

FAHAN
SCHOOL



Fahan

Years 7–8

Handbook 2024

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WELCOME

At Fahan, Years 7 and 8 is an exciting period as the students begin their secondary schooling. It is a time of significant growth and challenge for your daughter in which we seek to engage in, and respond to, the unique needs of young adolescent learners. Fahan students study a stimulating curriculum which has a continuing emphasis on developing strong academic foundations, whilst at the same time encouraging students to reflect and consider the contribution they will make to their community. Throughout these years, students study a broad curriculum that allows them to explore their strengths and passions before taking on elective subjects in Year 9 and beyond.

Every student in Years 7 and 8 has a Pastoral Care Teacher whose role is to advocate for, and support them in, developing their skills and capacities as learners. They deliver our Positive Education program, which provides ongoing opportunities for students to understand and develop their strength values and beliefs, and their ability to find and value the strengths of others. I encourage you to keep in contact with your child's Pastoral Care Teacher as the year progresses to help them support and encourage your child's academic, co-curricular and service pursuits.

We provide a wide range of opportunities for our students to learn more about themselves and extend their horizons in the areas of sport, the Arts, languages or community service. Camps provide students an opportunity to build new friendships, as well as a chance to challenge themselves.

Each student belongs to a House and students enjoy participating in House competitions. The House system provides a sense of belonging. We aim to provide the right blend of challenge, support, expectation and care for each student, so they can value their learning and build their understanding of themselves as individuals and as members of the Fahan Community.

Chris Summers

Deputy Principal

summers@fahan.tas.edu.au



HEADS OF HOUSE

At Fahan, the House system organises students vertically across the grade levels from Years 7–12 and fosters a sense of belonging.

Heads of House are responsible for the academic care of students in their House and for enhancing student learning, wellbeing and resilience through pedagogies that are sympathetic to student needs, and embedded in positive educational experiences. The role is vertical so students and their families will generally work with one Head of House for the whole of their Senior School journey. The horizontal care of year groups will occur by maintaining specialist Pastoral Care teachers in Years 7 and 8, Years 9 and 10, and Years 11 and 12.

Fenton

Ms Holly Lutzow

lutzowh@fahan.tas.edu.au



Franklin

Ms Fiona Short (Acting Role - 2024)

shortf@fahan.tas.edu.au



Freycinet

Mrs Liana Hayes

hayesl@fahan.tas.edu.au



We aim to provide the right blend of challenge, support, expectation and care for each student, so they can value their learning, and build their understanding of themselves as individuals and as members of the Fahan Community. In each House, students are expected to work together to achieve common goals. They share a group identity, symbolised in their House name and logo. In essence, the Houses create a smaller community for students to interact with each other. Each girl belongs to a House: Fenton (navy). Franklin (white) and Freycinet (orange) and participates in House competitions and other House activities.

New students will be assigned a House maintaining a balance in numbers between each House. If students have a close relative who is currently at the School or is a

PASTORAL CARE TEACHERS

Fahan Alumna, please ensure that the School is made aware of this since they can be allocated to the same House.

The Years 7 and 8 Pastoral Care Teachers for 2024 are outlined below and are the first point of contact for parents.

Year 7 Fenton

Dr Melanie East

eastm@fahan.tas.edu.au

Year 7 Franklin

Mrs Sharon Johns

johnss@fahan.tas.edu.au

Year 7 Freycinet

Ms Isabeau Sloan

sloani@fahan.tas.edu.au

Year 8 Fenton

India Anderson

andersoni@fahan.tas.edu.au

Year 8 Franklin

Ms Christine Best

bestc@fahan.tas.edu.au

Year 8 Freycinet

Mrs Peta-Jane Buchanan

buchananp@fahan.tas.edu.au

Students are divided into two classes for their subjects - 7O and 7N and 8O and 8N.

Further information about our staff can be found on the School website at <https://www.fahan.tas.edu.au/people>. If you would like to email a Fahan staff member, please use their surname followed by their first initial followed by @fahan.tas.edu.au

INFORMATION AT A GLANCE

School Hours

Punctuality is important and all students are expected to arrive in time for the start of school at 8:30am. Class times for Years 7 and 8 are as below.

8.30am – 8.45am	Pastoral Care
8.45am – 9.35am	Period 1
9.35am – 10.25am	Period 2
10.25am – 10.50am	Recess
10.50am – 11.40am	Period 3
11.40am – 12.30pm	Period 4
12.30pm – 1.10pm	Lunch
1.10pm – 1.45pm	Pastoral Care/Activities/Assembly/Study
1.50pm – 2.40pm	Period 5
2.40pm – 3.30pm	Period 6

Before School

Students are welcome on the grounds and in classrooms from 8:15am when supervision commences for the day. Prior to this time there is no supervision and classrooms are not open.

