

FAHAN
SCHOOL



Fahan Junior School Handbook 2025

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WELCOME

The Junior School at Fahan, comprising Pre-Kindergarten to Year 6, is a learning community which provides quality programs and exciting learning experiences in a safe and caring environment. We support and challenge each student as we assist them to develop the skills required to become life-long learners. In the earliest stages of life at Fahan, we provide a nurturing environment for children where they are introduced to school life through shared experiences.

Fahan offers a wonderful opportunity for your child to be part of a small and friendly environment while also being immersed in the broader Fahan Community. Developing a sense of belonging is important for a child to learn, to make the most of their educational opportunities, and give them the confidence to tackle life's challenges.

In 1935 our School's founders, Miss Travers and Miss Morphett, aimed to provide girls with an outstanding education that would empower them with the self-belief, skills and determination to achieve their goals in life. Our students continue to benefit from these original ideals.

We aim to foster in students a sense of community awareness, good ethical and moral behaviour and School spirit. This period of schooling for your child is vital in cementing an appreciation of education, as well as the independence and confidence to engage with staff and teachers. The Fahan Junior School creates a learning environment that encourages participation and effort across all facets of School life.

This handbook contains essential information about your child's education at Fahan. We hope it is a useful reference and gives you a broad overview and understanding of our curriculum, policies and routines. If the information you want to know is not in this handbook, please ask us.

Tania Gath

Head of Junior School
gatht@fahan.tas.edu.au



JUNIOR CLASS TEACHERS

Kindergarten

Mrs Rebecca Wiggins
wigginsr@fahan.tas.edu.au
(Monday, Tuesday, Friday)

Mrs Meg Denman
denmanm@fahan.tas.edu.au
(Wednesday-Thursday)



Prep

Ms Kim Menadue
menaduek@fahan.tas.edu.au



Year 1

Mrs Sarah Parsons
parsonss@fahan.tas.edu.au
(Monday-Wednesday, Friday)

Mrs Rebecca Wiggins
wigginsr@fahan.tas.edu.au
(Thursday)



Year 2

Mrs Sophie Baxter
baxters@fahan.tas.edu.au



Year 3

Mrs Nicole Bury
buryn@fahan.tas.edu.au



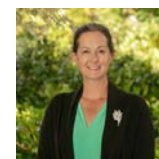
Year 4

Miss Carla Peacock
peacockc@fahan.tas.edu.au



Year 5D

Mrs Ursula Dalton
daltonu@fahan.tas.edu.au



Year 5W

Mrs Susan Wright
wrights@fahan.tas.edu.au



Year 6O

Mrs Ingrid Heather
heatheri@fahan.tas.edu.au



Year 6N

Mr David Hodgman
hodgmand@fahan.tas.edu.au



JUNIOR SCHOOL STAFF

Specialist Teachers

Art - Mr Nic Goodwolf

Library - Mrs Meg Denman

Physical Education - Mrs Katy Stewart

Music - Mrs Annie Tremayne and Ms Jayne Wheatley

Drama - Ms Christine Best

Years 5 & 6 French – Ms Sophie Gibson

Years 5 & 6 Japanese – Ms Jessica Hutchinson

Academic Support - Ms Suzie Thomas

Educational Assistants

Ms Kate Bowler

Ms Kate Greaves

Ms Sue Cole

Mr Thomas Vaughan

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

Further information about our staff can be found on the School website at

<https://www.fahan.tas.edu.au/people>



Nic Goodwolf



Meg Denman



Katy Stewart



Annie Tremayne



Jayne Wheatley



Christine Best



Suzie Thomas



Kate Bowler



Kate Greaves



Sue Cole



Thomas Vaughan

INFORMATION AT A GLANCE

School Hours

Punctuality is important and all students are expected to arrive in time for the start of class.

Kindergarten and Prep	9:00am–3:00pm
Years 1–2	8:45am–3:00pm
Years 3–6	8:30am–3:20pm
Recess	10:25am–10:50am
Lunch:	12:30pm–1:25pm

Please notify the teacher if someone other than a parent is collecting your child from School.

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.

