



Annual Report 2017

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 2017.

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 2017, there were 391 students enrolled including 3 international students, with 15 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.

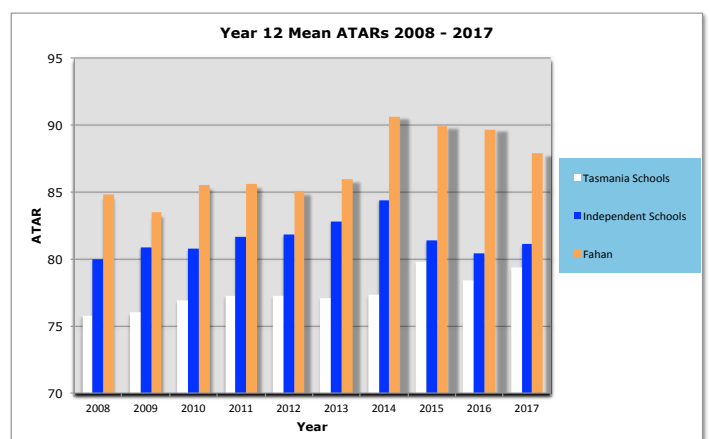
The passionate and outstanding team of educators and staff at Fahan live and promote the values of the School. Fahan employs a team of highly skilled professionals who are dedicated to providing leading education for girls. The consistently high results achieved by our students are testament to the commitment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

More information is available on our website www.fahan.tas.edu.au.

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 2017, students completing Year 12 at Fahan School received outstanding results across a range of subject areas. In summary, 96% of students were successful in gaining ATARs, with 83% achieving an ATAR above 80. 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.



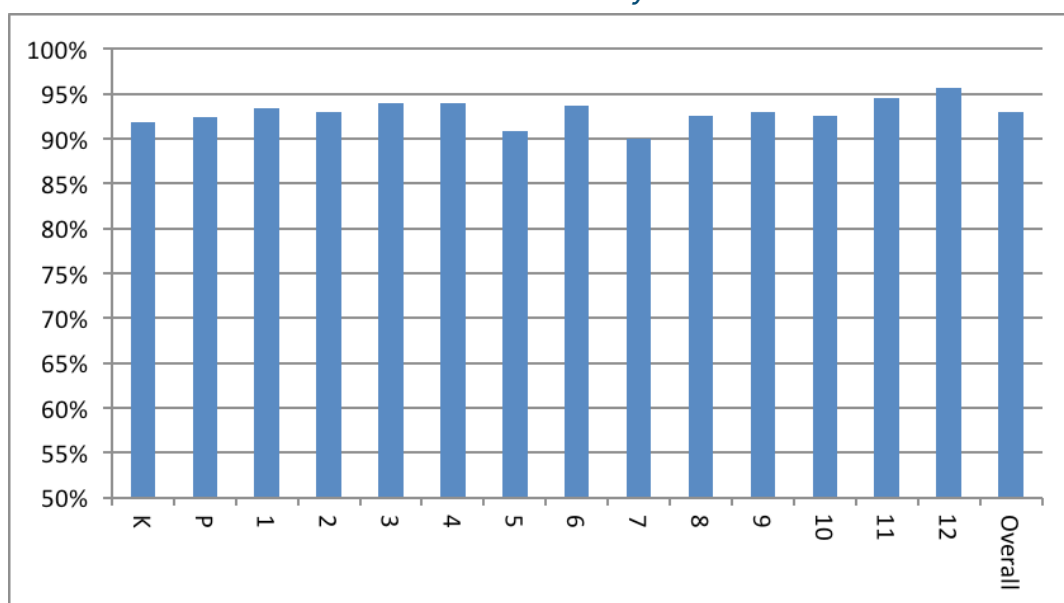
A summary of the 2017 post school destinations for Fahan School Year 12 students is shown in the following table.

School Year - 2017	Number of Students	Percentage of Students
Students studying at University	13	54%
Students who gained entrance to university now working (GAP)	11	46%
Students studying at TAFE	0	0%
Students working	0	0%
Total Year 12 Students	24	100%

Attendance

The average student attendance rate in 2017 was 93% 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

99.6% of scores obtained by Fahan students in 2017 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 ten 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 2017 compared with Year 3 in 2016.

