



# ANNUAL REPORT



Fahan School

**2021**

Fahan School

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# About Fahan School

Fahan School is dedicated to excellence in education for girls and the realisation of each student's potential, providing a balanced curriculum encompassing academic, cultural, physical and practical areas of learning.



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 2021.

Fahan School provides valued education and quality boarding facilities to girls from Kindergarten to Year 12. Fahan is a non-denominational school with a Christian ethos. Fahan School is set amongst magnificent gardens and a tranquil environment overlooking the picturesque Derwent River.

During 2021, there were 416 students enrolled, 0 international students and 4 boarders. Fahan School aims to provide an excellent educational 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 Fahan School.



## **Our Vision**

To enlighten, inspire and ignite young minds and hearts.

## **Our Mission**

To create a community in which all people flourish. To instil a deep love of learning and the development of right principles that empower each Fahan girl to step confidently into her future.

## **Our Values**

Our values represent the deepest beliefs and sentiments to which we can aspire, and they shape our School Community.



### **Learning**

*We foster a culture of inquiry for knowledge and truth.*

The pursuit of these is fuelled by curiosity, creativity, and a strong desire for achieving personal excellence. We encourage initiative and innovation, independence and flexibility.



### **Spirit**

*We honour our founders by living the true spirit of Fahan.*

Our spirit is defined by courage, integrity and honesty. We are proud of who we are and celebrate our individuality.



### **Community**

*Care, connection and belonging empowers every individual to flourish at Fahan School.*

Kindness, gratitude and respect are found in all our words and deeds. We take a genuine interest in the wellbeing of others and we celebrate difference and diversity.



# Lia Morris

## Chair of Fahan Board

As Nelson Mandela said, “Education is the most powerful weapon which you can use to change the world.” The Board of Fahan School takes very seriously the responsibility of providing the best educational experience academically, socially and emotionally – to create well rounded young women who are equipped with the skills to step confidently into the future and “change the world.”

In keeping with this commitment, implementation of Fahan School’s Strategic Plan for 2021-25 is well underway. The Plan is a collaborative effort from all members of the Fahan Community and provides a way forward with a refreshed Vision, Mission and Values. The Plan articulates the key strategies which will ensure the ongoing success of our School and our mission to create a community in which all people flourish. The strength of our School Community is on display every day with so many people giving at so many levels to ensure the students and School continue to succeed.

In line with our strategic goal of developing learning spaces, facilities and environments that excel at educating for creativity and innovation and supporting the students’ needs into the future, we commenced the development of a Capital Master Plan. Bence Mulcahy was engaged to undertake this important work, using their experience in educational architecture and working with multiple stakeholders through an open and consultative design process.



Importantly, Bence Mulcahy understands the significance of the School grounds and that the Master Plan must maintain the “space, tranquility and vistas” that Miss Isobel Travers and Miss Audrey Morphett discovered 86 years ago. To this end, a landscape architect is an integral part of their design team. This team is comprised of female consultants providing an opportunity to showcase and role model the skills of some of the leading women in the construction industry. Through the development of the Master Plan, this team will also work with the School to develop education opportunities for students around the design process. The Master Plan is scheduled to be completed early in 2022.

Staff are the backbone of our School and amongst the 82-strong workforce we have an extraordinary 600 years of tenure and experience in making Fahan the school of which we are so proud.

I thank my fellow Board members – Mr Craig Barling, Mr Rhys Edwards, Miss Maile Erger, Mr Paul Green, Miss Alexandra McKeand and Mrs Ailsa Sypkes for their guidance and support throughout the year. It is a very strong and diverse Board with excellent skills, focusing on the future of the School, financial sustainability and good governance. I would also like to acknowledge the Business Manager, Mr Richard Colquhoun for the advice and support he provides to the Board.

Fahan School continues to thrive, and we end 2021 in a sound financial position with strength in current and future enrolments.



# Meg Lawson

## Principal



In the life of any school you can expect changes. People's lives move on, and students grow and leave, ready to seek new adventures. This year has presented us with challenges, including the ongoing threat of COVID 19. This has meant that we have been restricted from visiting friends and family members interstate and overseas, which has not been easy for many.

