



Fahan School

Annual Report

2024

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About Fahan School

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.

Fahan School provides valued education to girls from Kindergarten to Year 12. Fahan is a non-denominational school. This report relates to information from the operation of Fahan School in 2024.

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

During 2024, there were 416 students enrolled including 1 international student.

Fahan School aims to provide an excellent educational experience for its students, while at the same time allowing 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

2024 has been another exceptional year at Fahan School. Under the outstanding leadership of our Principal, Mrs Meg Lawson, the School has continued to thrive, building on its strong foundations and achieving impressive milestones.

Enrolment numbers in 2024 were well ahead of our targets, reflecting continued interest in the unique offering of a Fahan education. We remain committed to balancing this growth with the preservation of our intimate class sizes and personalised learning environments, which are central to our educational philosophy.

Our longstanding Cooperating Schools Agreement with The Hutchins School continued to flourish this year. This reciprocal arrangement enables Hutchins students to learn with us, while our senior girls access valuable educational and co-curricular opportunities at Hutchins in Years 11 and 12. The partnership has strengthened across both the Junior and Senior Schools, with Student Leadership Committees—supported by staff—collaborating on a number of initiatives that brought our communities together.

In 2024, we saw the first stages of our Capital Master Plan come to life. The Oval Change Room project was completed, and work commenced on two major developments: the former Senior Boarding Residence (SBR) and the renovation of the Barn. The former SBR will deliver flexible learning spaces, student support services, and counselling facilities, while the Barn redevelopment will provide changerooms, a community gathering space, terraced oval seating, and enhancements to the School's main entry. These projects are vital to ensuring our facilities match the high standard of our educational experience—an investment the Board is proud to champion.

As a truly independent school, we continue to face challenges in securing capital funding. Government funding for such projects remains inaccessible, and while we are grateful for the advocacy and support of Independent Schools Tasmania (IST), the pressure on recurrent funding and staffing resources is real. This highlights the importance of philanthropic support and alternative funding avenues. The generosity of our School Community in response to recent fundraising initiatives has been heartening and deeply appreciated.

Looking ahead to 2025, our 90th anniversary year, the Board is filled with optimism. We are supported by a highly capable and stable leadership team, a dedicated and passionate staff cohort, and the School is poised to reach its highest enrolment in history. In 2025, we will also embark on a refresh of our Strategic Plan to ensure our vision for the future remains ambitious and clear.

I would like to express my sincere thanks to my fellow Board members—Ms Alexandra McKeand, Ms Maile Erger, Mr Ben Wilson, Mrs Jane Beaumont, and Mr Jon Gourlay—as well as Mrs Ruth Groom and Ms Alexandra Garrott, who joined the Board at the beginning of the year. I also extend my heartfelt gratitude to our previous Chair, Mrs Lia Morris, whose decade of service on the Board, including as Chair, has been marked by unwavering dedication and significant impact. Lia’s contributions—as a student, alumna, parent, volunteer, donor, and Board member—have left a lasting legacy.

Thank you to Meg, Richard Colquhoun, and the entire leadership team, as well as all staff, for their tireless efforts and commitment to the School. Fahan is in an enviable position, and this is entirely due to the extraordinary people who make up our community.

It is an honour to serve as Chair, and I hope each member of our community finds their own way to support and celebrate this remarkable institution—one that continues to enlighten, inspire and ignite young minds and hearts.



Photo: Adam Gibson and Architects: Bence Mulcahy



Craig Barling

Chair
Fahan School Board

Message from the Principal

Schools are dynamic by nature, and 2024 has been no exception at Fahan. This year has been marked by growth, innovation and the continuation of traditions that anchor our community.

A major milestone in 2024 was the advancement of our Capital Master Plan. We were delighted to complete the Oval Changeroom renovation and begin work on the former Senior Boarding Residence (SBR), which is scheduled for completion in early 2025. These projects are vital for ensuring our facilities reflect the quality of our educational experience. I extend my sincere thanks to everyone in our community who supported these developments—your generosity and commitment make these achievements possible.

