



FAHAN
SCHOOL



LIGHT COME VISIT ME

Fahan School

Annual
Report

2022



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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 2022.

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 2022, there were 412 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 2022, the Board had another busy year ensuring that sound governance and financial management continue to be the essence of our business practice. The management of risk and building of financial capacity are essential for our future sustainability and success.

The beginning of 2022 was marked by the significant and exciting announcement of the permanent appointment of Mrs Meg Lawson as Principal of Fahan School. The Board is confident that Meg is an outstanding leader and role model, inspiring the next generation of Fahan girls while fostering an exceptional learning environment for all students.

Additionally, the permanent appointments of Mr Chris Summers as Deputy Principal and Mrs Tania Gath as Head of the Junior School have strengthened the leadership team, ensuring a bright future for the School.



The Board remains committed to upholding and promoting a governance model that prioritises the continuous improvement of educational outcomes, while also addressing the current and future learning and wellbeing needs of our School Community.

With this focus, the Board has approved a Capital Master Plan, which provides a long-term vision for the campus and highlights key priority projects to be undertaken in response to increasing student numbers in the Senior School. The Plan also recognises the significance of Fahan's unique landscape and gardens, seeking to enhance these assets as integral components of the School's educational experience. We extend our gratitude to architects, Bence Mulcahy, for their dedication in preparing a Master Plan that

truly reflects the culture and values of our School.

Throughout 2022, we continued to implement the Fahan School Strategic Plan 2021–2025, ensuring that our core values of Learning, Spirit, and Community remain firmly embedded in every aspect of School life. These values are fundamental to what makes Fahan such a special place.

The School Community empowers every student to flourish at Fahan. The success of the School Fair was a testament to the strength of the Fahan Community and this strength of community will also be required to deliver some key components of the Master Plan.

I thank my fellow Board members – Mr

Craig Barling, Mr Rhys Edwards, Ms Maile Erger, Mr Paul Green, Ms Alexandra McKeand and Mrs Ailsa Sypkes for their contribution and support throughout the year. Sadly, we bid farewell to both Paul and Rhys at the conclusion of 2022. Their impact as Board members has been significant, together providing critical input on the Strategic Plan, Capital Master Plan and of course navigating us through the pandemic. The Board also acknowledges the unwavering support provided by Business Manager, Mr Richard Colquhoun, without which it could not operate effectively.

I look forward to what 2023 brings for Fahan School and thank you for your continued support.



Lia Morris

Chair
Fahan School Board

Message from the Fahan School Principal

As I reflect upon 2022, I am recalling the words of our School song, *May the ever wisdom seeking hearts and minds and tongues beseeching, words learned here still humbly speaking, Light Come Visit Me*. Our founders' intention remains, to educate girls in such a manner that learning should evolve into enlightenment. We also maintain an understanding that our learning is a lifelong endeavour. This can be extrapolated out as one reason why our Community is so strong; we all wish to support our students as they are nurtured and challenged in their education, moving on towards varied futures.

Community has been central to 2022 at Fahan. We began with the looming uncertainty of COVID-19, unsure how this would impact our School and those around us. I can report that while this did affect many families, the measures we put in place were both appropriate and followed carefully, so that our rates of infection were quite low in comparison to other areas of the community.

The commitment of the Parents and Friends and the Fair Committee is another outstanding example of community involvement in the growth of our School. The *Twilight Fair* was such a successful and joyful occasion (assisted by a beautiful evening) and again, it was clear how much we have all appreciated being back together. The impressive amount of money raised at the Fair will contribute directly to enhancing equipment and programs within our School.

In November we marked a significant milestone with the *Farewell to Boarding at Fahan*. This was a wonderful celebration of this aspect of the School's history, with memories being shared and moments reminisced. What was abundantly clear was the enjoyment that all took in looking around their former 'home', reminding themselves of the time spent with people who became much like family.



Our Alumni are also an important and influential part of life at Fahan. 2022 saw the loss of Judith Durham, who attended Fahan from 1950 until 1955, when she was in Years 2-7. As many of you will know, Judith was an internationally renowned musician, rising to fame as the lead singer of The Seekers. So many of her songs became well-loved favourites and she was seen by many as a trailblazer for Australian female vocalists. Judith loved Fahan and was generous in giving her time, visiting our campus, and speaking to a Fahan audience. In 2012 she delivered the *Travers Morphett Lecture* and in 2013, was awarded the high honour of receiving the Gerdy Jevtic Medal. We are indeed honoured to be able to call Judith an Alumna.