At the end of Term 3, the School's Principal, Mrs Penny Curran-Peters and her husband, Rod, made the decision that they needed to return to their family in New South Wales. Penny led the School through the loss of our dear teacher, colleague and friend, Helen Stephen, and our first experiences with COVID 19. She was instrumental in the construction and delivery of our new Strategic Plan, giving the School a clear direction for the next five years. Most recently, Penny was involved in the development of the Capital Master Plan. Penny's commitment to Fahan and her considerable work ethic was outstanding, and we thank her sincerely for her contribution to the life of our School.

In Term 4, I was asked to take up the role of Acting Principal following Penny's departure; a task I was, at first, quite shocked and daunted by. However, as a long-standing member of staff I understood the School well and was happy to assume such a responsibility for my colleagues, the community and of course most importantly, our girls.

We have been tremendously lucky in Tasmania that life has, in the most part, gone on as normal. For Fahan students, this has meant still being able to go on Outdoor Education camps all over Tasmania. Whilst we were unable to undertake any interstate or overseas trips, we were fortunate to be able to explore many of our local adventure spots. Our sports fixtures have also continued, unlike in some other states, with participation levels high in all year groups.





Our Head Girl, Miranda Jones, gave an inspiring speech at the International Women's Day dinner held at Hutchins, demonstrating that this generation of students think deeply about issues we are facing and their desire to address them is clear. House events are always an important part of the School calendar.

These events are integral to strengthening bonds between year groups and are always contested with great spirit. The leadership of strong House Chairs is essential to their success, and I would like to thank Lilly Ansell, Islay Salmon and Sarah Toose for their commitment to their Houses. In fact, all members of the Student Leadership Group are to be commended for their tireless commitment to their responsibilities. We are very proud of all of you!

One of the tasks which I have been delighted to be involved with has been the Capital Master Plan. This has been ably led by the firm Bence Mulcahy, who have consulted widely with all stakeholders to present some truly inspirational and thoughtful possibilities for the development of the Fahan campus.

Whilst this is undoubtedly a long-term vision, you can feel confident that the final plans will provide all future students with a stunning campus which embraces and enhances its natural attributes.

Fahan has continued to offer a rich, varied program to our students, with the development of the whole person in mind. With events such as Big Sister, Little Sister and the happy greeting of a Year 12 assisting with drop-off fostering bonds throughout the School, excellent Drama performances and the shared enjoyment of a presentation or Music Assembly, our values of Learning, Spirit and Community have been on show in abundance.

# Teacher Qualifications & Workforce Composition



*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.*

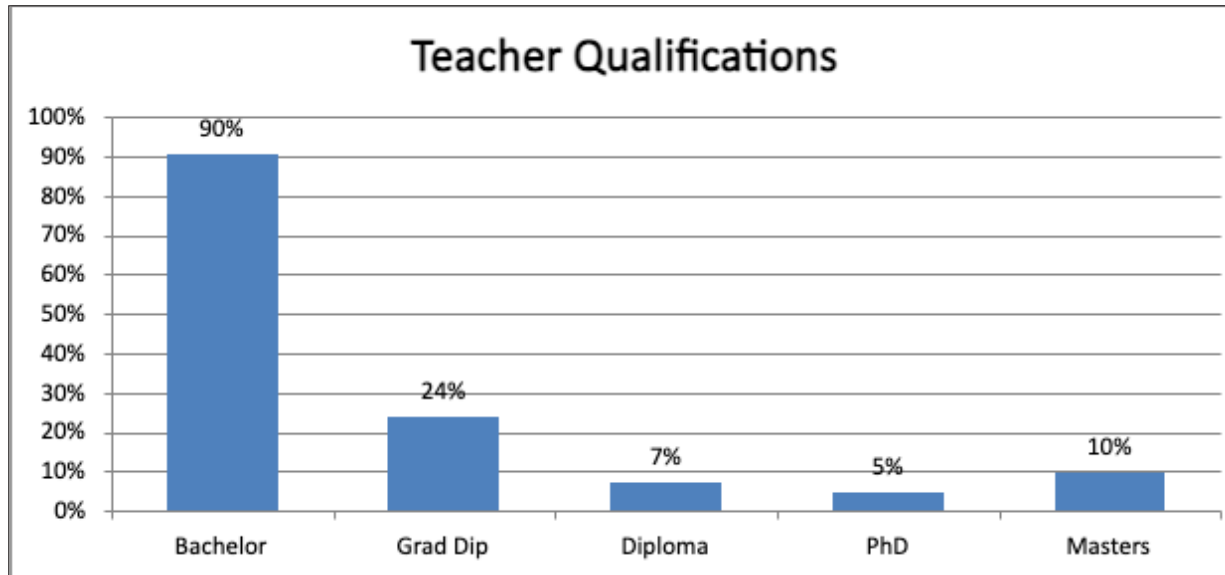
Fahan School is a community that excels in educating girls, where high expectations and outstanding academic programs enable every girl to achieve her personal best.