School Office Hours

Reception hours are 8:00am - 4:00pm during term time and 9.00am- 3:30pm during school holidays. The School Office is closed over the Christmas period.

2024 Term Dates

Term 1 (Summer Uniform)

Monday 5 February - Friday 12 April

(Easter: Friday 29 March - Tuesday 2 April incl.)

Term 2 (Winter Uniform)

Tuesday 30 April – Friday 5 July

Term 3 (Winter Uniform)

Tuesday 23 July – Friday 27 September

Term 4 (Summer Uniform)

Monday 14 October – Monday 9 December

(Kinder to Year 6 finish Friday 6 December)

Show Day Break Thursday 24 Oct – Friday 25 Oct incl.

Speech Night: Monday 9 December

STUDENT ABSENCE

Absence

If your child is absent from School for any reason, please use the Fahan School App, email absence@fahan.tas.edu.au or call Reception, by 9:00am. Please do not email class teachers directly regarding an absence.

Students taking holidays during term time can impact on the ability of teachers and, more importantly, other students, to complete programs of work effectively. If foreseen absences are unavoidable, permission should be sought from the Principal in writing using the [Request for Absence Form](#) found on our website.

Late Arrivals

Students who arrive late must sign in at Reception before walking to class.

Appointments During the School Day

Please email absence@fahan.tas.edu.au with the time your child needs to be collected from School and an approximate return time.

This can also be communicated through the Fahan School App where appointment times can be added in the comments. The relevant teachers will be advised depending on your daughter's timetable.

All students must be signed in and out by Reception staff and proceed promptly to class on their arrival back at School.



absence@fahan.tas.edu.au

CAMPUS MAP



PARENT INFORMATION

Drop Off and Pick Up Procedures

An express drop off and pick up zone exists at the front of the School. Please use the designated areas for drop off and pick up as per the illustration below. These zones are designed to facilitate a smooth flow of traffic, preventing congestion and reducing the risk of accidents.

Coolabah Road entrance is also open for foot traffic.

Please do not park in restricted areas including over private driveways in our surrounding neighbourhood. Avoid distractions like texting or talking on the phone while driving through the school zone. Keep your attention on the road and the children around you.

Please drive slowly and always follow the traffic rules, including speed limits, stop signs, and crosswalks. The safety of pedestrians – especially our students – is paramount.

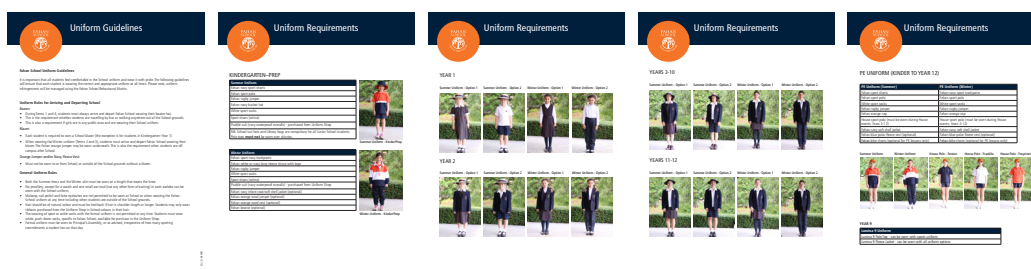


Uniform

It is important that all students wear the uniform with dignity, pride and respect.

Please thoroughly read the [Uniform Guidelines](#) that outline important uniform rules and the uniform requirements for every year level. These guidelines ensure each student is wearing the correct and appropriate uniform at all times. We request your support in ensuring your daughter/s adhere to these guidelines.

Students will regularly be reminded of these guidelines and it is expected that they are followed. Classroom teachers will be checking uniform regularly and asking for immediate attention to areas that require improvement. All articles of clothing are to be clearly labelled and kept in good order.



PARENT INFORMATION

Mobile Phones

We recognise that parents often wish their child to carry personal mobile phones and that there are times when it is genuinely appropriate for students to have access to one. Mobile phones are powerful tools and, as such, must be managed appropriately.

In Years 7 and 8, mobile phones should be switched off and kept in student lockers during the school day. Sometimes, the use of devices may be required in lessons and will be at the discretion of the teacher.

Parents are asked to not call or message students during School hours. We ask that communications to students during the day are made via Reception or Fahan staff.

The School seeks to assist the development of resilience and independent problem solving and so a student should not contact parents with a problem while at School but rather seek assistance from the appropriate staff member. The School will not accept responsibility for the theft of mobile phones, personal electronic devices or student belongings.