After School Arrangements

All Junior School students should be collected from the School by 3:45pm and it is respectfully asked that all students and parents vacate the premises at this time. Children going home on a School bus are escorted to the buses by a duty teacher.

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.

2025 Term Dates

Term 1 (Summer Uniform)

Monday 3 February - Friday 11 April

(Easter - during holidays: Friday 18 April – Tuesday 22 April incl.)

Term 2 (Winter Uniform)

Tuesday 29 April – Friday 4 July

Term 3 (Winter Uniform)

Tuesday 22 July – Friday 26 September

Term 4 (Summer Uniform)

Monday 13 October – Friday 5 December
(Years 7-12 finish Monday 8 December)

Show Day Break Thursday 23 Oct – Friday 24 Oct incl.

STUDENT ABSENCE



absence@fahan.tas.edu.au

Absence

If your child is absent from School for any reason, please notify us by 9:00am using one of the following methods:

- The Fahan School App - select *Absentee*
- Email absence@fahan.tas.edu.au
- Call Reception on 6225 1064

Please do not email class teachers directly regarding an absence.

Late Arrivals

- Kindergarten to Year 2: Parents must sign in at Reception and walk their child to the classroom if arriving after 9:00am.
- Years 3–6: Sign in at Reception before going to class.

Appointments During School Day

Communicate using the Fahan School App or email absence@fahan.tas.edu.au with collection and return times. All students must be signed in and out at Reception.

- Kindergarten to Year 2: Parents must accompany their child to and from the classroom.
- Years 3–6: Students can walk to and from Reception independently.

The relevant teachers will be advised depending on your daughter's timetable.

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, please notify the School as above.

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.

The Coolabah Road entrance is open for foot traffic and is often convenient for families with children in the Early Learning Centre. Kindergarten to Year 3 families are asked to please communicate your child's regular after-School arrangements via email to the classroom teacher.

Please do not park in restricted areas including over private driveways in our surrounding neighbourhood. Avoid distractions like 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 pedestrian crossings. The safety of pedestrians – especially our students – is paramount.

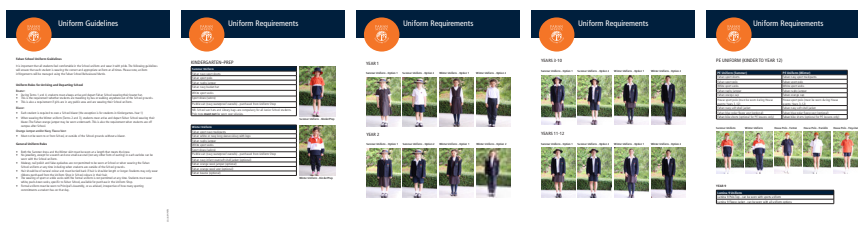


Uniform

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 and Smart Watches

We recognise that parents often wish for their child to carry personal mobile phones or smart watches and that there are times when it is genuinely appropriate for students to have access to these before or after School. Mobile phones and smart watches are powerful tools and, as such, must be managed appropriately. Mobile phones and smart watches must be switched off and kept in student bags during the School day.

Smart watches are not to be worn at all in the Junior School.

Parents are asked to not call or message students during School hours.

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. Student monitors collect daily lunch orders from the Canteen and deliver them to classes. A variety of foods are offered and healthy, nutritional choices are encouraged.

From Term 2, students in Years 3–6 may make additional purchases at lunchtime on selected days. The canteen is cashless and students can purchase items using their student ID card (linked to their Flexischools account) or their own debit or credit card.

Books, Stationery and Other Supplies

Stationery in Kinder to Year 2 is purchased by the School and distributed to students on the first week of the School year and charged as a combined levy.

In Years 3–6, a Book List is sent home prior to the end of the year, for the following year, which parents are required to purchase. Some additional items such as handwriting texts and Wellbeing Journals are distributed at the beginning of the year. All items are to be clearly labelled.

Each year the School reviews our [Bring Your Own Device \(BYOD\) program](#) against the needs of our girls and the curriculum. The aim of this program is to streamline the development of skills and teach ownership, responsibility and appropriate use. All devices in Kinder to Year 6 are School managed.

