



FAHAN  
SCHOOL



Fahan School

# Annual Report

**2023**



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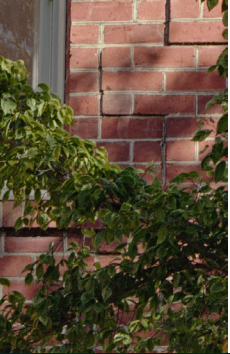
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# About Fahan School

*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 2023.

Fahan School provides valued education to girls from Kindergarten to Year 12. Fahan is a non-denominational school.

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

During 2023, there were 411 students enrolled and 0 international students.

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.

Message from the Chair

# Fahan School Board

*During 2023, the Board continued to uphold and promote a governance model that seeks to improve educational outcomes and meet the current and future learning and wellbeing needs of our students and the wider School Community.*

A key focus has been on the provision of a built environment to meet these needs into the future through the implementation of the Capital Master Plan.

The Capital Master Plan has been carefully crafted by architects Bence Mulcahy and central to the Plan is the ongoing enhancement of our beautiful gardens and grounds that enrich educational opportunities. While maintaining Fahan's identity as a small and inclusive school, the Capital Master Plan takes into consideration anticipated growth and optimal student numbers.

The Board is committed to achieving the immediate priorities and will commence the delivery of these in 2024. The priority projects are:

- The refurbishment of the Senior Boarding Residence where two flexible learning spaces will be created on the ground floor with a dedicated Counsellor and Academic Services space on the upper level.
- Refurbishment and extension of existing change rooms, amenities and storage facilities on the oval and in the Barn; and
- An additional classroom in the Senior School to accommodate more students and enhance learning opportunities.

The next phase of the Capital Master Plan sees significant upgrades to the Science, Art and Early Learning Octagon buildings. In the longer term, with generous financial support from our community, we hope the future inspirational projects can be achieved. These include a new Early Learning Centre, upgrades to the TM Hall, major renovations to the Senior School to harmoniously integrate indoor and outdoor areas with additional classrooms and the development of a 'Green Heart'.

During 2023, the Board has also continued the implementation of the School's Strategic Plan, together with the management of risk and the building of financial capacity to ensure its future sustainability and success.

Implementation of Fahan School's Strategic Plan for 2021-25 has also continued throughout 2022. The School's values of Learning, Spirit and Community are firmly embedded and fundamental to what makes our School so special.

Community is a centrepiece of the Strategic Plan and it is this Community that will be a powerful force in delivering the Capital Master Plan. The strength of our Community extends to our teaching staff, and the entire staff at Fahan whose contribution has been significant.

The Board welcomed two new members during 2023 – Jon Gourlay and Jane Beaumont - both bringing with them important skill sets.

I thank my fellow Board members for their support throughout the year; Mr Craig Barling, Ms Maile Erger, Ms Alexandra McKeand and Mrs Ailsa Sypkes. They are all considered, generous with their time and dedicated to the success of Fahan. The Board also acknowledges the strong leadership provided by the Principal, Mrs Meg Lawson and the support provided by Director of Business and Risk, Mr Richard Colquhoun, without which the Board's strategic agenda cannot be delivered.

There is much to look forward to in 2024 as the School continues to thrive!



**Lia Morris**

Chair  
Fahan School Board

# Message from the Fahan School Principal

2023 was a year of renewed opportunities and meaningful experiences at Fahan, embodying our values of Learning, Spirit, and Community. The return of international programs saw students and teachers travel to Japan and host visitors from Tokyo Jogakkan and Yokohama Eiwa, strengthening cross-cultural connections. Fahan students excelled nationally and internationally in academics, rowing, sailing, and athletics, demonstrating their dedication and ambition on the global stage.

The rapid evolution of artificial intelligence was a key focus in 2023, with the introduction of ChatGPT and other AI tools transforming the educational landscape. As technology and education become increasingly interconnected, Fahan remains committed to equipping students with the

ability to think critically, adapt to change, and engage confidently with the real world. A holistic education—encompassing academics, outdoor education, sport, and community involvement—ensures that our students develop the skills and resilience needed for the future.

