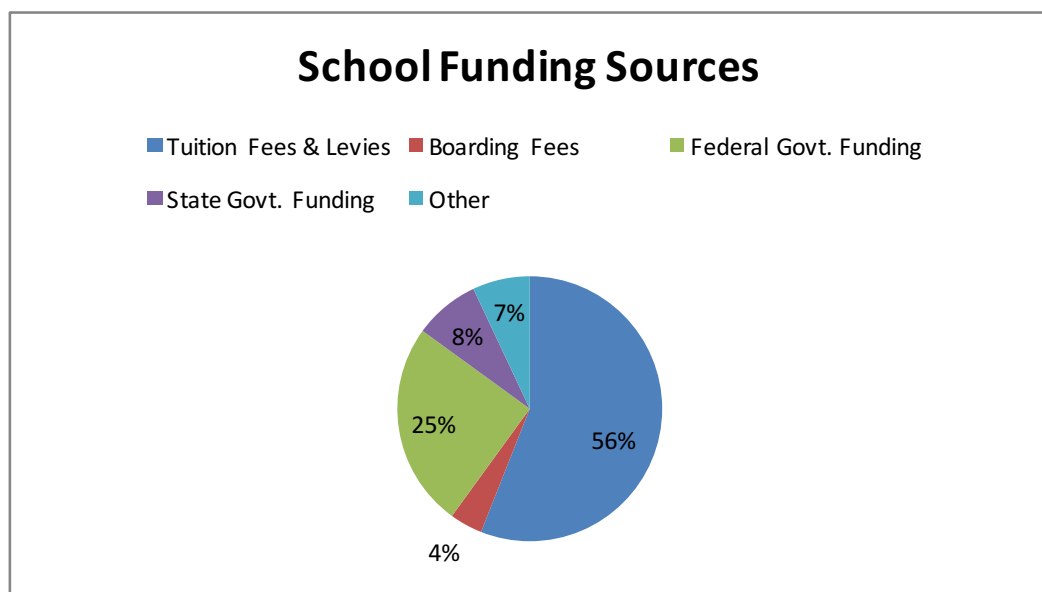
Periodic parent surveys are an important tool for Fahan School in ensuring the School is meeting the needs of the School Community.

The next parent satisfaction survey will be undertaken in 2018.

The Fahan School community are invited to have input into Schools Capital Development Plan. These plans identify priorities for Fahan School for the benefit of future students and community. Furthermore, Fahan School has a well-established "open door" policy where community members, past present and future, are always welcome to visit, observe and share their thoughts on "life at Fahan".

## School Income

The following chart depicts Fahan School's income for the 2016 year broken down by funding source.



*If you have any questions or comments related to this report, please address them to:  
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