PARENT INFORMATION

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.

A comprehensive Outdoor Education program is offered in the Junior School. Students in Years 3–6 will participate in experiences throughout the course of the year which may include bushwalking, kayaking or canoeing, bike riding, rock climbing and a variety of other introductory outdoor education skills. It is expected that all students will attend such events as they are considered important aspects of School life. Students in Years 3–6 also attend a School camp each year.

The main focus of the course is experiential learning with the aim of cultivating courage, self-esteem and relational development through trust and cooperation activities in a range of outdoor pursuits.

Homework

Homework is designed with particular purposes in mind. For example, homework may be designed to develop research capabilities, to develop regular study habits or to enhance organisational skills.

Year 2 children are given a small amount of homework preparing for Speaking and Listening each week. From Year 3, students are given homework to be completed from Monday through to Thursday:

Year 3 approximately 20 minutes

Year 4 approximately 30 minutes

Year 5 approximately 40 minutes

Year 6 approximately 45 minutes

No homework is set for its own sake. It is aimed to reinforce and extend work covered during the School day.

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.

Interview and Reporting Schedule

Several opportunities exist throughout the year to discuss any student needs and receive feedback from your Class Teacher:

Term 1: Settling-in Meetings

Term 2: Parent/Teacher Meetings and Semester One Reports

Term 3: Parent/Teacher Meetings

Term 4: Semester Two Reports and optional Parent/Teacher Meetings

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. Parents of new students will receive log in details prior to their daughter's commencement at Fahan.

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

The online newsletter 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 and counselling and support services are available for students in the Junior School. If there is a wellbeing concern, parents are encouraged to make an appointment as soon as possible with the Class Teacher for a confidential discussion.

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 their performance or behaviour. If parents feel unable to talk to the Class Teacher they should then contact the Head of Junior School.

Counselling and Support

Counselling, welfare and support services are available for students at Fahan School. Appointments for Junior School students may be made by parents or teachers with the School Counsellor, Mrs Maria Conway via The Tree. Psychologist appointments are also available, based on referral through consultation with the Head of Junior School.

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 and gifted students may access further support through the Academic Support program. This program provides students with additional literacy and numeracy support in small groups and individually where required.

Some students may require an Individual Success Plan or Gifted Profile. Success 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 they can reach their potential and engage fully in the Fahan School curriculum.

Co-ordinator of Academic Support, Ms Stephanie Hogan, and Academic Support Teacher, Ms Suzie Thomas, can be contacted for advice and further information about Fahan's Academic Support program.

Contacts:

hogans@fahan.tas.edu.au

thomass@fahan.tas.edu.au

FAHAN SCHOOL POLICIES

Statement of Commitment to Child Safety

The School is committed to the National Principles for Child Safe Organisations.

All children and young people who come to Fahan School have a right to feel and be safe. We are committed to providing a child safe and child friendly environment, where children and young people are safe and feel safe, and are able to actively participate in decisions that affect their lives.

We have zero tolerance for child abuse, neglect and other harm and are committed to acting in students' best interests and keeping them safe from harm.

The School regards its child safety responsibilities with the utmost importance and as such, is committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and maintaining a child safe culture.

Each member of the School community has a responsibility to understand the important and specific role that they play individually and collectively to ensure that the wellbeing and safety of all students is at the forefront of all that they do and every decision that they make. To read more about our Child Safe Policy 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](#).

Sun Protection

Fahan encourages all students to be sun safe when outdoors at School or away from School on camps or excursions, by applying sunscreen (SPF 50+) and wearing sun hats when and wherever it is necessary during Terms 1 and 4. Parents are asked to help students apply sunscreen before School. Sunscreen is available for students to reapply at School as needed.

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

FAHAN SCHOOL POLICIES

School lunches, birthday cakes, etc, brought in by the students, as well as food provided by parents for events such as the Fahan Fair 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 Fahan School [Allergies and Anaphylaxis Policy](#) is available on our website.

Student Illness and Health

There may be information regarding your child's health which should be discussed with the Class Teacher. Such knowledge enables the School to adjust the educational program to accommodate the specific needs of your child.