We are also incredibly fortunate to be supported by a knowledgeable and dedicated Board, led by Chair, Mr Craig Barling. Their guidance and unwavering commitment to the future of Fahan continue to be a source of strength for the School, and I am deeply grateful for their counsel.

One of the year's highlights was the *Travers Morphett Lecture*, delivered by Flight Lieutenant Emily Renshaw (Class of 2013), who was awarded the 2024 Gerdy Jevtic Medal. Emily, a Pilot and Qualified Flying Instructor in the Royal Australian Air Force, celebrated 10 years of service this year and is currently serving on exchange in New Zealand with the New Zealand Defence Force. Her message about determination, discipline and vision resonated strongly with our students. As a recent graduate, she served as a powerful role model, offering a tangible and inspiring example of what is possible with courage and conviction.

Our staff continue to be the heartbeat of Fahan. Across all areas of the School, their dedication ensures that operations run smoothly and continuously improve. Our teaching staff, in particular, remain deeply committed to educational excellence.

The great educational thinker, John Dewey, once said that teachers must *"keep alive the sacred spark of wonder and then fan the flame that already glows."*

This encapsulates what we strive for at Fahan—nurturing curiosity, modelling intellectual risk-taking, and showing students that mistakes are not failures but steps toward understanding. Our staff embody this spirit, and our students are the grateful beneficiaries.

In 2024, we also embraced new frontiers in education, particularly in the area of Generative AI. As this technology continues to evolve rapidly, we are mindful of both its possibilities and challenges. This year, our students participated in a pilot program with Microsoft called *Anabelle*—an AI tutoring tool designed to assist students with critical thinking and problem-solving, without providing direct answers. We believe this has the potential to enhance learning outcomes and support teaching practices, and we look forward to expanding this work in 2025.

In a world increasingly marked by complexity and volatility, the traditions and values of our School provide important continuity. Our students continue to take part in the cherished activities that shape the rhythm of the school year. For our Year 12 students, these moments become especially poignant as they prepare to leave us. My hope for each of them is that they take with them a strong academic foundation, a boundless curiosity, a love of learning, and a desire to make the world better through kindness and compassion.

Thank you to all members of the Fahan Community—students, staff, parents, alumnae and friends—for your ongoing support and trust. We look forward to welcoming everyone back in 2025, our 90th year, a milestone of which we can all be very proud.



Photo: Adam Gibson and Architects: Bence Mulcahy



Meg Lawson

Principal
Fahan School

Teacher Qualifications + Workforce Composition

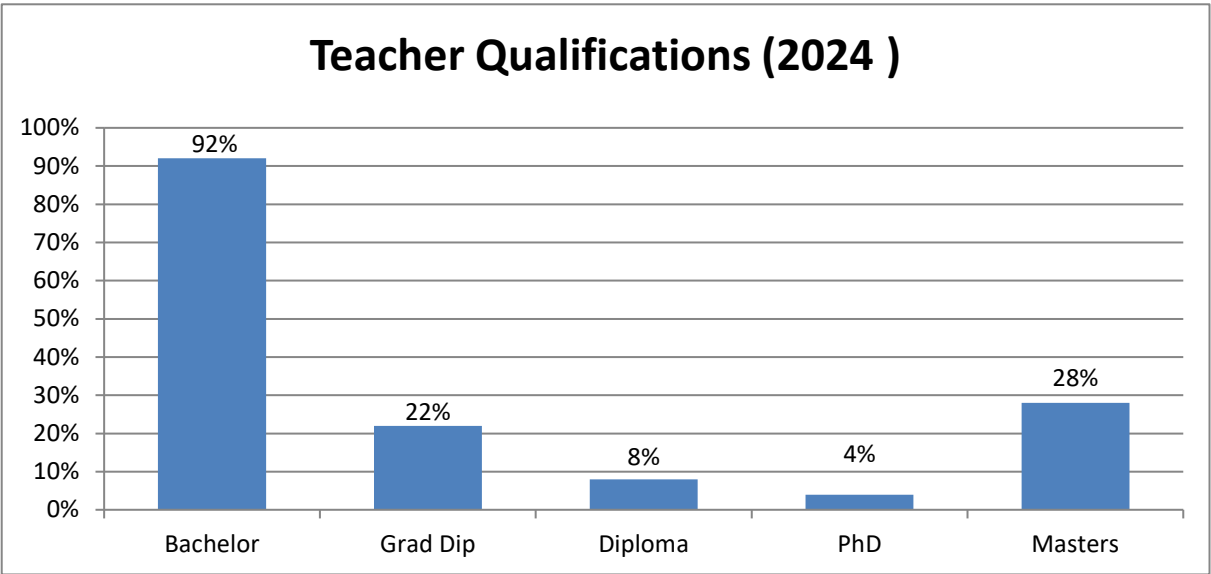
It is a legal requirement that teachers employed in Tasmania are registered with the Tasmanian Teachers Registration Board. All teachers employed by Fahan School are registered and hold appropriate qualifications.

