

Performance Outcomes 2017

Introduction

The School is required to report to the School community on specific performance outcomes for 2017 in order to comply with the *Australian Education Act 2013*.

About the School

The groundwork for The Friends' School was first proposed in 1884 when a group of Quakers and local parents requested assistance from English Quakers in starting a school in Tasmania. The official name for Quakers is The Religious Society of Friends; thus the origin of the School's name. The Friends' School was started in 1887 under the guidance of its first Principal – Samuel Clemes.

The Commercial Road campus was purchased in 1889 in North Hobart. Non-Quakers in Hobart and Quakers

in all parts of Australia and England gave the means for purchasing the property and effecting necessary alterations. Clemes was an educator ahead of his times. He set about with "great assiduity and thoroughness" to make the School one where education was concerned with every child, not just the few gifted.

Clemes saw education as a preparation for life. He aimed for the school to be conducted in the spirit of the family with high academic endeavour taking its place with the development of practical skills and leisure time interests. He did not encourage academic competition, preferring "the pursuit of learning for its own sake". For this and other reasons, The Friends' School does not rank students by academic results. These founding philosophies still ring true today.



The culture and ethos of The Friends' School is derived because at its core it is a Quaker school. Families from all religious and spiritual traditions, or none, are attracted to Quaker schools throughout the world and this is evident at The Friends' School. There are two core principles of Quakerism that have a defining influence on the educational philosophy of all Quaker schools.

The first is that 'there is that of God in everyone' which is clearly stated in the School's Purpose and Concerns statement. In an educational setting, this concept translates into a core belief in the unique dignity of each person that Quaker schools have an obligation to recognise and nurture. All members of the School community share in the obligation to answer what is best in themselves and in others – developing talents to the fullest, and respecting the strengths, efforts and perspectives of all.

The second principle is 'continuing revelation'; the idea that Truth is continually revealed through seeking, experience and reflection. All members of The Friends' School community are on the journey of seeking a way forward together. Students at Quaker schools are encouraged to ask questions, to think both independently and cooperatively, to test ideas against experience and newly received information. All are asked to engage in education as a process of exploration and discovery.

Purpose & Concerns Statement (Mission Statement)

The Friends' School puts into practice on a daily basis the values embedded in the Purpose and Concerns Statement. The Purpose and Concerns serves as the School's mission statement.

The Friends' School is a coeducational Quaker school based on fundamental values such as the intrinsic worth of each person, the recognition of 'that of God' in everyone, the desirability of simplicity and the need to establish peace and justice.

As a learning community, we are concerned for the academic, cultural, physical, social, emotional and spiritual development of each person in our care.

We seek to help our students develop into people who will think clearly, act with integrity, make decisions for themselves, be sensitive to the needs of others and the environment, be strong in service and hold a global perspective.

We believe that these aims can best be achieved with the active support of all members of our School community.



Key Student Outcomes

Value Added Outcomes 2017

The Friends' School believes it adds value through:

- extensive co-curricular programs
- adherence to Quaker values and practices
- offering different curriculum choices
- the way the School presents a global perspective to its students
- the way it uses technology and the natural environment in its teaching and learning.

Senior Secondary Academic Outcomes

The 2017 academic results of The Friends' School Year 12 leavers were once again outstanding. This was largely due to the dedication of students and staff working in partnership and inspired by the School's belief in the intrinsic worth of each person and its expectation that students will do their best.

Students at Friends' can achieve their pre-tertiary qualifications through two pathways: the Tasmanian Certificate of Education (TCE) or the International Baccalaureate Diploma Programme (IB). The IB Diploma Programme is recognised throughout the world as a means to qualify for university admission.