We recognise the outstanding teachers and staff that are essential to our mission. Our passionate team of highly skilled and qualified professionals employ contemporary teaching and learning practices, live and promote the values of the School, and is dedicated to providing leading education for girls. Fahan supports a professional staff culture in which individual and collective practices continuously improve student outcomes.

Also, we are committed to the continuous improvement of our academic and co-curricular programs by applying research on best practice, adapting effectively to the national curriculum, developing strategic partnerships, and providing optimal learning pathways for our girls.

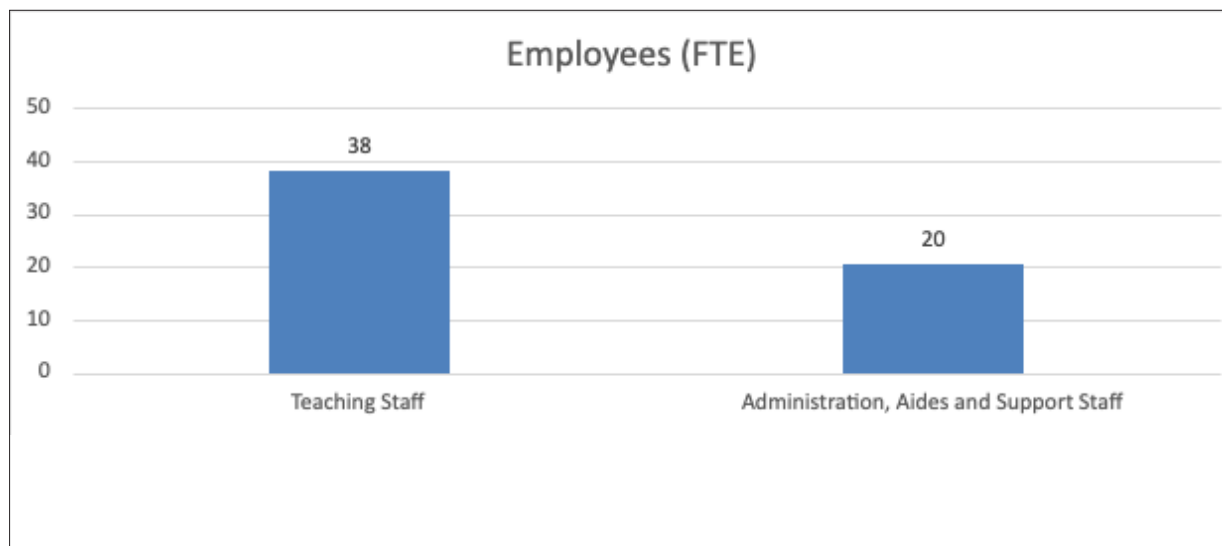
# Teacher Qualification Analysis

The percentage of Fahan School teachers holding one or more relevant qualifications is detailed in the table below. The qualifications include Bachelor and Master Degrees, Graduate Diplomas, Diplomas and Doctor of Philosophy.



# Fahan School Workforce

In 2021, the Fahan School workforce consisted of the following full-time equivalent staff members.



# Fahan School Student Attendance



Fahan School has implemented the following systems and procedures in order to monitor the daily attendance of students and identify absences from School. Parents and guardians are responsible for ensuring that they notify the School to explain the absence of their child on any particular school day. Notification may be provided using the Fahan School App, the School's online platform (The Tree), emailing [absence@fahan.tas.edu.au](mailto:absence@fahan.tas.edu.au) or by telephoning the School by 9:00am.