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.

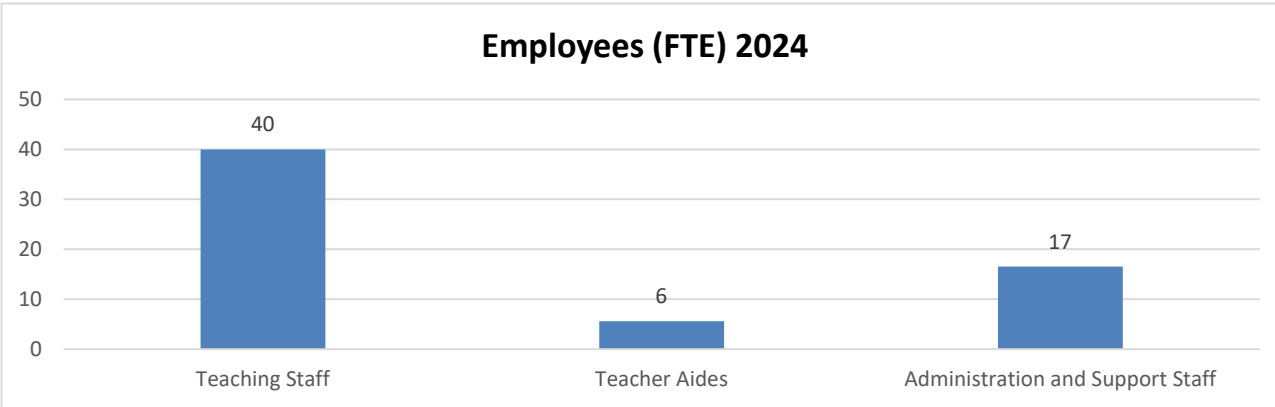
We recognise the outstanding teachers and staff that are essential to our mission. Our passionate team of highly skilled and qualified professionals employ contemporary teaching and learning practices, live and promote the values of the School, and are dedicated to providing leading education for girls. 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.



In 2024, the Fahan School workforce consisted of the following full-time equivalent staff members.



Fahan School

Student Attendance

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 students 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 Years 11 and 12 students attending subjects at The Hutchins School are also checked by Administration staff.

Year	Number of possible attendance days	Actual attendance days	Percentage
Kinder	2612	2323	88.94
Prep	2056	1862	90.56
Year 1	2845	2621	92.13
Year 2	3410	3109	91.17
Year 3	4160	3829	92.04
Year 4	3894	3450.5	88.61
Year 5	6384	5890.5	92.27
Year 6	5991	5456.5	91.08
Year 7	9011	8132.5	90.25
Year 8	7739	6926	89.49
Year 9	7308	6419	87.84
Year 10	6384	5530.5	86.63
Year 11	7602	7035.5	92.55
Year 12	5249	4297.5	81.87
TOTAL	74 645	66882.5	Average = 89.6%

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 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.