Fahan School NAPLAN Results
Mean score comparison against previous years with % variance

Year 3	Reading		Writing		Spelling		Grammar		Numeracy	
Fahan 2017	464		424		435		497		435	
Fahan 2016	461	1%	452	-6%	471	-8%	505	-2%	435	0%
Fahan 2015	479	-3%	465	-9%	438	-1%	465	7%	404	8%
Fahan 2014	467	-1%	432	-2%	446	-2%	448	11%	368	18%
Fahan 2013	468	-1%	456	-7%	429	1%	460	8%	412	6%
Fahan 2012	495	-6%	456	-7%	445	-2%	461	8%	425	2%
Fahan 2011	494	-6%	466	-9%	458	-5%	501	-1%	469	-7%
Fahan 2010	492	-6%	458	-7%	410	6%	447	11%	466	-7%
Fahan 2009	476	-3%	456	-7%	444	-2%	460	8%	464	-6%
Fahan 2008	447	4%	483	-12%	460	-5%	473	5%	434	0%
Similar	494	-6%	453	-6%	449	-3%	496	0%	456	-5%
Tasmania	424	9%	405	5%	396	10%	425	17%	402	8%
Australia	431	8%	414	2%	416	5%	439	13%	409	6%

Year 5	Reading		Writing		Spelling		Grammar		Numeracy	
Fahan 2017	553		520		524		571		530	
Fahan 2016	530	4%	534	-3%	529	-1%	546	5%	517	3%
Fahan 2015	579	-4%	534	-3%	539	-3%	560	2%	553	-4%
Fahan 2014	535	3%	490	6%	506	4%	530	8%	505	5%
Fahan 2013	544	2%	526	-1%	535	-2%	543	5%	513	3%
Fahan 2012	537	3%	509	2%	499	5%	557	3%	545	-3%
Fahan 2011	589	-6%	541	-4%	515	2%	598	-5%	552	-4%
Fahan 2010	529	5%	535	-3%	539	-3%	577	-1%	525	1%
Fahan 2009	534	4%	491	6%	509	3%	538	6%	510	4%
Fahan 2008	520	6%	497	5%	484	8%	525	9%	510	4%
Similar	556	-1%	510	2%	525	0%	544	5%	520	2%
Tasmania	499	11%	499	4%	484	8%	488	17%	481	10%
Australia	500	11%	500	4%	485	8%	489	17%	482	10%

Year 7	Reading		Writing		Spelling		Grammar		Numeracy	
Fahan 2017	589		564		569		593		581	
Fahan 2016	574	3%	555	2%	569	0%	576	3%	570	2%
Fahan 2015	584	1%	566	0%	598	-5%	594	0%	592	-2%
Fahan 2014	593	-1%	559	1%	572	-1%	601	-1%	583	0%
Fahan 2013	595	-1%	568	-1%	568	0%	579	2%	593	-2%
Fahan 2012	589	0%	580	-3%	579	-2%	605	-2%	571	2%
Fahan 2011	591	0%	593	-5%	584	-3%	622	-5%	599	-3%
Fahan 2010	609	-3%	570	-1%	575	-1%	619	-4%	607	-4%
Fahan 2009	601	-2%	592	-5%	571	0%	608	-2%	542	7%
Fahan 2008	611	-4%	602	-6%	573	-1%	596	-1%	580	0%
Similar	590	0%	555	2%	570	0%	584	2%	583	0%
Tasmania	541	9%	506	11%	533	7%	533	11%	539	8%
Australia	545	8%	513	10%	550	3%	542	9%	554	5%

Year 9	Reading		Writing		Spelling		Grammar		Numeracy	
Fahan 2017	631		620		635		632		614	
Fahan 2016	626	1%	626	-1%	632	0%	627	1%	614	0%
Fahan 2015	636	-1%	621	0%	606	5%	615	3%	624	-2%
Fahan 2014	635	-1%	607	2%	630	1%	640	-1%	608	1%
Fahan 2013	636	-1%	633	-2%	636	0%	655	-4%	626	-2%
Fahan 2012	665	-5%	637	-3%	635	0%	659	-4%	632	-3%
Fahan 2011	636	-1%	677	-8%	630	1%	627	1%	607	1%
Fahan 2010	631	0%	589	5%	607	5%	626	1%	615	0%
Fahan 2009	647	-2%	650	-5%	631	1%	639	-1%	632	-3%
Fahan 2008	644	-2%	661	-6%	638	0%	653	-3%	607	1%
Similar	622	1%	601	3%	610	4%	605	4%	615	0%
Tasmania	570	11%	537	15%	562	13%	557	13%	573	7%
Australia	581	9%	552	12%	582	9%	574	10%	592	4%

Other Student Matters

86% of the Fahan School cohort in 2015 enrolled in Year 12 in 2017.