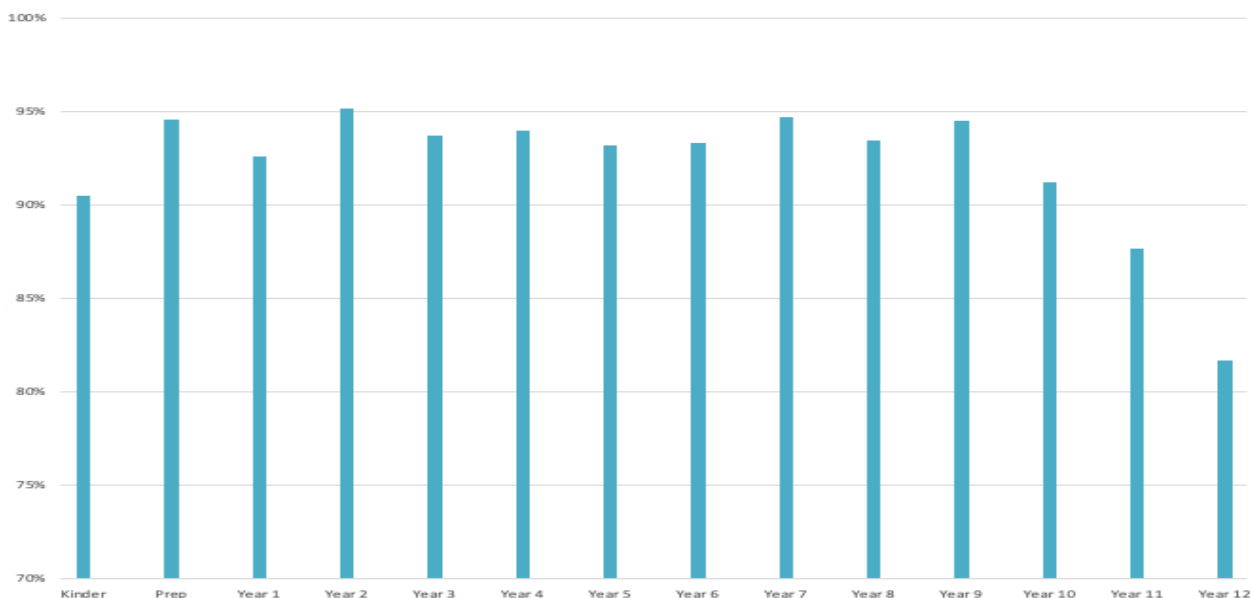
Pastoral Care Teachers and Class Teachers submit absentees for their first class at the commencement of the school for Kindergarten to Year 12. Class Teachers also submit absentees for their class directly after lunch for Kindergarten to Year 6. Year 11 and 12 students on study line are recorded and reported to the Administration staff. Absentee roles are also submitted online for Years 11 and 12 students at the commencement of periods 1, 3 and 5. These are cross checked by Administration staff. Attendance for those Year 11 and 12 students attending subjects at The Hutchins School are also checked by Administration staff.

# Following Up Unexplained Student Absences

Under Ministerial Instruction No 5 for Authorising a Person to Act as an Authorised Person for the Purpose of Sections 40(2) and 40(3), the School has authorised the Principal, Deputy Principal, Head of Junior School and permitted Administration Staff to investigate unauthorised student absences. Fahan School has implemented the following systems and procedures in order to follow up unexplained absences from School:


- Where an absence has not been explained by 10:00am, an SMS text message is forwarded to the student's parents notifying them of the absence and requesting that they immediately contact the School.
- Where the absence remains unexplained the matter will be reported to Administration staff for investigation and follow up.
- If the parent advises that the student should be in attendance and remains unaccounted for, the relevant authorities will be notified.
- Where the absence remains unexplained the parents/guardians will be contacted by phone to resolve the matter. If no contact is made, a message is left and an email is sent to the parent/guardians outlining the School policy and their obligation to contact the School in a timely manner.
- At the end of each school day, a list of absentees is emailed to the Principal, Deputy Principal and Head of Junior School.
- All information in relation to unsatisfactory attendance is recorded on students' files with respect to attendance.

The average student attendance rate in 2021 was 92% and comprised as follows:



# Student Results in National Assessment Program

The following table demonstrates that Fahan School student achievement in the National Assessment Program for Literacy and Numeracy is generally well above national averages in the highest bands of achievement.

Compare to  Students with similar background  All Australian students 

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	531	491	468	506	444
Year 5	564	512	527	540	516
Year 7	586	572	574	585	575
Year 9	627	628	613	627	609

NAPLAN participation for this school is 98%  
 NAPLAN participation for all Australian students is 95%

## Interpreting the table

Selected school's average when compared to all Australian students

-  Well above
-  Above
-  Close to
-  Below
-  Well below
-  No comparison available



# Parent and Student Satisfaction

Fahan School is committed to listening to the views and expectations of key stakeholders and commissions independent surveys to provide performance feedback on a wide range of related education topics.