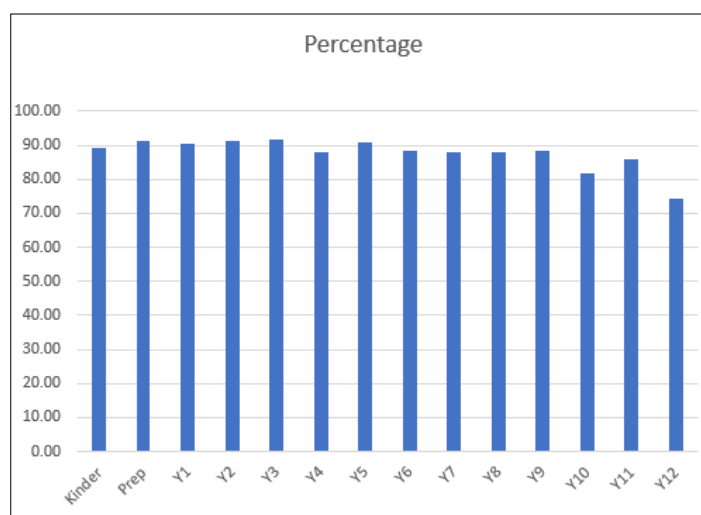
Where the absence remains unexplained the matter will be investigated and parents/guardians contacted by permitted Administration staff.

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.



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	486	459	450	469	456
Year 5	558	549	538	548	535
Year 7	596	607	580	588	582
Year 9	639	630	594	621	610

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 Overview

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

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 governance performance through the capture, allocation, and reporting of key risks, tasks, and incidents.

Responsibility for the day-to-day management of the School is delegated to the Principal, who is accountable to the Board for the School's performance within the established policy and strategic framework.

We regularly review our governance practices to ensure they remain contemporary, best 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 with 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). The School Board approves and oversees an annual plan for risk, safety, and compliance at the School.

The Board held 7 meetings during 2024 to discuss strategy, performance and governance.

Board Members that held office in 2024

Mr C Barling Chair	Executive Manager, Chartered Accountant, joined the Board in 2016
Ms A McKeand	Senior Manager, Bachelor of Tourism Management, joined the Board in 2017
Ms M Erger	Senior Manager, Bachelor of Commerce, joined the Board in 2018
Mr B Wilson	Chief Executive, joined the Board in 2023 (resigned 20/11/2024)
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)
Mrs A Garrett	Consultant, Bachelor of Arts joined the Board in 2024 (29/02/2024)
Mrs R Groom	Executive Manager Bachelor of Arts joined the Board in 2024 (29/02/2024)

Governance

Overview

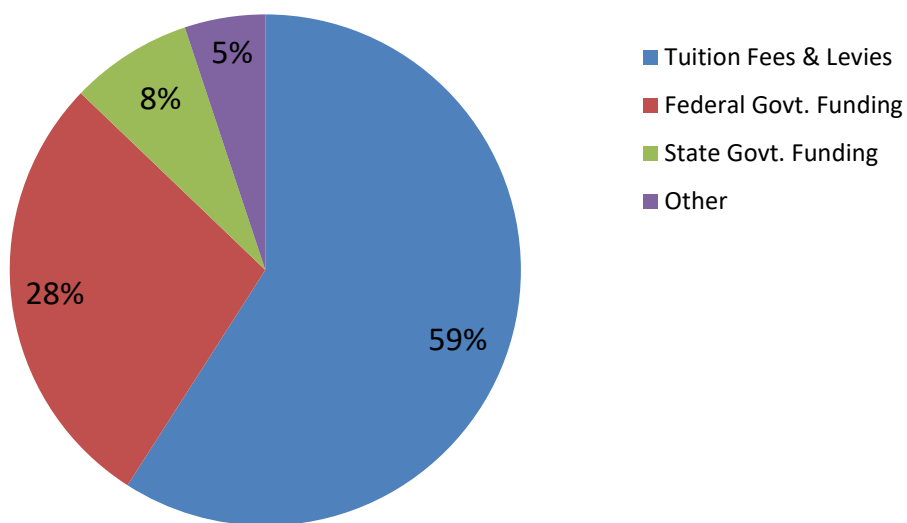
The Board has also established three Board Sub-Committees to assist in the governance and decision making processes of the Board. The three Committees are detailed below, along with the number of meetings held during the year and the number of meetings attended by each Director.