We ask that parents check their child's health each morning before School. Students who are feeling unwell should stay at home to rest and recover or see a doctor if necessary. No student should be sent to School if there is any indication that they are unwell. For the health and welfare of all students, please only allow your daughter to return to School when you are confident they are well.

Parents will be contacted if a teacher is concerned about a child's health. If a child becomes ill at School, parents will be contacted to make arrangements for their collection.

Medication

Parents/guardians of students who require prescribed medication to be administered during school hours must collaborate with the School in working out arrangements for the supply, administration and storage of the prescribed medication.

Parents need to provide detailed written information regarding known illnesses and allergies to enable staff to take the appropriate action in case of an emergency. If necessary, this information will be made available to relevant staff to enable them to act appropriately as required.

If your child requires medication during School hours, it is the parent's responsibility to clearly name the medication and personally hand it to the Class Teacher with clear instructions. Further information is available in the [Medication Administration Policy and Procedures](#).

Parents/guardians must provide written permission to the School authorising staff to administer medication to their child in accordance with this Policy.

GENERAL INFORMATION

Houses

Fahan School has three Houses: Fenton (navy), Franklin (white) and Freycinet (orange).

New students will be assigned a House maintaining a balance in numbers between each House. If the student has a close relative who is currently at the School or is a Fahan Alumna, the student will be allocated to the same House.

Students in Years 3–6 participate in House Carnivals and selected students can represent the School in the Interschool Carnivals.

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 enjoy 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 School 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 are welcome. 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 and the P&F. A request for volunteers is sent to parents at start of each year and some classes have one Rep while others have two or three. It is not a big time commitment, but some prefer to share the experience. 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.

Lunchtime Activities

Children are encouraged to be active and involved during the lunch break. Team sports training, athletics practices, private tennis tuition and music ensemble rehearsals are held on different days.

Student Leadership

Class Leaders are chosen in Years 3–6. All students have the opportunity to take on responsibility during the year under a distributed leadership model.

GENERAL INFORMATION

Travers Morphett Library

The Travers Morphett Library is an invaluable resource centre for Fahan Junior School 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.

Scholastic Book Club

All children from Kindergarten to Year 6 are given the opportunity throughout the school year to purchase books at reasonable prices from the large selection of titles available from The Scholastic Book Club and orders can be made online via the Club's website and App.

Reading Programs

Throughout the year, students may be invited to participate in programs which promote reading, such as The Reading Hour, the Premier's Reading Challenge, National Simultaneous Storytime and the Children's Book Council of Australia Book Week.

Toys and Party Invitations

In the Early Learning area, children enjoy bringing special toys or favourite teddies to School to share with their friends and the teacher, but inevitably valuable articles can become broken or lost, causing much distress. To overcome this we ask that consideration be given to what the children bring to School; for example, newspaper cuttings and nature objects are more appropriate. Birthday party invitations are not to be given out at School. This helps to avoid hurting those children not included and eliminates any peer pressure.



CURRICULUM

Physical Education in the Junior School

The Junior School Physical Education program at Fahan aims to foster a love of sport, games and physical recreation in the students. It is believed that if the students develop this enthusiasm at an early age, it is something that will stay with them throughout their lives.

The development of skills and techniques, understanding of game strategies and a willingness to practise are taught under this overriding theme. The Fahan Junior Physical Education program caters for all levels of abilities and differing rates of development.

Physical Education Classes

Kinder

In Kinder, the emphasis is on play. The children are exposed to a range of equipment and allowed to play. This play is facilitated, with children encouraged to come up with their own games and to then share those games with others. Importantly, they are encouraged to see sporting equipment as something to 'play' with. One lesson per week.

Prep, Years 1 and 2

Play still has an important role, but students are exposed to practising some basic skills and learning the rules of some basic games.

Students in Year 2 are introduced to some of the Carnival activities that they will be involved with in Year 3 such as Athletics. Students work both individually and in groups or teams. One lesson per week.

Years 3–6

Students are involved in a range of experiences, working to themes such as catching, throwing, small ball, kicking, striking and then games/sports that involve the practical application of those techniques and skills eg. Catching – cricket, tee-ball; Striking – tennis, badminton. Students work both individually and in groups or teams. Two lessons per week.