During the year, we were privileged to hear from Denita Wawn, Class of 1987 and recipient of the Gerdy Jevtic Medal, as she delivered the Travers Morphett Lecture. Denita's inspiring career as the first female CEO of Master Builders Australia and her dedication to leadership and advocacy resonated deeply with students and staff, reinforcing the importance of perseverance and purpose.





Amidst these achievements, the Fahan community also experienced moments of deep sorrow. We mourned the loss of beloved music teacher Benedict Mackey, whose exceptional talent and mentorship enriched the lives of so many students. The passing of Kizzy Ball, Class of 2022, was also felt profoundly by staff and older students. Her boundless energy and love for life serve as a lasting reminder to embrace each moment with joy and passion.

Our dedicated teaching staff continue to be the heart of Fahan. As Sir Ken Robinson so aptly put it, "Teaching is a creative profession, not a delivery system." Fahan teachers do more than impart knowledge—they mentor, inspire, and engage, preparing students for an ever-changing future. Their unwavering commitment ensures that each student is supported in reaching their full potential.

Looking ahead to 2024, we are excited for the next phase of our Capital Master Plan, which will enhance the learning environment for current and future students. I extend my gratitude to the Fahan School Board for their leadership in bringing this vision to life and to all staff whose dedication shapes the exceptional education and community spirit that define Fahan.



**Meg Lawson**

Principal

# Teacher Qualifications and 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.*

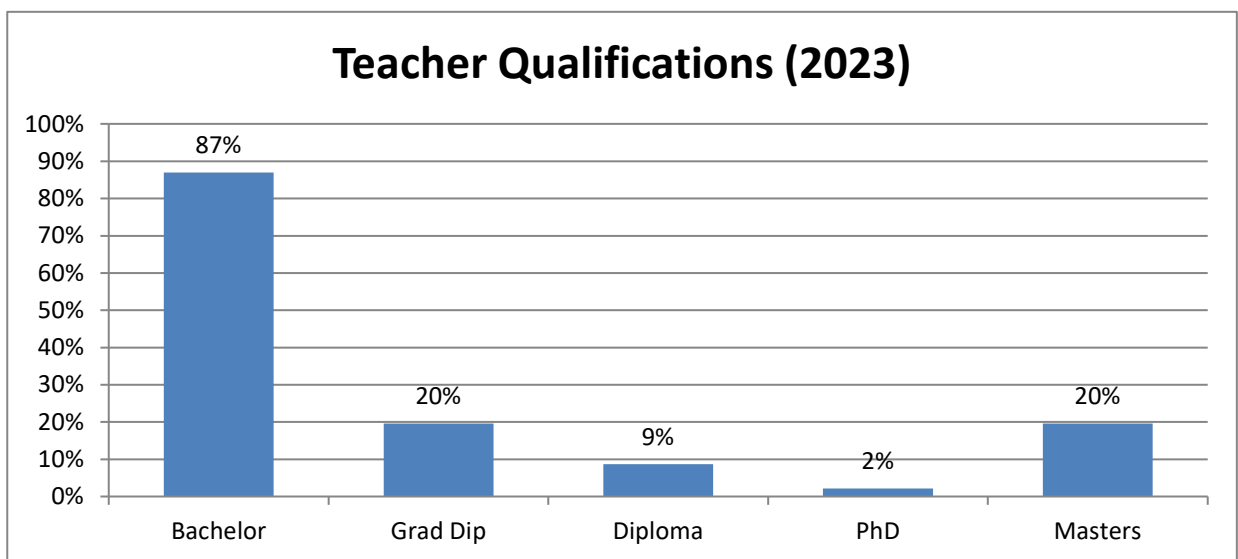
Fahan School is a community that excels in educating girls, where high expectations and outstanding academic programs enable every girl to achieve her personal best.

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.