	Risk, Safety & Compliance	Finance	Asset Management
Mr C Barling		4 of 4	2 of 2
Ms M Erger	4 of 5		
Mrs J Beaumont	5 of 5		
Mr B Wilson			2 of 2
Mr J Gourlay		4 of 4	
Mrs A Garrott	5 of 5		
Mrs R Groom		4 of 4	

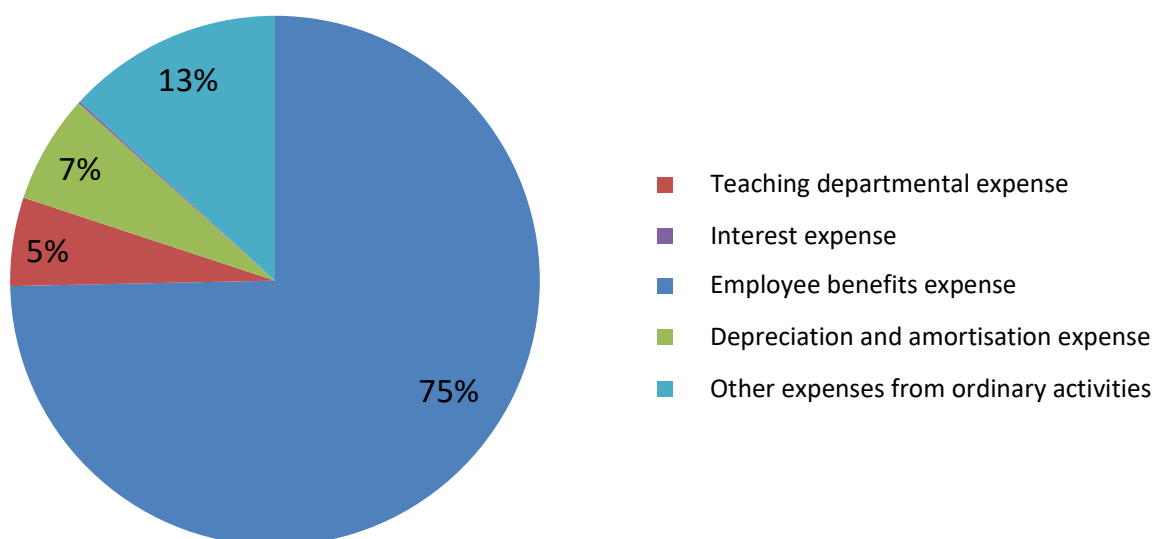
Finance

The following charts depicts Fahan School's income for the 2024 year broken down by funding source.

Fahan School Funding Sources 2024



Fahan School Expenditure 2024



Senior Secondary Outcomes

Fahan's median ATAR, a key indicator of the girls' overall performance in 2024, was an incredible 90.8, meaning that 50% of our students earned rankings that placed them in the top 9.2% of students nationally.

Some key achievements include:

- Overall, 28% of our girls obtained an ATAR of 95 or above, placing them in the top 5% of students nationally.
- 60% of students received an ATAR higher than 90, placing them in the top 10% of students nationally.
- 84% 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.

Congratulations to the Class of 2024 for their outstanding leadership throughout the year.



90.8

Fahan School's
Median ATAR

60%

of Year 12 students
achieved an ATAR
of 90+

84%

of Year 12 students
achieved an ATAR
of 80+

Learning Initiatives

In 2024, Fahan School continued its steadfast commitment to educational excellence, with strategic initiatives designed to enrich teaching practices, elevate student conduct, and ensure readiness for school registration. A pivotal development was the introduction of a new *Professional Learning Review* process for staff, fostering reflective practice through structured digital forms, classroom observations, and personalised discussions with line managers. This approach empowered educators to critically evaluate their teaching methods, celebrate successes, and identify targeted areas for professional growth and improvement.