Carnivals and Activities

Kinder to Year 2 students participate in the Early Learning Sports Day in Term 4. This is a fun afternoon with a variety of running races and team games. In Years 3–6, students participate in a number of additional programs and activities. The following House and Interschool Carnivals take place throughout the year:

Swimming	(Term 1)
Cross Country	(Term 2)
Athletics	(Terms 3 or 4)

CURRICULUM

Swim and Survive Program

All students from Prep through to Year 6 participate in a Swim and Survive program. The Swimming and Water Safety Program is conducted by staff at the Collegiate Pool.

It is important to stress that this is more than a learn to swim program, although general water competence and stroke development are a cornerstone to the program. For those able to swim, the focus is very much on personal survival skills and fundamental lifesaving. Students will be assessed and placed in groups appropriate to their level of ability.

Co-curricular Sporting Program

Fahan is an active member of Junior School Sports Association of Tasmanian Independent Schools (JSSATIS) and, as such, seeks to provide the students with a range of sporting experiences, in which all students, regardless of ability, can participate. If the students enjoy this 'taste test' they then have the avenue to further their participation at club or representative level.

The Fahan Physical Education department aims to guide and support students, where necessary, in their sporting pursuits both inside and outside of School.

As much as possible, trainings are conducted within School hours and if time permits, lunchtime rosters can occur in the gym, Junior School Green or on the oval.

Currently the sports offered in the Junior School are likely to be:

Basketball	Years 3–6	Soccer	Years 1–6
Cricket	Years 3–6	Tennis	Years 5–6
Hockey	Years 1–6	Touch Football	Years 5–6
Netball	Years 3–6	Triathlon	Years 3–6
Orienteering	Years 3–6		

Additional activities such as Come and Try Sailing are also on offer.

Book Club

Year 6 students participate in the Children's Book Council of Australia (CBCA) 'Sun Project' and form a group that meets weekly to discuss the CBCA Book Week shortlisted titles and add their voices to choose their own winners.

Debating

Years 5 and 6 students have the opportunity to learn the skills of debating and take part in some inter-primary school debates. In Primary School debating, the focus is on inclusion, having fun and an understanding how to debate. Debates are a great way to improve the students' public speaking ability and sharpen their research, analytic and verbal skills.

CURRICULUM

Music in the Junior School

At Fahan we endeavour to nurture a love of participating in music-making and provide a wide spectrum of musical opportunities for every child. The Music curriculum places emphasis on singing, movement and instrument playing.

In conjunction with other curriculum areas we believe that music education has the following effects:

- Assists cognitive development and co-ordination
- Assists growth of self esteem
- Provides opportunities for social interaction and co-operative learning
- Provides for enjoyment, relaxation and emotional response
- Enhances other curriculum areas

Music outcomes are organised in terms of:

- Recognising sounds through singing and playing
- The ability to feel pulse and use their bodies to move to the music
- The ability to perform, listen to and analyse music
- Achieve mastery of musical skills such as recognition and writing of notation and rhythm
- Improvise and compose using their known musical vocabulary at each developmental level

Organisation of the Music Program

The Kindergarten to Year 2 classes have a specialist music lesson each week. An emphasis is placed on singing and movement. Children from Kindergarten to Year 2 participate in singing with a combined Year 1 and 2 choir. Students are introduced to string playing (violin) in Year 1 and this program is continued in Year 2.

The string program is extended in Years 3 and 4 to incorporate violin, viola, cello and double-bass. The students receive regular tuition from a music specialist on their chosen instrument. As their musical ability increases, the students may join Ensembles or become a member of the Junior String Orchestra. In addition to this, the classroom Music program continues and does so until the end of Year 6.

In the final two years of Junior School, the Music program becomes more diverse. A student may continue with their chosen instrument from Years 3 and 4 (private lessons) or may begin an additional instrument. In Year 5, students are introduced to classical guitar and modern guitar. In Year 6, a woodwind or brass instrument is offered for study and students perform as a Concert Band at the end of Term 4.