Canteen

The Canteen is open Monday to Friday. Online orders must be made before 8:30am through the [Flexischools](#) App which is available free from the [Apple](#) and [Android](#) App stores. A variety of foods are offered and healthy, nutritional choices are encouraged.

The canteen is cashless and students can purchase items using their student ID card (linked to their Flexischools account) or their own credit or debit card.

Recess and Lunch

Nut Allergies

Fahan is an allergy-aware School. To ensure the health and safety of all students at Fahan, we ask that food containing nuts (including, but not limited to, muesli bars, peanut butter and any nuts or nut-based products or oils) is not packed as part of student lunches or brought to School. This action has been necessitated by the number and severity of allergies amongst our community. We appreciate your support and understanding.

Food Wrap

At Fahan we strive to advance our environmental practices and awareness including waste reduction across the School. We ask that children bring lunch that has sustainable packaging and minimise single-use plastics in the form of wraps and bags. Where possible, please provide reusable containers and paper packaging.

PARENT INFORMATION

Books, Stationery and Device Program

Textbooks are ordered online through Box of Books. The textbooks assigned to subjects are listed on the Fahan website along with stationery requirements. Stationery may be purchased from a retailer of parents' choice. All stationery must be labelled and exercise books should be covered.

Students in Years 7 - 12 are required to bring their own laptop. Any Apple or Windows laptop running a current operating system is acceptable.

Laptops are personally managed. These devices are purchased by the family and not covered under School levies or insurance. More information about the [Fahan School Device Program](#) is available on our website.

Excursions, Camps and Outdoor Experiences

It is part of the School's practice to take students on various educational excursions. At the beginning of each year all parents are required to complete an excursion permission form. No child may take part in an excursion without parental permission for legal and insurance reasons. Notification of intended excursions will be communicated via EdSmart.

Outdoor Education is a large part of learning at Fahan. The Outdoor Education Program provides experiential learning opportunities with the aim of cultivating courage, positive self-evaluation, and relational development, through trust and cooperation in a range of outdoor pursuits.

Students in Year 7 begin their Outdoor Program with a three-day camp early in Term 1 and Year 8 students attend a four-day camp later in the year. At the end of the year, all students in Years 7-10 participate in Activities Week in their House Groups.

Students coming into Year 7 will be expected to have their own waterproof jacket, a good quality sleeping bag, head torch, and inflatable sleeping mat. This is the minimum basic equipment the students will require for compulsory Outdoor Education through to the end of Year 10.

Homework

Homework is designed with particular purposes in mind. The aim of homework is to nurture the development of good study habits and routines. Homework should reinforce concepts and allow time for completion of work assigned during the School day.

Homework may also be completed during study periods, which are timetabled during the week.

PARENT COMMUNICATIONS

We ask that communication with students during the day is made only via Reception or Fahan staff. You can communicate with teachers in person or via email, with the exception of absences which must be sent to email absence@fahan.tas.edu.au.

EdSmart

School notices will be sent home via EdSmart, an online forms system for parents. This relates to important School information and some content may require your acknowledgement or permission.

Assessment, Feedback and Reporting

Assessment, feedback and reporting are integral components of learning with invaluable information that:

- enables students to reflect on their learning, what they have done well and how they might extend or improve.
- provides teachers with evaluation strategies and ways to identify areas of necessary support or extension
- provides parents with an ongoing indication of student progress

Assessment and feedback occurs on an ongoing basis and in many different forms. Wherever practical, assessment and feedback information is recorded on The Tree and is available for students and parents to view at any time. Shared information on assessment, feedback and reporting is a key aspect of the partnership between parents and teachers, which supports student learning and progress.

The Tree

The Tree is Fahan School's virtual learning environment and is a useful resource for all parents and carers. It is used as a tool to share and access information relevant to classes and School life. By logging into The Tree, you will be able to view general School information, the School Calendar, Timetable, Assessment Calendar (due work) and Academic Reports.

Fahan School App

The Fahan School App, is available free from the [Apple](#) and [Android](#) app stores and contains similar information to what is found on The Tree.

School Newsletter - *A Fortnight at Fahan*

The online fortnightly newsletter, entitled *A Fortnight at Fahan*, is emailed to parents every second week and is also available to view on the Fahan School App. News from around the School, important dates, upcoming events, news from our Parents and Friends' Association and more is included. This is a useful way of keeping in touch with the School Community on a regular basis.

PASTORAL CARE

Student Wellbeing

Student wellbeing is very important at Fahan School. Pastoral Care teachers are the first port of call if a wellbeing issue arises. Should an academic concern emerge, direct contact with the subject teacher is the preferred pathway.