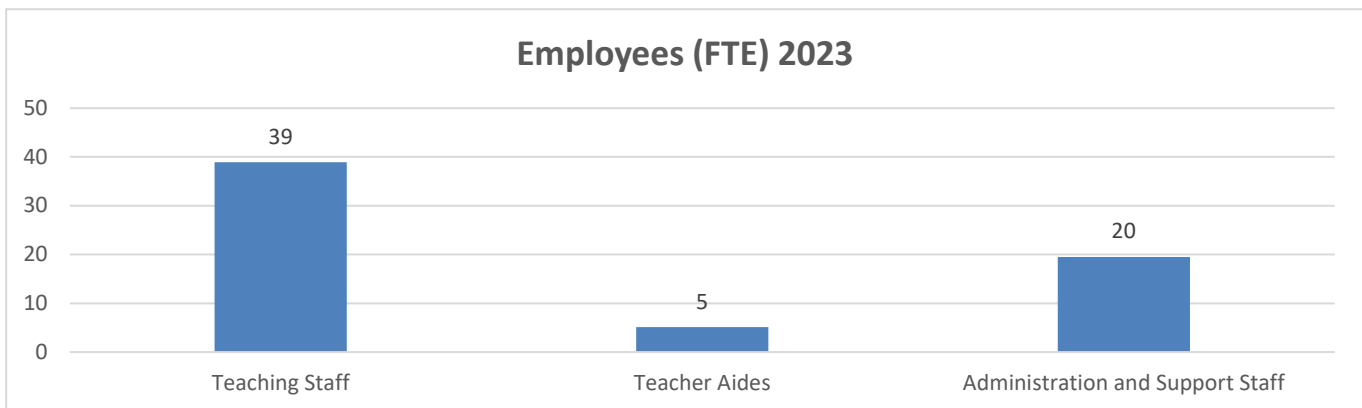
# Teacher Qualification Analysis

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 2023, 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/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 calling the School by 9:00am.

Pastoral Care Teachers and Class teachers submit absentees for their first class at the commencement of the school day for Kindergarten to Year 12.

Year 11's on a 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 Hutchins School are also checked by Administration staff.

Year	Number of possible attendance days	Actual attendance days	%
Kinder	1744	1486	85.21
Prep	2366	2192.5	92.67
Year 1	3456	3092	89.47
Year 2	3679	3350.5	91.07
Year 3	4001	3677.5	91.91
Year 4	4186	3914	93.50
Year 5	6237	5659	90.73
Year 6	7462	6781	90.87
Year 7	7784	7051.5	90.59
Year 8	7484	6671.5	89.14
Year 9	6474	5669.5	87.57
Year 10	7644	6969.5	91.18
Year 11	4882	4181.5	85.65
Year 12	6156	4973.5	80.79
TOTAL	73555	65669.5	

# 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 9:00am, 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 investigated and parents/guardians contacted by permitted Administration staff.

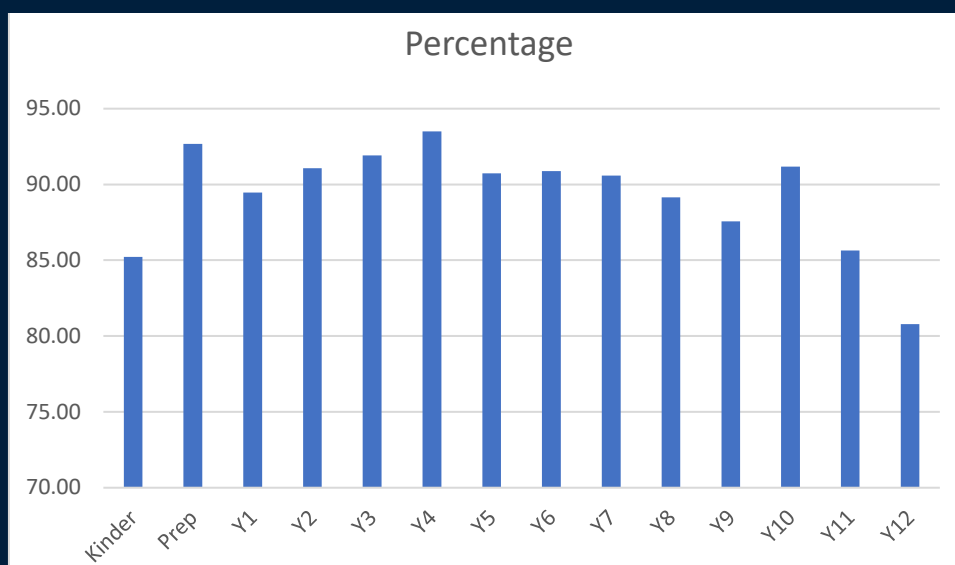
If the parent advises that the student should be in attendance and remains unaccounted for, the relevant authorities will be notified.