This year, the *Travers Morphett Lecture* was delivered by Dr Alice Edwards as the recipient of the Gerdy Jevtic Medal. Alice's career path is nothing short of amazing, demonstrating her commitment to human rights and justice for more than two decades, seeing her rise to the position of UN Special Rapporteur on Torture in August this year. Alice's lecture was

delivered to a rapt audience and was truly inspirational. Alice is an exceptional role model for our students, dedicating her life to helping others. This remarkable quality is something we value highly here at Fahan, and it was a true privilege to hear her story.

Of course, at the centre of Fahan are the students, who are superbly supported by our dedicated staff. Every activity and program is carefully planned, to ensure that outcomes can be met and that every student is able to reach their potential. My fervent wish for our students is that as they journey through their years at Fahan, they remain both curious about the world and confident to step out into it.



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.

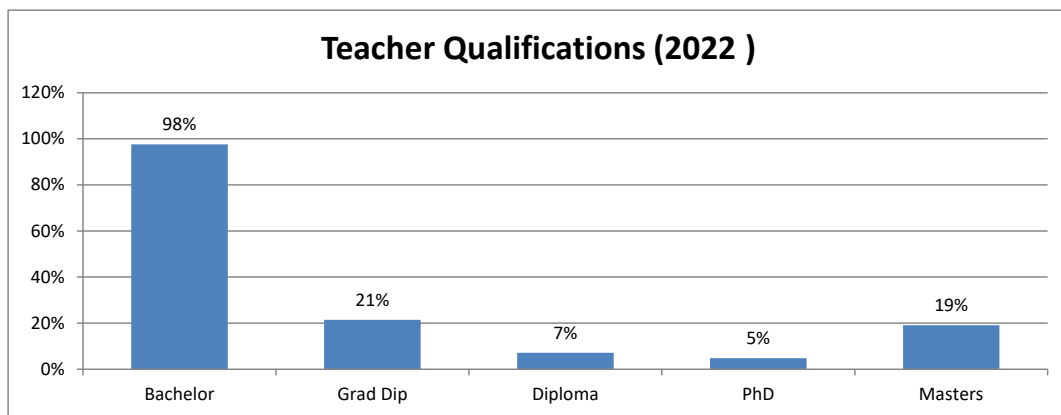
Fahan School is a community that excels in educating girls, where high expectations and outstanding academic programs enable every girl to achieve her personal best.

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.

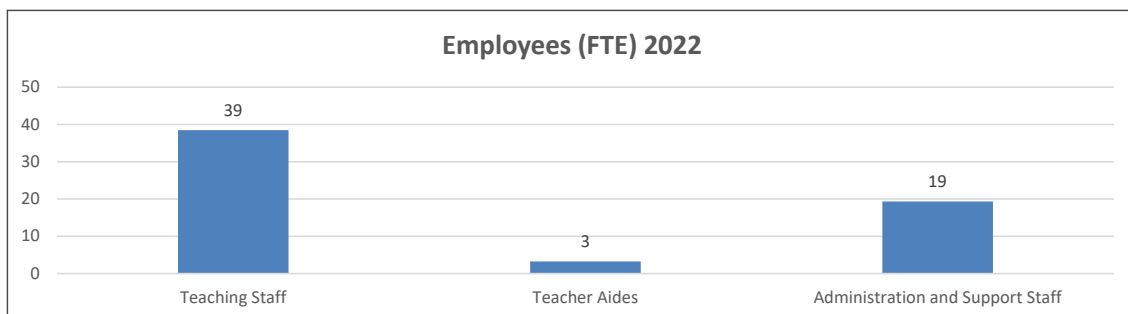
Teacher Qualification Analysis

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 2022, 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 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	Percentage
Kinder	1894	1692	89.33
Prep	3043	2779	91.32
Year 1	3558	3211.5	90.26
Year 2	3607	3298	91.43
Year 3	4046	3717	91.87
Year 4	4132	3638.5	88.06
Year 5	6719	6109.5	90.93
Year 6	4913	4340	88.34
Year 7	6512	5721.5	87.86
Year 8	6290	5528.5	87.89
Year 9	7978	7065.5	88.56
Year 10	5636	4602	81.65
Year 11	6444	5545	86.05
Year 12	6981	5187	74.30
TOTAL	71753	62435	Average = 87.01%

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.