If there is a wellbeing concern, parents are encouraged to make an appointment as soon as possible with their child's Pastoral Care teacher to discuss. We welcome any information that will help us better understand and work with your child. It is important to share any problems evident at home that may be affecting your child's performance or behaviour. If parents feel unable to talk to the class teacher or the Pastoral Care teacher, they should then contact the relevant Head of House.

Counselling and Support

Counselling, welfare and support services are available for students at Fahan School. Students may make appointments with School Counsellor, Mrs Maria Conway, via The Tree. Psychologist appointments are also available, based on referral through consultation with the relevant Head of House.

Academic Support

Class teachers address the individual and diverse academic needs of students through a differentiated curriculum in all subject areas. Students with additional needs, gifted students and English as an Additional Language or Dialect (EALD) students may access further support through the Academic Support program. The Academic Support program invites eligible students to receive additional literacy and numeracy support in small groups and individually.

Some students may require an individual Learning Plan or Gifted Profile. Learning Plans and Gifted Profiles outline a student's specific strengths, interests and challenges. These documents support teachers to address the individual needs of students to ensure that the student can reach their potential and engage fully in the Fahan curriculum.

Coordinator of Academic Support, Ms Stephanie Hogan, can be contacted for advice and further information about Fahan's Academic Support program.

Contacts:

hogans@fahan.tas.edu.au

CURRICULUM

Fahan Years 7 and 8 Curriculum and Pedagogical Approach

Mathematics

In Year 7 Mathematics, we build upon the skills and understanding learnt in the Junior School and cover a wide range of ideas including manipulating fractions, investigating angles within a triangle, classifying data, and using algebra to solve problems. In Year 8 we continue looking at relationships between variables, investigate the number pi, apply problem solving to determine perimeter, area and volume, and use tools such as frequency tables to investigate probabilities of events occurring. Across both Years 7 and 8 Mathematics, students can expect to be intrigued and challenged and to work collaboratively to develop their ability to problem-solve. There are also many opportunities to take part in various competitions and challenges.

In addition to the four periods of Maths each week, there are time-tabled 'Maths Help Sessions' held during study times for those students wanting to come regularly or on a needs basis.

English

In Years 7 and 8, students develop their communication, comprehension and thinking skills through their studies of English.

Students engage with a variety of texts in the English classroom. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and film texts in which the main purpose is to inform, entertain and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Literary texts that support and extend students in Years 7 and 8 as independent readers are drawn from a range of realistic young adult and historical genres and involve some challenging and unpredictable plot sequences and a range of characters.

Students create a range of imaginative, informative and persuasive types of texts, such as narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

Design and Technology

In Year 7 Design and Technology, students work within the field of communication design. They will look specifically at packaging design and work to develop futuristic, aerodynamic packaging for a takeaway food business. This business is launching a delivery service by drone, and requires the assistance of packaging designers to rebrand their products and develop packaging to be carried by drones. Students will develop computational design skills using the Adobe Creative Suite, and learn to pilot drones for packaging delivery.

CURRICULUM

In concurrence with the design project, students will be learning how to code using Python, and programming a Microbit to set off a visual and/or audio signal to alert the customer when the drone is approaching delivery and landing. Student will also learn about drone laws and regulations, and examine the practice of an established food brand Guzman Y Gomez who have launched a drone delivery service. Students will use this design practice as inspiration for writing their own design proposal and for creating their own aerodynamic packaging designs. Students will also learn about and examine Australia's use of drones for surf lifesaving vs. Asia's use of drones for disaster risk reduction. This case study will assist students in examining Australia's involvement in the Asia pacific region.

In Year 8 Design and Technology, students will learn about the field of industrial design and explore the practice of New Zealand designer David Trubridge. In examining this designer's light works, students will learn about environmentally sustainable practice and use Trubridge's design practice as inspiration for creating their own environmentally sustainable, laser-cut light boxes. Students will develop computational design skills using the Adobe Creative Suite, and learn about laser cutting and industrial design practices. In concurrence with the design project, students will be learning how to code using Python, and programming a Microbit to control their light box.

In addition to this, students will learn about and examine the lighting design practices of South African designer Heath Nash, and Aboriginal Australian Designer Mavis Warrngilna Ganambara. Students will use Nash's & Ganambara's design practice as inspiration for creating their own environmentally sustainable Reconfigured Lampshade.

Health and Physical Education (HPE)

In Years 7 and 8, Health is two 50-minute lessons, and Physical Education also two lessons per week. The curriculum for Years 7 and 8 allows students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing and movement competence and confidence. They develop more complex skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer skills and concepts across a variety of physical activities. They reflect on and refine a range of personal and social skills as they participate in a range of physical activities.