If no contact can be made, a message will be 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 2023 was 89.28%



# 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	443	458	412	418	421
Year 5	546	526	526	529	507
Year 7	586	602	557	575	561
Year 9	633	629	605	611	604

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, Student and Staff Satisfaction

## *MMG Education Survey Results*

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 2023, 207 parents, 215 students and 68 staff participated in surveys and provided views on such areas as: academic performance, pastoral care, co-curricular sport, communications, reputation and facilities.

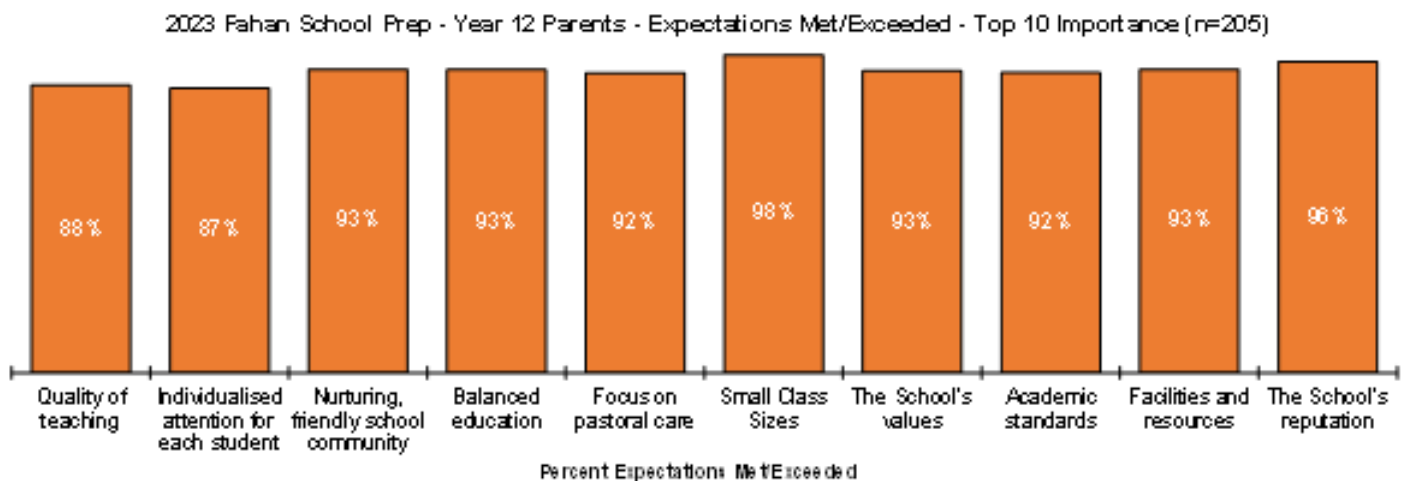


# Parents

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

The top five areas are noted below:

1. 88% of parents noted their expectations were met or exceeded in relation to the quality of teaching.
2. 87% of parents noted their expectations were met or exceeded in relation to individualised attention for each student.
3. 93% of parents noted their expectations were met or exceeded in relation to a nurturing, friendly school community.
4. 93% of parents noted their expectations were met or exceeded in relation to a balanced education.
5. 92% of parents noted their expectations were met or exceeded in relation to the focus on pastoral care.