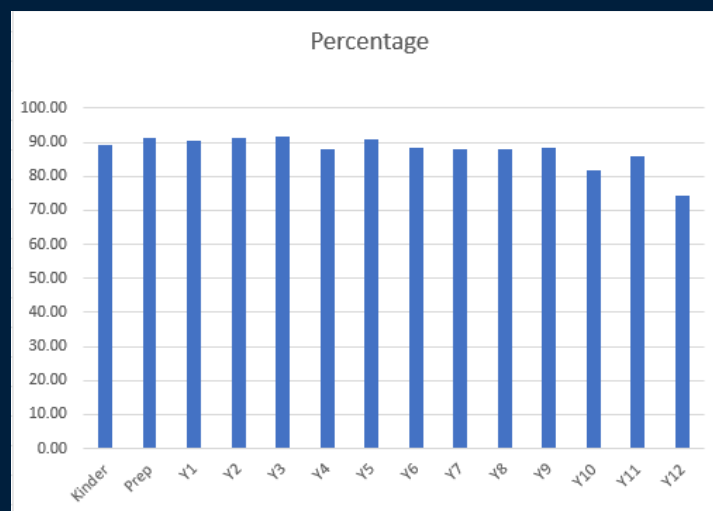
If the parent advises that the student should be in attendance and remains unaccounted for, the relevant authorities will be notified.

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 2022 was 87%



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	508	474	481	503	442
Year 5	554	543	545	551	530
Year 7	593	572	574	573	594
Year 9	633	639	615	627	612

NAPLAN participation for this school is 99%

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

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 have 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 names and details of the Company's Directors in office during the financial year are as follows. Directors were in office for this entire period unless otherwise stated.

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 meetings attended by each Director.

Board Sub-Committee Meetings

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

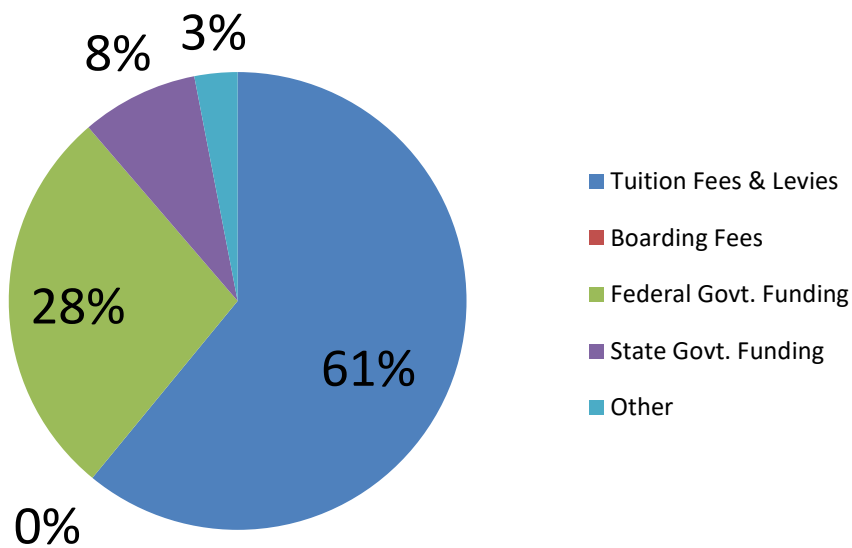
Board Members that held office in 2022

Ms 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 (resigned 06/12/2022)
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 (resigned 06/12/2022)