CURRICULUM

Topics in Year 7 include:

Health:

- Mental Health and Wellbeing (Personal identity / strengths / values and growth mindset)
- Benefits of Physical Activity (5 dimensions / holistic health and wellbeing)
- Healthy Relationships (friendship)
- Positive Identity (Diversity and positive body image)
- Drug Education Intro (Vaping)
- Food and Nutrition (basic nutrition)
- Changing and Growing (Personal hygiene / identity and puberty 101)

Physical Education:

- Minor games
- Athletics
- Fitness
- Cross country
- Invasion games (eg netball / basketball)
- Aquatics
- Gymnastics / Cheerleading
- Line games (eg touch football)
- Net games (eg volleyball/badminton)
- Striking
- Game modification

Topics in Year 8 include:

Health:

- Mental Health and Wellbeing (5 dimensions / mental illness V wellness / Adversarial growth / PERMAH wellbeing framework / resilience & grit)
- Healthy Relationships (Diversity and stereotyping; race, gender, socioeconomic status & neurodiversity)
- Safety (Risk related issues; sun / alcohol / digital citizenship/ drugs /sleep deprivation / peer pressure / road safety, over the counter drugs and consent)
- Body Systems (A focus on major systems for physical activity also includes male and female reproductive systems)

CURRICULUM

Physical Education:

- Challenge & Adventure
- Athletics
- Fitness
- Cross country
- Invasion games (eg AFL / European handball)
- Aquatics
- Gymnastics / Dance
- Line games (eg touch football)
- Net games (eg volleyball/ Tennis)
- Striking
- Cultural games
- Sport Education Introduction

Drama

This is a playful and active classroom that explores the dimensions of abstract thinking. Through a series of games, explorations and skills classes, students explore and develop the ability to invent characters and scenarios. In small groups they will create short scenes and create characters for performances in both scripted scenes and self-devised dramas. The students develop their skills in theatre production; adding lights, sound and costume to their rehearsed scripts. This class work is presented in performances to their peers and each year presents a public performance night.

Music

In Years 7 and 8 ,the Music course is designed to enable students to develop, through a variety of integrated activities, an appropriate standard of knowledge and skills in performing, creating and listening. Individual and group work will enable students to develop ideas through the manipulation of the elements of music and to gain some understanding of the historical development of music.

For both years, the focus is centred on:

Development of instrumental skills

- Ensemble performance – having fun making music together!
- Creating music through improvising, composing and arranging
- Critical and analytical listening
- Development of aural skills
- Interpreting musical notation

CURRICULUM

In Year 7, students are encouraged to continue their chosen instrument from Year 6, and concert band ensemble playing becomes the focus. In Year 8, the emphasis changes to rock music where history of this genre is studied. All students work in a Rock Band ensemble and choose an instrument to suit this musical style.

Visual Art

Students are exposed to a wide range of techniques to extend their art making skills and appreciation of Art. The topics will vary and adapt to various contemporary issues and themes. We will also make some excursions to museums and art galleries throughout the year to support their appreciation of Art.

In Year 7, students focus on observational drawing, colour mixing, painting, collage and printmaking techniques, specifically colour reduction lino-printing. In Year 8, there is still a focus on drawing and painting, and students will learn basic printmaking techniques in intaglio printmaking, specifically collagraph printing.

In both years, students construct and design their own personal art journals which they will use throughout the year to document idea generation, planning, reflection, technical notes and artist references. Their art journals become an important foundation for their practical and theoretical work.

Languages

French

In Years 7 and 8, students have two 50-minute French lessons per week. The Year 7 course is based around revision and extension of topics covered in the Junior School, to cater for new students whilst still providing a challenge for those who have already commenced the language. The topics covered in Year 7 are the self, family and pets, and there is a cultural focus on Paris, shopping etiquette, café culture and the traditional French breakfast. The topics covered in Year 8 are home, school and hobbies, and there is a cultural focus on French housing, education, and sporting and leisure pursuits.

Learning experiences across the two years focus equally on the skills of speaking, listening, reading and writing and provide a strong foundation for the optional senior years of the language program.

Japanese

Years 7 and 8 Japanese consists of two 50-minute lessons per week. Student learning is supported by a workbook and online interactive textbook and units of work focus on personal world topics such as family, pets and hobbies. The program is enhanced through the relationships with two Sister Schools in Japan. Oral communication is structured around classroom interactions, short communicative tasks and personal introductions, and there are opportunities throughout the year to interact with our Japanese Sister Schools.

CURRICULUM

Students are exposed to all three scripts and develop their proficiency in Hiragana, Katakana and high frequency Kanji characters. Lifestyle and social practices of Japanese culture are also studied with a focus on family life and travel to Japan in Year 7. The cultural topics in Year 8 include hobbies and sports, food and etiquette, culminating in a restaurant excursion. Revision of topics covered in Junior School ensures new learners to the language are supported as they begin their studies.