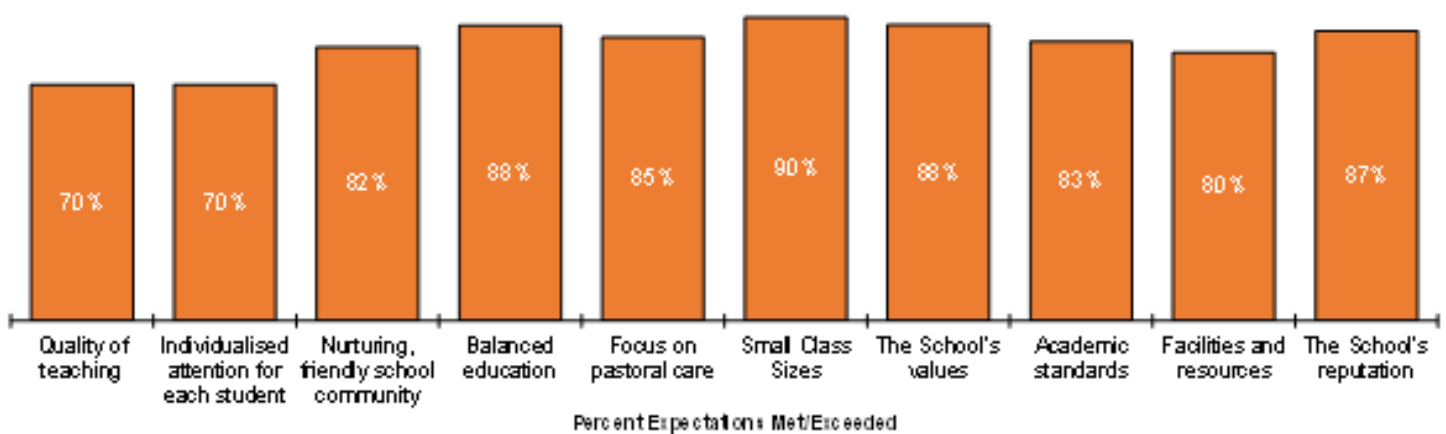
# Students

*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. 70% of students noted their expectations were met or exceeded in relation to the quality of teaching.
2. 70% of students noted their expectations were met or exceeded in relation to individualised attention for each student.
3. 82% of students noted their expectations were met or exceeded in relation to a nurturing, friendly school community.
4. 88% of students noted their expectations were met or exceeded in relation to a balanced education.
5. 85% of students noted their expectations were met or exceeded in relation to the focus on pastoral care.