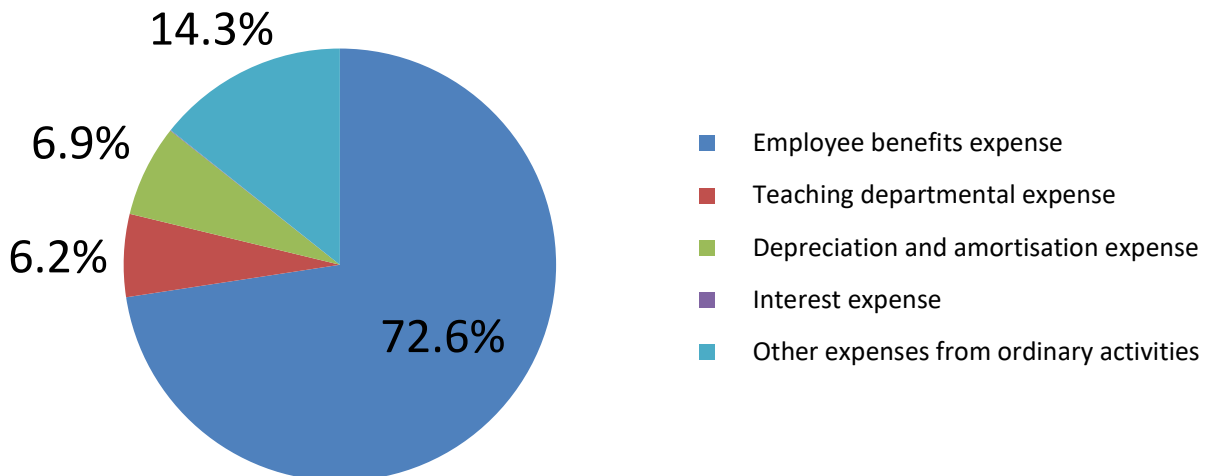
Finance

The following chart depicts Fahan School's income for the 2022 year broken down by funding source.

Fahan School Funding Source 2022



School Expenditure 2022



Senior Secondary Outcomes

Fahan's median ATAR, a key indicator of the girls' overall performance in 2022, was 88, meaning that 50% of our students earned rankings that placed them in the top 12% of students nationally. Overall, 42% of our girls obtained an ATAR of 90 or above, placing them in the top 10% of students nationally.

58% of students received an ATAR higher than 85, placing them in the top 15% of students nationally.

76% 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.



88

**Fahan School's
Median ATAR**

42%

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

58%

**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

In 2022, Fahan School continued to uphold its commitment to excellence in teaching and learning through a range of strategic initiatives focused on student outcomes, curriculum refinement, and staff development.

A key focus throughout the year was re-establishing clear expectations around student behaviour, closely aligned with the School's values. This reset contributed to a more respectful, engaged, and productive learning environment, supported by consistent communication and a whole-school approach to high standards.

Curriculum development remained a priority, with continued efforts to support the diverse learning needs of students. Staff worked to further embed differentiated teaching strategies, implement individualised learning plans, and adapt assessment practices to ensure

all students had equitable opportunities to thrive. This work reinforced Fahan's commitment to inclusivity and personalised learning.

Professional learning also played a central role in maintaining teaching excellence. Throughout the year, staff engaged in targeted development opportunities focused on evidence-based practice, curriculum innovation, and effective differentiation. These opportunities strengthened classroom practice and supported the School's ongoing pursuit of educational best practice.



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 2022, as COVID-19 restrictions gradually eased, the Fahan community embraced the opportunity to reconnect through much-anticipated events and initiatives. The Parents & Friends' Association (P&F), led by outgoing President Catherine Matterson until July, played a pivotal role in reigniting community spirit. The *Welcome Dinner* for new parents—held offsite for the first time—offered a warm introduction to the School and its values. Traditional events such as the Mothers' and Fathers' Day stalls and raffles returned, giving students a joyful opportunity to select meaningful, locally sourced gifts for loved ones.

The highlight of the year was the Fahan *Twilight Fair*, the P&F's major fundraiser, which transformed the School grounds into a vibrant celebration of connection and creativity. The event brought families together in record numbers and raised valuable funds for future school initiatives. Proceeds from the year supported the purchase of a new projector for the TM Hall and began fulfilling a teacher wish list to enhance classroom experiences.

Behind these achievements was a committed and enthusiastic P&F Committee, whose teamwork and can-do attitude ensured the success of every event. Their dedication reflects the heart of the Fahan community—where giving back, building relationships, and celebrating together are key to the School's vibrant culture.

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





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