History and Geography

The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c. 650 AD (CE). The study of the 'Ancient World' includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of ancient societies which may include Egypt, Greece, Rome and China. The students also undertake an exploration of the 'Deep Time History of Australia'. There are two units of study in the Year 7 curriculum for Geography: 'Water in the World' and 'Place and Liveability'.

The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650– 1750 AD (CE). This was when major civilisations around the world came into contact with each other. There are two units of study in the Year 8 curriculum for Geography: 'Landscapes and Landforms' and 'Changing Nations'.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability as well as the development of specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

Science

Students in Years 7 and 8 have three lessons dedicated to Science each week. These lessons take place in the Science laboratories and have a strong practical focus, enabling students to learn by inquiry.

Students learn Biology, Chemistry, Earth and Space Science and Physics across the two years. The Biology topics studied across Years 7 and 8 are Classification, Ecology, Cells and Human Body Systems. The Chemistry topics are Mixtures, Atoms and Molecules, and Chemical Reactions. The Physics topics studied are Forces and Energy. The Earth and Space Science topics studied are the Earth's Resources, the Earth in Space, and Geology.

These lessons are complemented by guest speakers, incursions and excursions throughout the year. Girls will also have the opportunity to enter their work in competitions local and national competitions throughout the two years.

GENERAL INFORMATION

Big Sister, Little Sister

The purpose of the *Big Sister, Little Sister* program is for each student to get to know other students from different year groups within their own House. A variety of activities are organised on an informal basis by the Junior School Chair. The students from the younger grades love the opportunity to be with the older students. The program also allows for the older students to visit the younger students during special classroom events.

Fahan Parents and Friends' Association

The Parents & Friends' Association (P&F) at Fahan School is integral to the sustained success of the School's overall operation. All parents of a current student of the School who are interested in being involved in furthering the aims of the Association are entitled and welcomed to be members. Small or large, time donated to the P&F helps to enrich your child's school.

The P&F Class Representative (Class Rep) acts as a liaison between the parents of a class, the P&F and the class teacher.

The P&F send out a request at the start of each year asking for volunteers. It is not a big time commitment, but some prefer to share the load. Some classes keep the same rep for a few years and some like to change every year. Once finalised, a list of Class Reps is included in the School newsletter, *A Fortnight at Fahan*.

Lunchtime Activities

Students are encouraged to be active and involved during the lunch break. Team sports and trainings, athletics practices, choir rehearsals, orchestra rehearsals and study sessions are held on different days.

Senior Library

The Travers Morphett Library provides an invaluable resource centre for Fahan Junior students. With over 18,000 print and digital titles, the Travers Morphett Library is integral in fostering reading for pleasure and for learning.

Students from Pre-Kinder to Year 2 are permitted to borrow two books per week during term time. Students from Years 3–6 may borrow up to five books per week during term time. The loan period for these students is two weeks. If a student wishes to extend this loan period, she should obtain permission from the Teacher-Librarian.

CO-CURRICULAR PROGRAMS

Fahan encourages student participation in co-curricular activities. There are many advantages to this, which include connection with peers, development of teamwork, commitment, leadership, improved self-esteem and confidence.

Fahan offers its students an extensive co-curricular program to suit the needs and passions of all girls. Students can participate in activities such as sport, music, visual arts, performing arts, debating, student leadership, community service, exchange programs and intrastate and interstate trips.

Music

Fahan offers a variety of opportunities for students to participate in choirs, ensembles and private instrument tuition.

Ensembles

During your daughter's musical education at Fahan she may join a choir or one of the instrumental ensembles on offer.

Private Music Tuition

Private music tuition is offered to all students. This is an arrangement between parent and music teacher. The School has a number of highly qualified peripatetic music staff who teach a wide range of instruments. This arrangement is made through the Music Administrator and is done so at the beginning of each Term.

Children may commence these classes in Prep through to Year 6. There is a set timetable with lessons generally being held on the same day each week. Students will generally have their lessons before or after School or during recess or lunch break times.

Information regarding the [Co-Curricular Music Program](#) is on The Tree.

Amnesty Group

Years 7 and 8 students can join the Amnesty Group which is run by the Year 12 Community Chair. The aim of the group is raising awareness of social justice issues and in turn raise money for chosen charities (eg, in 2023, funds were raised to purchase a generator in Ukraine). The group holds inclusive weekly meetings to discuss upcoming guest speakers and to work on presentations for assemblies.

Book Club

The student-driven vertical group (open to Years 7-12) agree on a set novel and meet once a week for silent reading and twice a week for Discussion group. The group runs all year and students are welcome to dip in and out of depending on their other extra-curricular activities. Students can earn a bar for their commitment to Book Club.