The feedback from these surveys greatly assists the School with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students.

In 2021, 20 parents (Year 12) and 66 students (Years 11 & 12) participated in surveys and provided views on such areas as academic performance, pastoral care, co-curricular, sport, communications, reputation and facilities.

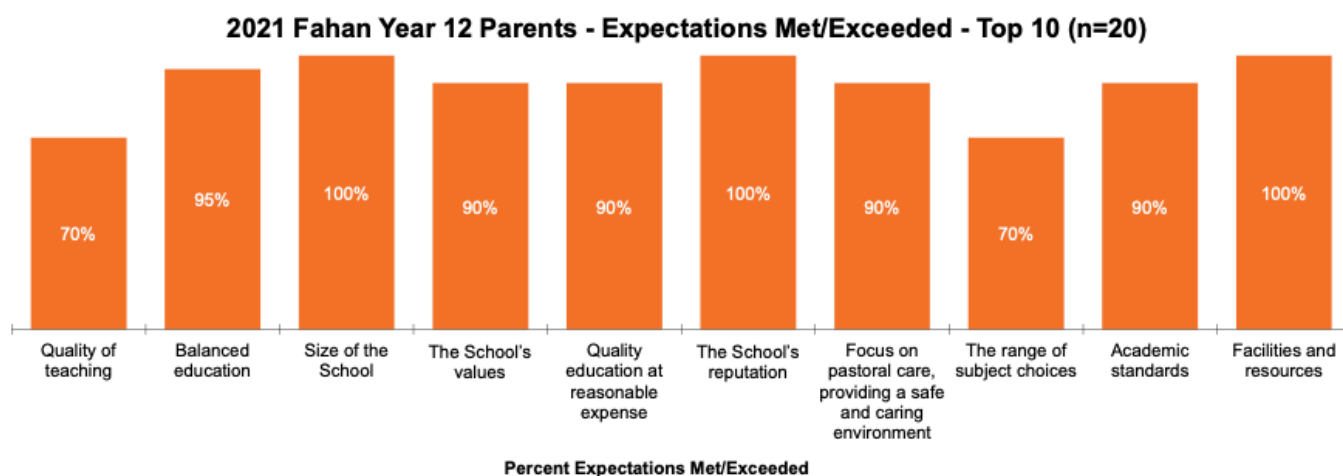


# Parents

A selection of the parents' top-level findings are detailed below, ranked in order of the importance our parents placed on reasons for choosing Fahan School for their daughters.

The top five areas are noted below:

1. 70% of parents noted their expectations were met or exceeded in relation to the quality of teaching
2. 95% of parents noted their expectations were met or exceeded in relation to a balanced education
3. 100% of parents noted their expectations were met or exceeded in relation to the size of the School
4. 90% of parents noted their expectations were met or exceeded in relation to the School's values
5. 90% of parents noted their expectations were met or exceeded in relation to quality education at reasonable expense



*100% of parents noted their expectations were met or exceeded in relation to the size of the School.*

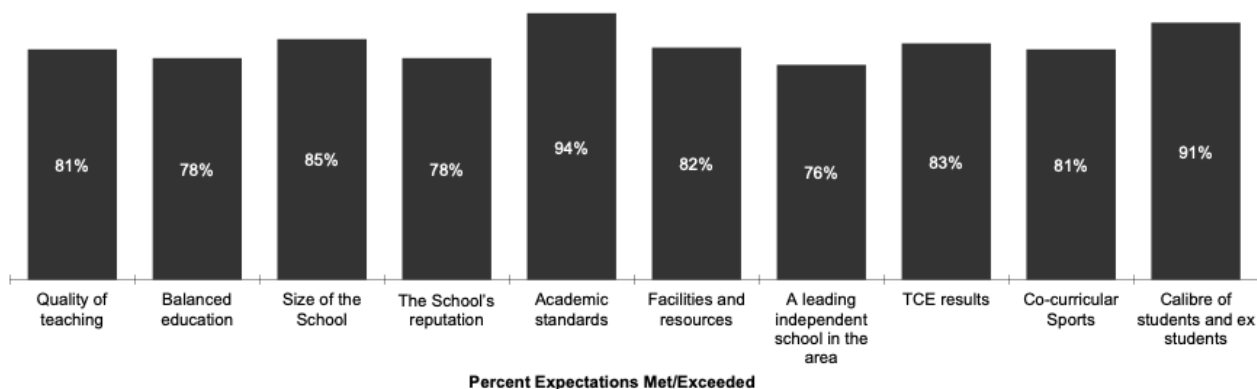
# Students

A selection of the students' top level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school.