2023 Fahan School Years 9-12 Students - Expectations Met/Exceeded - Top 10 Importance (n=105)

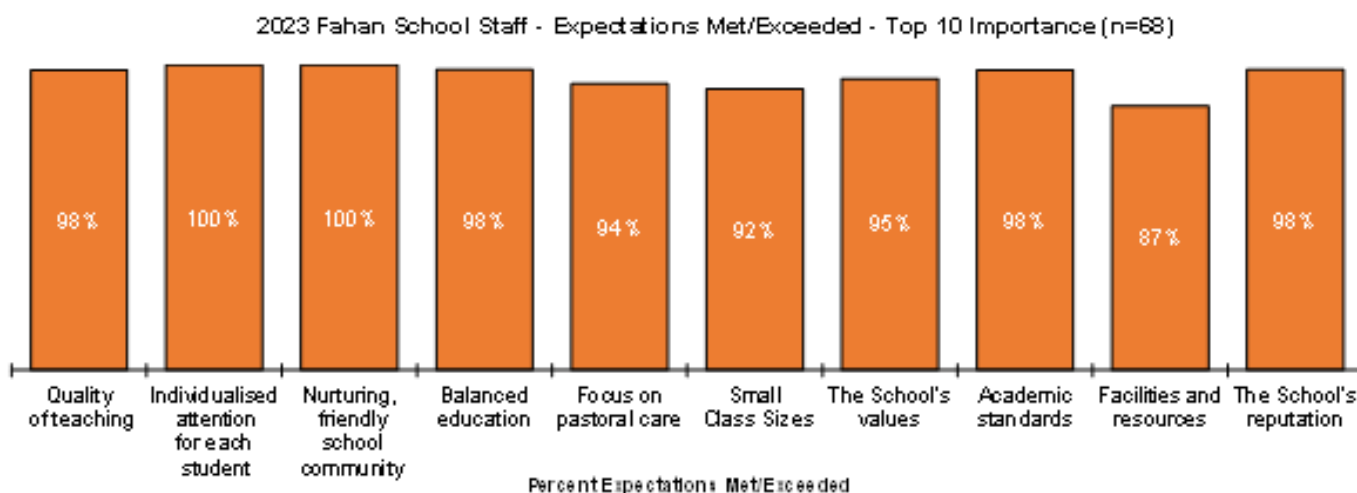


# Staff

*A selection of the staff's 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. 98% of staff noted their expectations were met or exceeded in relation to the quality of teaching
2. 100% of staff noted their expectations were met or exceeded in relation to individualised attention for each student
3. 100% of staff noted their expectations were met or exceeded in relation to a nurturing, friendly school community
4. 98% of staff noted their expectations were met or exceeded in relation to a balanced education
5. 94% of staff noted their expectations were met or exceeded in relation to the focus on pastoral care



*Parents, staff and students were asked to provide open responses to the most valued aspects of Fahan School. The most frequently nominated aspects were:*

2023 Fahan School Parents - Most Valued Aspects (Top 5)	2023 Fahan School Students - Most Valued Aspects (Top 5)
Caring and supportive environment	Friendships/connections between students
The School community	The School community
Quality of teachers & staff	Teachers & staff
Daughter's friends/relationship with parents	Experience at the School
Academic curriculum & standards	Safe, caring & supportive environment

2023 Fahan School Staff - Most Valued Aspects (Top 5)
Staff collegiality & relationship with other staff
Working with the students
The School community
Job satisfaction & sense of pride in work
Staff exhibits high professionalism at School

## What Parents Value About Fahan School

*"Our girls are becoming mature, independent, and caring individuals who support their friends, embrace new challenges, and balance fun with hard work. Thank you."*

*"Exceptional teaching staff, strong leadership, and students who are kind, respectful, and articulate."*

*"She is happy, curious, and engaged with the school, her friends, and the community."*

*"A strong sense of community, high educational standards, and excellent facilities and presentation."*

# What Students Value About Fahan School:

*"I value the strong connections with peers and teachers, having the same teachers throughout my time at Fahan."*

*"I love the natural surroundings, the many trees, and the kind friends you can make."*

*"I cherish my trustworthy, compassionate friends and the amazing Outdoor Ed program and camps!"*

# What Staff Value About Fahan School:

*"The wonderful students and staff, and the respect and encouragement I receive in my work."*

*"A sense of being valued by students, parents, and colleagues, and the freedom to be myself."*

*"Professional, open, and responsive staff."*

# Governance

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

## Governance Overview

A central aspect of Fahan School's governance framework is the establishment, effective implementation and maintenance of policies and procedures within the School. This includes our ability to actively monitor our governance performance by the capture, allocation and reporting of key risks, tasks and incidents.

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.

Good governance also plays a central role in developing and maintaining our compliance culture including ensuring ongoing compliance to the standards set by the Non-Government Schools Registration Board. Fahan School has designed and implemented a Compliance Management System, in line with the Australian Standard for Compliance Management Systems AS ISO 37301:2023 and the School Board approves and oversees an annual plan of risk safety and compliance at the School.

The Board held 9 meetings during 2023 to discuss strategy, performance and governance.

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

## Board Sub-Committee Meetings

	Risk, Safety & Compliance	Finance	Asset Management	Marketing & Fundraising Committee
Mrs L Morris		3 of 3	4 of 4	1 of 1
Mr C Barling		3 of 3		1 of 1
Mrs A Sypkes	4 of 4			
Ms A McKeand				
Ms M Erger				1 of 1
Mrs J Beaumont	3 of 3			1 of 1
Mr B Wilson			4 of 4	
Mr J Gourlay		2 of 2		