CURRICULUM

Ensembles

During your child's musical education at Fahan, they may take part in a range of vocal groups and choirs and one or more of the many ensembles listed below:

(Note these may vary from year to year depending on the students' interests and abilities).

Years 1–2	Choir
Years 1–2	Violin Ensemble
Years 3–4	String Ensemble
Years 3–4	Choir
Year 5	Guitar Ensemble
Year 5	Year 5 Choir
Year 6	Rock Group Ensembles
Year 6	Year 6 Choir
Year 6	Year 6 Vocal Ensemble
Years 3–6	Junior School Chamber Ensemble

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. In consultation with their Class Teacher and parents, students are permitted to attend their private music lesson during class time.

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

CURRICULUM

Fahan Junior School Curriculum and Pedagogical Approach

Fahan School's pedagogical approach centres on creating a nurturing and empowering environment for all students in keeping with our mission to foster a community where every student can flourish, to instil a love of learning, and to develop strong principles. The key elements of our approach include student-centred and holistic education, encouraging confidence in students, and building a strong sense of community and belonging.

A student-centred learning environment emphasises the importance of each student's learning journey, encouraging active participation, and the development of critical thinking skills. We encourage all students to balance academic achievement with co-curricular activities to develop well-rounded individuals who can step confidently into their futures, equipped with the skills and knowledge to achieve their goals.

Building community and connection throughout the School promotes a strong sense of belonging among staff and students, understanding that children will learn best when they feel safe and secure at school. We actively implement programs that allow children to develop relationships with students across the School through vertical group programs.

The curriculum in all subject areas is drawn from the Australian Curriculum (Home | V9 Australian Curriculum) and the Early Years Learning Framework (ELYF). We have an inquiry-based curriculum underpinned by the philosophy that "Learning how to learn is much more important than learning what to learn." Children collaborate with teachers and peers to investigate projects, and all students are encouraged to develop higher-order thinking skills to embed deep, transferable learning. Programs are planned to provide both structured and unstructured lessons, with teacher-directed lessons increasing as children move through each grade. A structured and explicit teaching approach in numeracy and literacy is embedded in the curriculum from Kindergarten to Year 6.

In the Early Years, a play-based learning approach honours the belief that children are powerful learners who flourish in an environment where they learn through 'doing'. Thinking, questioning, discussing, wondering, and learning with excitement and purpose is central to the curriculum. Ample time outdoors and engaging in free play is vital for a child's physical, emotional, and social development and is a priority that sits comfortably alongside explicit classroom instruction in literacy and numeracy. Art is a medium through which young children naturally express themselves. Our Art teacher works as an Atelier in each class, investigating and supporting projects and topics of interest. His unique skills and knowledge of materials encourage the children to explore, question, and experience a project at a deeper level.

A personalised approach is integral to the teaching and learning of each student at Fahan. We believe each child is unique and learning tasks are differentiated in every classroom. Teachers cater to everyone's needs with the support of Educational Assistants and our Academic Support Teacher.

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Subject Disciplines

English

Proficiency in English enables students to effectively communicate, comprehend, and engage with a wide range of texts and contexts. These foundational skills support learning across all subjects and empower students to think critically, solve problems, and express their ideas confidently. Strong literacy skills are essential for active participation in society, allowing individuals to navigate and contribute to their communities, access information, and make informed decisions. By prioritising English and literacy, we equip our children with the tools they need to succeed in school and later in life.

Throughout the Junior School literacy skills are taught explicitly, using a structured and systematic approach. There is a focus on literacy development that progresses from foundational skills to higher-level literacy skills using a sequential and consistent approach from Kindergarten to Year 6.

Reading

Six broad areas of development are required for reading: oral language, phonological awareness, letter-sound knowledge (phonics), fluency, vocabulary, and comprehension. To be proficient in reading, children need to use these six components of reading in combination. Each of these skills is integrated into reading instruction throughout the Junior School, with children receiving additional support in areas in which they have not acquired proficiency.

1. Oral Language

Oral language provides the foundation for learning to read and write. In Kindergarten, learning to read begins by listening to stories and poems, engaging in rich conversations, and singing songs.