The top five areas are noted below:

1. 81% of students noted their expectations were met or exceeded in relation to the quality of teaching
2. 78% of students noted their expectations were met or exceeded in relation to a balanced education
3. 85% of students noted their expectations were met or exceeded in relation to the size of the School
4. 78% of students noted their expectations were met or exceeded in relation to the School's reputation
5. 94% of students noted their expectations were met or exceeded in relation to academic standards

**2021 Fahan Year 12 Students - Expectations Met/Exceeded - Top 10 (n=33)**



*94% of students noted their expectations were met or exceeded in relation to academic standards*

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# What Parents Value About Fahan School

*"The positive and nurturing environment created by some of the teachers and the acknowledgement of each girl as special and unique."*

*"The school has been a great community to be part of for my daughter and my family. I greatly appreciate all that the staff and leadership have done for us."*



## Learning

*"The time that some teachers have put in to supporting our daughter to have success in her learning and achieve things that we had not thought possible."*



## Spirit

*"Seeing the spirit of the girls when they play sport together. The support and care they show one another."*



## Community

*"The people I have met in the Fahan community."*

*"Diverse range of co curricular experiences my daughter had while studying in middle school was excellent. She enjoyed the many school camps and tried her hand at lots of different activities."*

# What Students Value About Fahan School

*"Knowing that I will receive an education that will benefit me greatly in examinations and university; The opportunities it has provided for me; Had a high standard of education with amazing teachers."*

*"I love the sense of community that Fahan provides. I love how you can walk down the street and bump into an old girl, and they'll stop for a chat like you're the best of friends."*



## **Learning**

*"Knowing that I will receive an education that will benefit me greatly in examinations and university."*



## **Spirit**

*"Seeing the spirit of the girls when they play sport together. The support and care they show one another."*



## **Community**

*"I feel like I am a part of a community and family."*

*"The nice environment and the campus is absolutely stunning; The small size so you get to know the teachers and students really well."*

# ATAR Analysis 2021

We are so proud of the achievements of the entire Year 12 class, 94% of whom achieved an ATAR score. The following girls achieved outstanding ATARs of 95 or above, placing them in the top 5% of students nationally: Migali Ennis Short 95.95, Olivia Wilkins 95.5, Hannah Cuthbert 95.4 and Bella Nettlefold 95.2.

These are excellent results for the students and their families and we commend all students and staff for their efforts.

We are also delighted for our Year 11 students, six of whom have qualified for a Pocket of Excellence. To earn this award, each girl must average 19 or above in her top two subjects and have a total of more than 70 in four subjects.

## Key Achievements

### Median ATAR

Fahan's median ATAR, a key indicator of the girls' overall performance in 2021, was 88, meaning that 50% of our students earned rankings that placed them in the top 12% of students nationally.

### ATAR of 90 or above

Overall, one third of our girls obtained an ATAR of 90 or above, placing them in the top 10% of students nationally.

### ATAR of 80 and above

70% of students received an ATAR higher than 80, placing them in the top 20% of students nationally.



# Governance

Fahan School is incorporated as a company limited by guarantee and governed by the Board in accordance with its Constitution and Governance Charter.

Responsibility for day-to-day management of the School is delegated to the Principal who is accountable to the Board for the performance of the School within the set policy and strategy framework.

We regularly review our governance practices to make sure they remain contemporary, leading practice and appropriate for an outstanding School for girls.

The Board held 10 meetings during 2021 to discuss strategy, performance and governance.