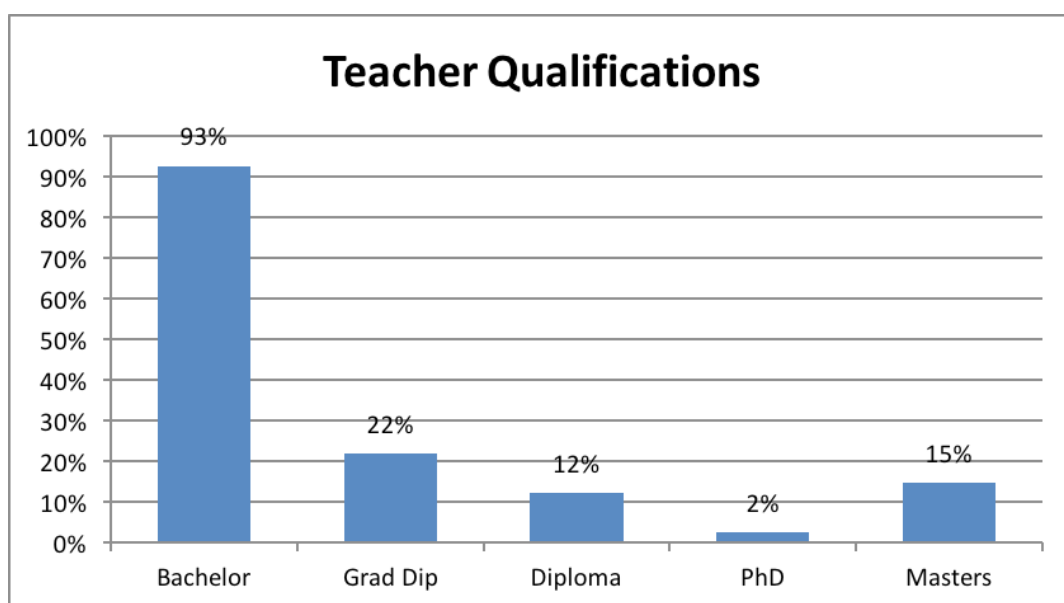
Students at Fahan School are involved and participate at very high levels in a wide variety of learning opportunities. Co-curricular activities include:

- 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 2017, 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 Belinda Tyrrell, Aimee Woodward and Lisa Seddon from the teaching staff at the end of the 2017 year.

98% of teaching staff employed for 2016 continued to work at Fahan during 2017, 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.

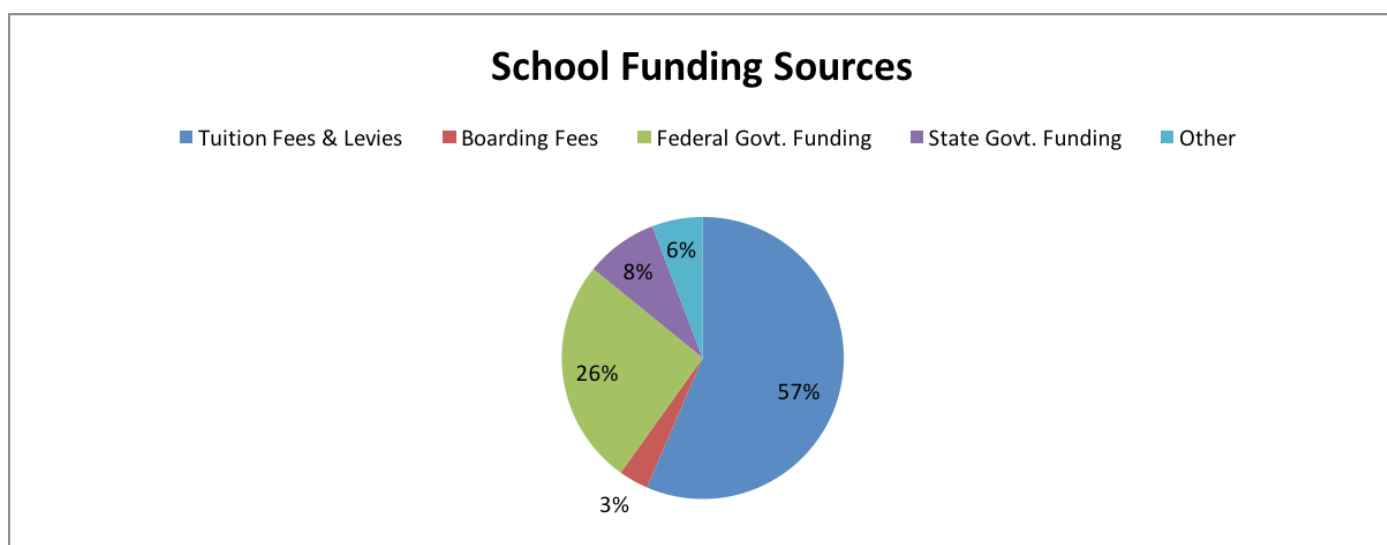
Periodic parent surveys are an important tool for Fahan School in ensuring the School is meeting the needs of the School Community.

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 2017 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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