Number of eligible Year 12 students

Course/Year	2012	2013	2014	2015	2016	2017
TCE	124	126	141	140	116	127
IB Diploma	33	18	19	17	24	20
Total	157	144	160	157	140	147
% matriculated	98.0	97.9	93.7	98.0	92.8	93.9

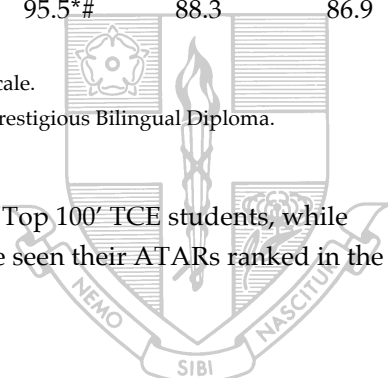
Average ATAR (Australian Tertiary Admissions Ranking)

	2012	2013	2014	2015	2016	2017
TCE	84.5	85.9	87.23	87.6	86.8	88.5
IB Diploma	94.3*	97.6*#	96.25	95.5*#	88.3	86.9

* As derived from the University of Tasmania ATAR conversion scale.

In 2013 and 2015, three IB Diploma students were awarded the prestigious Bilingual Diploma.

In 2017, 15 Friends' students were included in the listing of 'Top 100' TCE students, while one IB Diploma students also earned scores that would have seen their ATARs ranked in the 'Top 100' in Tasmania.



Below is a chart that shows the percentages of Year 12 leavers at specific ATAR achievement levels over the past six years:

Percentiles	2012	2013	2014	2015	2016	2017
Top 50%	94.2	90.0	91.9	96.8	98.4	93.0
Top 10%	56.1	62.0	55.0	58.6	50.0	47.0
Top 5%	35.7	34.7	37.5	36.9	28.5	29.0
Top 1%	12.7	13.8	18.1	10.9	8.5	7.5

The Friends' School believes that this consistent level of exceptional academic achievement reflects the positive culture of learning throughout the School.

VET Qualifications

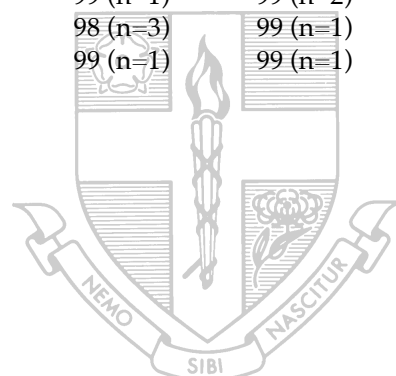
In 2017, nine Years 11 and 12 students gained a VET qualification. Of these, one was in Year 12 (0.7% of the cohort) and eight (5%) were in Year 11. There were no students who attained the equivalent of a Year 12 certificate through a VET only pathway.



Percentage of Students achieving National Literacy and Numeracy Benchmarks (NAPLAN)

	Year 3	Year 5	Year 7	Year 9
2017				
Reading	98(n=2)	99 (n=1)	100 (n=0)	100 (n=0)
Writing	100	99 (n=1)	98 (n=2)	96 (n=5)
Conventions	98(n=2)	96 (n=3)	100 (n=0)	100 (n=0)
Spelling	100	96 (n=1)	100 (n=0)	98 (n=3)
Numeracy	98(n=1)	97 (n=1)	100 (n=0)	100 (n=0)
2016				
Reading	100	97 (n=3)	100 (n=0)	98 (n=4)
Writing	100	95 (n=5)	100(n=0)	91 (n=11)
Conventions	100	96 (n=4)	100 (n=0)	94 (n=8)
Spelling	100	96 (n=4)	99 (n=1)	97 (n=4)
Numeracy	98 (n=1)	97 (n=3)	100 (n=0)	100 (n=0)
2015				
Reading	100	100	100 (n=0)	100 (n=0)
Writing	100	100	99 (n=1)	99 (n=2)
Conventions	100	98 (n=1)	100 (n=0)	97 (n=4)
Spelling	100	100	98 (n=2)	98 (n=3)
Numeracy	96 (n=2)	100	100 (n=0)	100 (n=0)
2014				
Reading	96 (n=4)	99 (n=1)	100 (n=0)	100 (n=0)
Writing	98 (n=2)	99 (n=1)	99 (n=2)	97 (n=5)
Conventions	100 (n=0)	97 (n=3)	99 (n=1)	100 (n=0)
Spelling	96 (n=4)	97 (n=3)	99 (n=2)	99 (n=1)
Numeracy	100 (n=0)	99 (n=1)	100 (n=0)	100 (n=0)
2013				
Reading	100 (n=0)	99 (n=1)	99 (n=1)	100 (n=0)
Writing	100 (n=0)	97 (n=3)	100 (n=0)	97 (n=4)
Conventions	98 (n=2)	93 (n=3)	99 (n=1)	99 (n=2)
Spelling	98 (n=2)	94 (n=6)	99 (n=1)	96 (n=5)
Numeracy	100 (n=0)	99 (n=1)	100 (n=0)	99 (n=1)
2012				
Reading	100 (n=0)	97 (n=3)	100 (n=0)	99 (n=2)
Writing	100 (n=0)	96 (n=4)	99 (n=1)	96 (n=5)
Conventions	100 (n=0)	99 (n=1)	99 (n=1)	99 (n=2)
Spelling	100 (n=0)	96 (n=4)	98 (n=3)	99 (n=1)
Numeracy	100 (n=0)	97 (n=3)	99 (n=1)	99 (n=1)