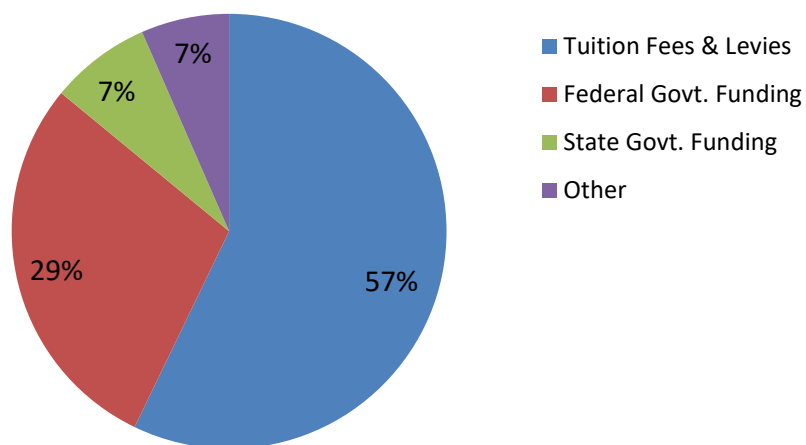
## Board Members that held office in 2023

Mr C Barling Chair, Executive Manager, Chartered Accountant, joined the Board in 2016  
 Ms L Morris, Chief Executive, Master Town Planning, joined the Board in 2015 (resigned 11/12/2023)  
 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 (resigned 30/11/2023)  
 Ms M Erger, Senior Manager, Bachelor of Commerce, joined the Board in 2018  
 Mr B Wilson, Chief Executive, joined the Board in 2023 (24/02/2023)  
 Mrs J Beaumont, Executive Manager, Bachelor of Laws, joined the Board in 2023 (6/04/2023)  
 Mr J Gourlay, Consultant, Chartered Accountant, joined the Board in 2023 (27/07/2023)

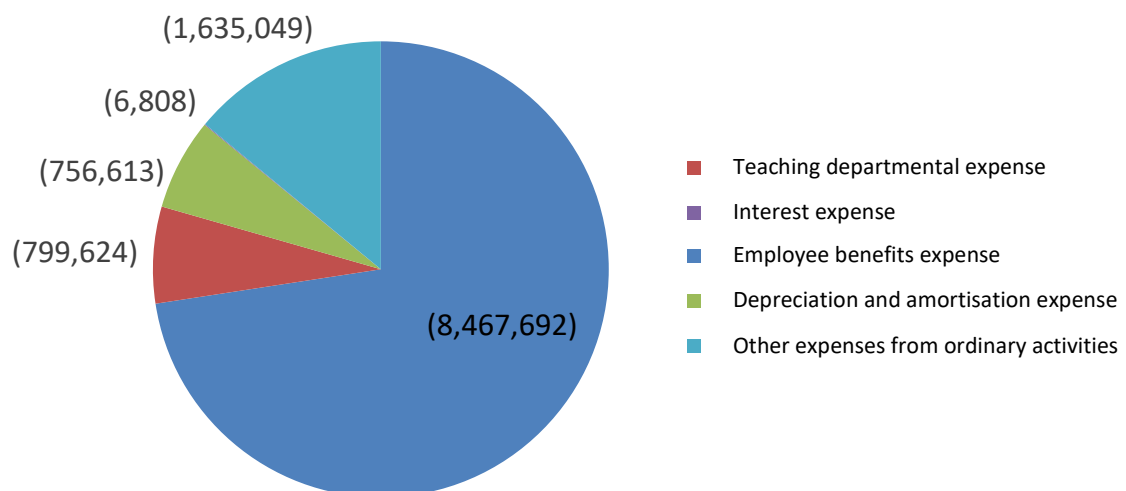
# Finance

*The following chart depicts Fahan School's income for the 2023 year broken down by funding source.*

## Fahan School Funding Source 2023



## School Expenditure (\$) - 2023



# Senior Secondary Outcomes

Fahan's median ATAR, a key indicator of the girls' overall performance in 2023, was 86.9, meaning that 50% of our students earned rankings that placed them in the top 14% of students nationally. Overall, 35% of our girls obtained an ATAR of 90 or above, placing them in the top 10% of students nationally.

59% of students received an ATAR higher than 85, placing them in the top 15% of students nationally.

74% of students received an ATAR higher than 80, placing them in the top 20% of students nationally.

These outstanding results reflect the immense effort and dedication demonstrated by all students throughout the year, and we congratulate each of them for their commitment and hard work.