Establishing and reinforcing clear expectations and behaviours was another significant focus. By implementing a multi-tiered system supported by consistent language, clearly communicated expectations, and standardised responses to behavioural issues, the School promoted a respectful and positive learning atmosphere. Regular staff discussions on effective regulation, attention, and engagement strategies further enhanced the inclusive and productive environment for both students and teachers.

Finally, substantial preparation was undertaken in anticipation of the *2025 Schools Registration*. This involved detailed refinement of subject scope and sequences aligned with the Australian Curriculum Version 9, uniform naming of assessments across all documentation, and the creation of comprehensive assessment rubrics. These meticulous preparations not only positioned the School for successful registration but also strengthened the overall quality and coherence of curriculum delivery at Fahan.



Pastoral Care + Wellbeing

In 2024, Fahan School continued to put students' wellbeing at the heart of everything we do, creating a supportive environment where every girl feels seen, valued, and encouraged. Our Pastoral Care programs were thoughtfully tailored to support each student's unique emotional, social, and academic journey, providing individualised support, mentorship, and plenty of opportunities for growth.

Year 7 students began their journey with a fun-filled orientation week, packed with games and interactive activities designed to help them build friendships and settle comfortably into School life. These early connections fostered a welcoming atmosphere that set the stage for ongoing support throughout their school years.

Service learning remained an integral and exciting part of our pastoral approach. Year 8 students enthusiastically organised and participated in the Bonorong Wildlife Sanctuary fundraiser, demonstrating their commitment to environmental stewardship and community involvement. Meanwhile, our Year 10 students passionately ran a clothing drive for Tassie Mums charity, showcasing their empathy and understanding of local needs by supporting families in our broader community.

Our Lumina 9 program included engaging events like the *Monster Book Fair* and *Variety Bikes for Kids* initiative. These experiences allowed our girls to make a tangible impact, promoting literacy and physical activity among children in need, all while fostering teamwork, leadership, and empathy.

Our Pastoral Care curriculum also included engaging workshops, inspiring guest speakers, and reflective activities designed to foster self-awareness and essential life skills. Regular check-ins and personalised support from Pastoral Care teachers helped students feel confident, supported, and ready to tackle challenges.

Additionally, the School's camp program played a significant role in supporting student wellbeing across all year groups. Each year group attended specially designed camps that encouraged personal growth, resilience, teamwork, and independence, providing students with unforgettable experiences and memories that strengthened bonds between peers and teachers alike.

At the close of the year, pastoral care groups in each House warmly farewelled our Year 12 students with heartfelt speeches and cupcakes, celebrating their contributions and achievements and marking their transition to the next exciting chapter of their lives.

Overall, 2024 was another fantastic year at Fahan School, nurturing compassionate, resilient, and empowered young women ready to positively impact their communities.

Community Engagement

Fahan School values the strong partnerships between families, staff and students, and in 2024, the Parents & Friends' Association (P&F) played a key role in supporting these connections.

With a full Committee and consistent engagement from the broader parent community, the P&F successfully delivered several events that brought families together and supported the student experience.

In March, the *Sunset at the Barn* drew over 350 attendees, reinforcing its popularity as a relaxed and welcoming start to the year. With good weather, a complimentary BBQ and refreshments, the evening offered a great opportunity for families to connect. Senior School students volunteered their time, contributing to the event's smooth running and positive atmosphere.

The much-loved Mothers' and Fathers' Day stalls once again proved popular with Junior School students, who took pride in selecting meaningful gifts for their families. These events continue to be a highlight of the calendar.

The major focus of 2024 was the *Fahan Twilight Fair*, which required months of planning and collaboration across the P&F Committee, Class Representatives, parent volunteers and School staff. Although the original date was postponed due to weather, the November event was a strong success. With expanded stalls, activities and use of the School grounds, the Fair exceeded expectations and was well attended by the wider community. It also raised \$35,000 which will go towards new resources that benefit students across the School.

These events are made possible by the time, energy and commitment of many in our community. The P&F Committee's collaborative approach and strong volunteer support reflect the shared values that underpin the Fahan experience.

Through its work in 2024, the P&F has continued to foster a sense of connection, involvement and support that enriches School life for students and families alike.



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