CO-CURRICULAR PROGRAMS

Da Vinci Decathlon

Students in Year 7 and 8 can take part in the Da Vinci Decathlon. This is an academic competition designed to challenge and stimulate the minds of school students. Students compete in teams of eight across 10 disciplines: engineering, mathematics and chess, code breaking, art and poetry, science, English, ideation, creative producers, cartography and legacy.

Debating

Debating offers students the opportunity to develop confident public speaking skills, as members of a cohesive team. The girls develop valuable life skills and how to present counter persuasive perspectives using structured, evidence-based arguments.

Students have the opportunity to participate in House Debating competitions.

Mathematics Relay

Students in Years 7 and 8 can take part in the Mathematical Association of Tasmania (MAT) Mathematics Relays which held annually across the state. The relays see teams of four students take on mathematical problems of increasing difficulty as they race to beat other competitors and the clock.

Writing Club

The Writing Club meet regularly throughout the year and are given writing prompts and creative writing activities to explore. The group also work on entries for potential writing competitions throughout the year where they can check in and seek mentoring and assistance.

Cocurricular Sporting Program

Fahan is an active member of Senior Sports Association of Tasmanian Independent Schools (SSATIS) and, as such, seeks to provide the students with a range of sporting experiences, in which all students, regardless of ability, can participate. There are numerous sporting offerings for the students' enjoyment with a variety of sports offered each Term.

Information about the sports, teams, signing-up and training is available and regularly updated on the Tree and displayed on the Sports Notice Board in the Years 7/8 Foyer. Students in Years 7–8 will receive an EdSmart notice in the Term prior to the sport commencing with information and sign-up details.

Fahan Senior Sports Coordinator, Jo Banks-Smith, can be contacted for further information about Fahan's sporting programs. Contact: bankssmithj@fahan.tas.edu.au

CO-CURRICULAR PROGRAMS

Years 7 and 8 Sport (indicative list)

Term 1	Term 2	Term 3	Term 4
Cricket (Years 7–10) (Thursday)	Netball (Monday)	Basketball (Monday)	Touch Football (Monday)
Rowing	Waterpolo (Friday evening)	Hockey (Monday or Thursday)	Rowing
Sailing (Tuesday or Wednesday races)	Badminton (Friday)	House Swimming Carnival	AFL (Thursday)
Soccer (Wednesday)	House Cross Country	SSATIS Swimming Carnival	Sailing (Wednesday)
Volleyball (Monday)	SSATIS Cross Country	SATIS Swimming Carnival	Tennis (Tuesday)
House Athletics Carnival	All Schools Cross Country		Triathlon - Secondary All Schools
SSATIS Athletics Carnival	Winter Sports Day		Beach Volleyball Schools Cup
SATIS Athletics Carnival			

All games will be played during the week after School.

Games usually begin at 4:15pm; some games are played at 5:00pm. Sport training sessions will be advised and students will need to arrange transport to all games.

FAHAN SCHOOL POLICIES

Child Safe Commitment Statement

Fahan School is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Fahan School has zero tolerance for child abuse.

Fahan School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives.

Every person involved in Fahan School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the well-being and safety of all children and young people is at the forefront of all they do and every decision they make.

To read more about our commitment to child safety, [click here](#).

Bullying

Bullying is the **repeated and intentional** behaviour of causing fear, distress or harm towards another person that involves an imbalance of power. It can involve humiliation, domination, intimidation, victimisation and harassment. In any bullying incident there are likely to be three parties involved: the bully, the person being bullied, and bystanders.

Fahan School recognises its duty to students to provide a safe and positive learning environment where individual differences and diversity within the School is respected and accepted.

Bullying is not tolerated at Fahan School. To read our Bullying Policy, [click here](#).

Medication

We will not administer analgesics or medication of any kind unless parent permission has been given in writing, and it is safe to do so.

Parents are requested to notify the school of all medical conditions that may require the administration of prescription medication during School hours.

Student medical records are maintained in accordance with our Student Medical Records Policy which includes a provision to ensure that Fahan School is regularly updated as to the status of existing medical conditions.

Fahan's Policy on [Medication Administration](#) is available on the Fahan website.

FAHAN SCHOOL POLICIES

Sun Protection

Fahan encourages all students to be aware of the problems of skin damage and to take preventative measures when outdoors at School or away from School on camps or excursions. These preventative measures are the application of sunscreen and the wearing of sun hats when and wherever it is necessary during Terms 1 and 4.

Two styles of cotton sun hats are available at the Uniform Shop. Students are required to have a sun hat that is also to be worn during Physical Education lessons.