We are also delighted for our Year 11 students, three 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.



**86.9%**

**Fahan School's  
Median ATAR**

**35%**

**Of Fahan School  
Year 12 achieved  
an ATAR of 90+**

**59%**

**Of students  
received an ATAR  
of 85+**



# Pastoral Care and Wellbeing

At Fahan, student wellbeing is at the heart of everything we do. We believe that academic, sporting, and cultural achievements are built upon a foundation of safety, confidence, and resilience. Our approach to pastoral and academic care is designed to enhance student learning, wellbeing, and resilience through pedagogies that are responsive to individual needs and embedded in positive educational experiences.

To support this, we offer dedicated Pastoral Care programs and closely monitor each student's wellbeing in the classroom to ensure they feel happy and supported throughout their time at School. Our focus is on fostering a strong sense of self, nurturing meaningful connections, and encouraging students to cultivate positive relationships while serving the wider community.

Fahan is committed to teaching, modelling, and promoting behaviours that support not only physical health but also personal wellbeing. We strive to ensure that every member of the Fahan Community is treated with fairness, respect, and compassion.

A key part of our wellbeing initiatives is the Big Sister, Little Sister program—an enriching tradition that connects students from Kindergarten to Year 12, fostering a sense of belonging and mentorship across all year levels.

Our Pastoral Care program provides a strong foundation for the social, emotional, and intellectual growth of our students, making it an essential part of life at Fahan School.



# Learning Initiatives

Fahan School continued to build on its commitment to excellence in teaching and learning throughout the year, with key initiatives aimed at enhancing student outcomes, refining curriculum delivery, and supporting staff development.

The introduction of continuous reporting has been a significant step forward, providing families with real-time access to student progress and feedback. This initiative has strengthened the partnership between home and school, fostering greater engagement in student learning.

A strong focus was placed on resetting student expectations and behaviours, ensuring alignment with the School's values and creating a more positive and productive learning environment. This initiative was underpinned by clear communication, consistent practices, and a commitment to upholding high standards across the School.

Further development of course content to support students with diverse learning needs was another key priority. This included refining differentiated approaches to teaching, embedding individualised learning plans, and tailoring assessments to provide all students with the opportunity to succeed. This initiative reflects the School's dedication to inclusivity and its aim to cater to a wide range of learning profiles.

The professional growth of staff remained a cornerstone of our success. Staff participated in various professional learning opportunities, both internally and externally, with a focus on curriculum innovation, differentiation, and evidence-based teaching practices. These learning opportunities have directly contributed to the ongoing enhancement of teaching and learning at Fahan.



# Community Engagement

Fahan School fosters a strong sense of community through a dynamic co-curricular program, meaningful events, and enduring alumni connections. From sports, music, and the arts to service learning and outdoor education, students are encouraged to engage in experiences that build resilience, confidence, and a deep connection to the world around them. Programs such as the Duke of Edinburgh's International Award and Lumina 9 play a crucial role in developing leadership, teamwork, and wellbeing, reinforcing Fahan's commitment to holistic education.

In 2023, the return of highly valued events brought the Fahan community together once again. The Welcome Dinner for new parents, Sunset at the Barn, and the biennial P&F Dinner—raising nearly \$35,000—highlighted the dedication of parents and volunteers in strengthening social connections and enhancing school life. The Committee also contributed to the development of Fahan's Capital Master Plan, ensuring a shared vision for the School's future.

The Fahan School Alumni Association (FSAA) continued to nurture lifelong connections, with 17% of current students having intergenerational ties. Events such as the Alumni Reunion Weekend, the prestigious Gerdy Jevtic Medal awarded to Denita Wawn, and the Pride of Fahan Award demonstrated the importance of alumni engagement. The Year 12 Thank You Breakfast provided a moment of reflection and gratitude, reinforcing the Alumni's commitment to mentorship and community.

Through co-curricular programs, community events, and alumni initiatives, Fahan School continues to cultivate a vibrant, supportive, and connected environment where students, families, and graduates contribute to a legacy of excellence and belonging.





# Fahan School

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