2. Phonological Awareness

Phonological awareness refers to the ability to focus on the sounds of speech: it encompasses an awareness of rhythm, rhyme, sounds and syllables.

3. Phonics

Phonics involves recognising the relationship between letters and sounds. Teachers provide systematic, direct and explicit phonics instruction to allow children to master essential alphabet code-breaking skills in the early years.

4. Fluency

For children with good reading fluency, reading becomes a natural, enjoyable and meaningful

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experience. Fluent reading allows children to focus on comprehension and extracting meaning – the very reason we read.

5. Vocabulary

Vocabulary refers to the words children need to know to comprehend and communicate. Knowledge of word meanings is essential if a reader is to understand what they have decoded in a text or heard in spoken language. The explicit teaching of a wide vocabulary is an essential aspect of the English curriculum.

6. Comprehension

Comprehension is, of course, the goal of reading instruction. Comprehension is the process by which students gain meaning from what they read and opens the door to a world of learning and imagination. The foundational skills and processes of phonemic awareness, phonics, fluency and vocabulary knowledge are essential aspects of reading comprehension.

Further information on supporting these skills at home, particularly as they relate to early childhood development and the acquisition of reading skills, can be found here:

[The Big Six of Literacy: a guide for families](#)

Writing

In developmentally appropriate contexts, students plan, draft, and publish texts in different genres. Students actively create a variety of texts, showcasing their imagination, information-sharing abilities, and persuasive skills. As they progress through the Junior School, they demonstrate increasing control over text structures and written language conventions. An explicit handwriting program allows children to develop a proficient and efficient handwriting style. Students also use a range of technology to publish their written work in innovative and exciting ways.

Spelling

In the early years, spelling is taught through a structured phonics program. From Years 3 to 6, teachers follow a comprehensive and explicit spelling program, in which students are taught spelling conventions, patterns, rules and morphology.

Mathematics

Using the Early Years Learning Framework and the Australian Curriculum, Mathematics at Fahan is not only about learning skills in number, algebra, measurement, shape, statistics, and probability but also aims to ensure that students develop numeracy skills. Numeracy is having the ability to apply mathematics in everyday life. The teaching of Mathematics needs

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to make sense to our students, and lessons are engaging, practical, 'hands-on', and encourage discussion and mathematical thinking.

Also fundamental to learning mathematics and working mathematically is to develop proficiency in mathematics. The key proficiencies of understanding, fluency, problem-solving, and reasoning are integrated into Mathematics lessons, with many lessons starting with a review of fundamental skills and previously taught concepts to provide consistent practice. An inquiry approach to teaching and learning at Fahan, also provides opportunities for integrating mathematics into other subject areas, supporting students to apply their understanding and foster positive attitudes towards Mathematics.

The Mathematics program in Kindergarten to Year 2 is rich in exploration and provides opportunities for students to discover, engage in conversations, and share their findings. Exploration and the explicit teaching of essential foundational skills in mathematics occur daily.

In Years 3-6, students build on previous skills and understandings and continue to develop the ability to understand, speak, listen, engage, and work together with enjoyment and purpose in a range of mathematical contexts. Student progress is closely monitored on an ongoing basis and teaching is planned according to individual needs.

Students are encouraged to explain their mathematical thinking and strategies to enhance their understanding of the concepts taught. Problem-solving, open-ended questions, and independent and group experiences are essential as they provide diverse, open-ended, and real-life problems at various levels. We foster a sense of learning together and provide extension or support according to students' needs within each classroom.

Inquiry-Based Integrated Curriculum

Inquiry Learning refers to the structured organisation of teaching and learning experiences in which significant content, concepts, values, and skills, across and within learning areas, are selected to develop and extend understanding of the world. The topics are selected according to student's needs and interests, the School curriculum, and the balance of content across the School. Inquiry-based learning cultivates curiosity, questioning, perseverance, and critical thinking while maintaining concern for literacy, numeracy and the rigours of scientific and historical research.

The Australian Curriculum for Humanities and Social Sciences (HASS) aims to ensure that students in the Junior School develop:

A sense of wonder, curiosity, and respect about places, people, cultures, and systems throughout the world, past and present, and an interest in and enjoyment of the study of these phenomena.