## Fahan School Board



**Mrs L Morris**  
**Chair**

Chief Executive, Master Town Planning, joined the Board in 2015



**Mr R Edwards**  
**Consultant**

Master of Science, joined the Board in 2016



**Mr C Barling**  
**Executive Manager**

Chartered Accountant, joined the Board in 2016



**Ms A McKeand**  
**Senior Manager**

Bachelor of Tourism Management, joined the Board in 2017



**Mrs A Sypkes**  
**Executive Manager**

Bachelor of Laws, joined the Board in 2017



**Ms M Erger**  
**Senior Manager**

Bachelor of Commerce, joined the Board in 2018



**Mr P Green**  
**Executive Manager**

Chartered Accountant, joined the Board in 2019

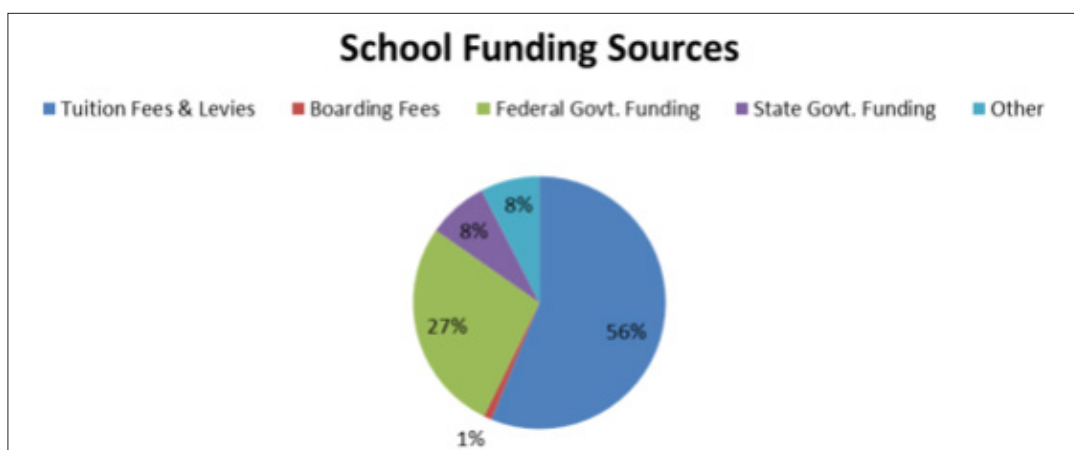
# Governance

The Board has also established three Board Sub-Committees to assist in the governance and decision making processes of the Board. The three Committees are detailed below along with the number of meetings held during the year and the number of meeting attended by each Director.

Board Member	Number Attended	Eligible to Attend
Ms L Morris	10	10
Mr R Edwards	7	10
Mr C Barling	10	10
Ms A McKeand	8	10
Mrs A Sypkes	9	10
Ms M Erger	7	10
Mr P Green	8	10

Board Member	Risk, Safety & Compliance	Finance	Asset Management
Ms L Morris	4 of 4	3 of 3	6 of 6
Mr R Edwards		3 of 3	
Mr C Barling		3 of 3	
Mrs A Sypkes			5 of 6
Mr P Green		2 of 3	
Ms A McKeand	3 of 4		

# Finance



The above chart depicts Fahan School's income for the 2021 year broken down by funding source.

# Pastoral Care and Wellbeing

The pastoral and academic care of each student is aimed at enhancing student learning, wellbeing and resilience through pedagogies sympathetic to student needs, and embedded in positive educational experiences. Student wellbeing is a central focus in all that we do at Fahan and is informed by the view that academic, sporting and cultural achievements are predicated on feeling safe, confident and resilient to handle the opportunities and hurdles a student may encounter during her school years.

In addition to this we operate Pastoral Care programs and also careful classroom monitoring of all students to ensure they are happy and healthy during their time at school. At its core, student wellbeing focuses on building a student's capacities through creating a stronger sense of self, connecting with others, cultivating strong social relationships and serving the community at large.

Fahan is committed to teaching; modelling and building behavioural practices that support not only the physical health of young people but also their personal wellbeing. We aim to ensure that every member of the Fahan Community will be treated fairly, with respect and compassion.

Our Pastoral Care program provides a stable foundation for the social, emotional and intellectual growth of students and it is an integral part of life at Fahan School. Every Fahan girl also participates in the *Big Sister, Little Sister* program, a unique initiative that links the students from Kindergarten through to Year 12.

## Co-curricular Programs

An extensive co-curricular program is offered at Fahan including Sport, Music, Arts, Debating and the Duke of Edinburgh's International Award. Whilst sport is not compulsory for students across the School, participation rates are very high. Fahan School's Outdoor Education program outlines adventure opportunities that are aligned to the teaching and learning and pastoral care of students in Years 3 to 12. The Program ignites young hearts and minds by focusing on experiential learning with the aim of cultivating courage, positive self-evaluation and relational development. Fahan students foster a deep connection to nature and a well-developed sense of place through local, national, and international experiences. The program is designed to support both the academic and pastoral programs, incorporating elements of Positive Education to enhance wellbeing. *Lumina 9* continued to be an important service learning and resilience building program with a focus on experiential learning.

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