n = number of students below national benchmark.



Student Attendance

		2015	2016	2017
Morris - Friends' Primary Years	=	93.22%	94.01%	93.11%
High School	=	92.62%	92.97%	91.30%
Clemes (Years 11 and 12)	=	93.43%	93.15%	95.02%

Attendance is recorded electronically on the School's student database.

When students are absent from school for any reason, parents are requested to contact the relevant School office. Unexplained absences are followed up by a telephone call to ensure the safety of students. If students are to be away for an extended period of time, parents are asked to formally write to the School.

Students in the primary area that leave the School during the day require the presence of an accompanying parent/guardian.

High School and Clemes students may not leave school during school hours without signing out and receiving the specific permission of a Head of School. Students with medical or other appointments are expected to bring a note from their parents or an appointment card.

Any concerns regarding attendance are followed up by class teachers, tutors or a Head of School.

Post-School Destinations

Of the 2017 Year 12 group 94% gained university entrance pre-tertiary scores. Of the 142 (out of 147) students who completed the destinations survey, 67% of the cohort indicated they would go straight to tertiary education (6% higher than last year), (61 to UTAS, 34 to interstate universities). Two students indicated an intention to study at TAFE, one at Foundry, one taking a defence force Gap Year and one an apprenticeship in 2018.

Of the rest, comprising 33% (47 students), options included work and travel (33 students), work (four students) and planned GAP year (one student). Thirty-four of these have deferred their studies (many of these were undecided about which university they might attend, however 16 indicated UTAS and 18 indicated a preference for a mainland university) to work, undertake a GAP program or to travel.



Our Staff

Workforce Composition

Total Number of Employees and FTE June 2018	Teaching Staff	General Staff**	Total
Total no. of employees *	170	142	312
Total FTE of employees	135.98	99.24	235.22
Number of full-time employees*	100	67	167
Number of part-time employees*	70	75	145
Number of male employees*	49	36	85
Number of female employees*	121	106	227
Number of part-time male employees*	14	12	26
Number of part-time female employees*	56	63	119

* Head count (each employee counts as 1 whether full-time or part-time)

** General staff includes all employees other than teaching employees

We did not have any staff members in 2017 who self-identified as having an Indigenous background.

Teacher Qualifications

All teachers at The Friends' School are degree holders with qualifications in teaching/ education. Within the teacher group, over half have postgraduate qualifications.

Staff Attendance

Teaching staff attendance was 97.41% in 2016.

School Finances

School income for 2017 was derived from:

Net Tuition Fees & Charges	67.6%
Tasmanian & Australian Government Grants	29.8%
Other Income	2.6%

More detail regarding the School's income and expenditure can be accessed on the My School website:

<https://www.myschool.edu.au/school/40028/finances>



Parent, Student and Staff Satisfaction

In August 2016, The Friends' School used the Council of International Schools satisfaction survey adapting it for The Friends' School. The survey engaged with and received responses from students, staff, parents, Old Scholars and the Board of Governors. An executive summary has been made available to all members of The Friends' School Community and is published on The Friends' School website www.friends.tas.edu.au, via a link provided on the 'About Us' page.

A new survey will be conducted in August 2018. The results will be made available on our website in November 2018.