Anaphylaxis and Allergies

We aim to minimise the possibility of exposure to potential allergens such as nuts. Food brought into the School from home must not contain nuts (peanuts or tree nuts). This includes packets of nuts and products such as peanut butter, Nutella, muesli bars or chocolate bars containing nuts or traces of nuts, or nut-based oils, etc. This policy applies in all situations and covers School lunches, birthday cakes, etc, brought in by the students, as well as food provided by parents for Fair days, cake stands etc. This requirement will be regularly communicated to all parents.

As far as reasonably practicable, the School takes steps to ensure that that Pre- Kinder to Year 6 lunch orders (or any other form of Pre-Kinder to Year 6 classroom catering) are not made up of and/or contain products which contain nuts.

A detailed version of the [Anaphylaxis Policy](#) is available on our website.

Student Illness and Health

We ask that parents check their child's health each morning before School. No student should be sent to School if there is any indication that they is unwell. Parents will be contacted if a teacher is concerned about a student's health. A student who becomes ill at School will be made comfortable in the first aid room at Reception until they are collected.

If your child requires medication during School hours, please contact their Pastoral Care Teacher for guidance. Parents need to give detailed information on the confidential health form regarding known illnesses and allergies to enable the teacher to take the appropriate action. This information will be made available to allow teachers on duty to act appropriately in case of an emergency.

FAHAN SCHOOL POLICIES

Senior School Late Submission Policy

The Late Submission Policy has been developed by staff to foster a sense of responsibility in students in meeting deadlines of all summative assessment tasks. While there will be penalties for late submission or non-submission of work, the emphasis of this policy is more focused on the students taking ownership of their work and communicating appropriately with staff.

The procedures for the submission of tasks are outlined below:

Requesting Extensions

Extensions may be requested for significant reasons provided a minimum of 48 hours' notice is given. This should be communicated to the teacher, in person by the student, or if the student is not able to be at School due to illness, email will be sufficient. At that time the student should be prepared to show the progress already made on the task.

The Class Teacher will then use their discretion as to whether the extension will be granted and the length of the extension. Should an extension be declined by a teacher, the student may choose to appeal this decision by writing formally to the subject Coordinators (or Deputy Principal if the teacher is the subject Coordinator).

Students granted extensions are not penalised for late submissions, provided the assignment is submitted on or prior to the extended due date.

Late Submission of Work

Should a student fail to submit a task on the due date, as published in the Tree, an email will be sent home and they will incur a half grade penalty (eg. an A grade will be recorded as an A- if the task is one day late, a B+ if two days late etc) until such time that they do one of the following steps:

1. Submit the task to the teacher or via the Tree.

or

2. See the teacher about the task, show progress to date and negotiate an appropriate deadline.

The minimum penalty will be a half grade unless otherwise advised by the Subject Coordinator. This policy is designed to foster a greater sense of responsibility in students and for them to take ownership of their learning and submission of tasks.

It will be the students' responsibility to see that work is completed to their usual standards and submitted by the negotiated deadline. Should this deadline not be met then the process will begin again and they will incur another half grade penalty. Should students fail to submit a task a third time (original due date, 2nd chance, 3rd chance), they will receive no grade for the task and will be required to complete the task at a detention to be held at Lunch (taking precedent over any co-curricular activities), to be supervised by an appropriate teacher.

FAHAN SCHOOL POLICIES

Academic Integrity Policy

Academic integrity encompasses upholding the values of honesty, fairness, and authenticity in every aspect of academic work. It is about acknowledging the contributions of others, respecting intellectual property rights, and engaging in responsible research and scholarly practices. By adhering to these principles, we create an environment where knowledge is valued, ideas are celebrated, and learning flourishes.

This [Academic Integrity Policy](#) serves as a framework to guide our community in upholding the principles of academic integrity. It outlines clear definitions, expectations, and consequences related to plagiarism, cheating, and other forms of academic dishonesty. By adhering to these guidelines, we reaffirm our commitment to nurturing a community that values integrity and honesty.

Cybersafety

Fahan's Cybersafety Policy manages the risks of ICT being used inappropriately at School while maximising the benefits of ICT for students. Students, parents and staff sign a Cybersafety User Agreement at the beginning of the School year, which outlines specific expectations regarding the School's ICT facilities.

Fahan's approach provides students with the knowledge, application skills and ethical decision-making skills to ensure that their online experience is a safe, positive and responsible one.

Sharing Problems or Concerns

If there is a concern, parents are encouraged to contact their child's Pastoral Care Teacher to discuss it. We welcome any information that can be provided that will help us better understand and work with your child. It is important to share any problems evident at home that may be affecting your daughter's performance or behaviour.