Key historical, geographical, civic, and economic knowledge of people, places, values and

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systems, past and present, in local and global contexts

An understanding and appreciation of historical developments, geographic phenomena, civic values and economic factors that shape society, influence sustainability and create a sense of belonging.

Our Early Years classes have a strong focus on place and reference Aboriginal and Torres Strait Islanders' languages and culture, including sharing stories about the diverse cultures of Aboriginal and Torres Strait Islanders told through picture books, film, and visitors. Throughout the Junior School, we are committed to engaging Aboriginal and Torres Strait Islander people and their perspectives in learning activities.

Dispositions required for effective participation in everyday life, now and in the future, including critical and creative problem-solving, informed decision-making, responsible and active citizenship, enterprising financial behaviour, and ethical reflection, develop through the capacity to use inquiry skills.

Inquiry enables students to explore, collect, organise, collaborate and present information. It encourages students to see relationships and links between their learning and to use these to make sense of their world and to achieve a deeper understanding of the topic investigated.

Science

In Science at Fahan, the students are involved in a range of practical, hands-on activities, which stimulate and develop an interest in natural phenomena and the environment. The Science curriculum also aims to cultivate attitudes, values and skills such as:

An openness to new ideas

A respect for evidence, objectivity and fairness

A commitment to sound reasoning & clear thinking

Topics in the Science curriculum provide experiences that enable the process of working scientifically, such as, classifying, observing, predicting, inferring, recording, hypothesising, and experimenting.

In the Australian Curriculum, Science has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills.

The three strands of the science curriculum are interrelated and provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

Each class will participate in regular Science inquiry and lessons. Inquiry work will also have a scientific focus and involve identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings.

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In the early years, Science topics are investigated through an inquiry-based unit of work or class project.

Languages Other Than English (LOTE)

Students in Years 5 and 6 learn French and Japanese. Three strands are integral to the study of LOTE:

- Oral interaction
- Reading
- Responding

French and Japanese are both taught by specialist teachers.

The experience of another language system provides students with a unique opportunity to learn more about their first language and develop a range of learning strategies. Language learners are ideally placed to make comparisons, recognise patterns, and generally view their first language from a different viewpoint, deepening their understanding of how language functions.

Thinking is integral to the learning of a language. Learning strategies not only support the learner in the language classroom but enhances the learner's thinking skills across the curriculum.

Through exploring a culture different from their own, students also begin to reflect on, and develop respect for, the diversity of ideas and values that exist in the world.

In French, students will learn basic vocabulary and grammatical structures to describe their personal world. This content will be taught through a communicative language methodology, with a focus on interaction in the class and games to consolidate new learning. These activities will aim to build students' skills in listening, reading, writing and speaking and thus provide a sound building block for the Senior School language program. Students will also have the opportunity to learn about French culture, with a focus on major festivals throughout the year as well as exploring daily French life.

In Japanese, students will engage in a variety of classroom learning experiences to develop basic competence in the four macro-skills of listening, speaking, reading and writing. They will learn vocabulary and basic grammatical structures through interactive and communicative learning activities.

The use of different writing scripts will be introduced, and some characters will be practised. The course will emphasise the culture and customs of Japan including festivals, songs, dance and drama. In developing some understanding of the culture of Japan, students will be able to compare it with our own culture, and to see the value of other ways of viewing the world. The

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Year 6 program is further supported in this with the visit from our Junior Sister School, Tokyo Jogakkan.

Positive Education

The Positive Education program from Kindergarten to Year 6 focuses on specific skills that assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle.

An authentic commitment from teaching and learning staff promotes shared understanding, shared use of resources, a direction for ongoing professional learning and pedagogical discussion.

“A school curriculum that incorporates wellbeing will ideally prevent depression, increase life satisfaction, encourage social responsibility, promote creativity, foster learning and even enhance academic achievement.” Waters, 2014

In the Junior School, students review the VIA Character Strengths, are introduced to new and relevant strengths and examine the important topics: Growth Mindset, Positive Relationships and Emotions.

Visual Arts

The Visual Arts at Fahan provide experiences to develop the children’s capacity to create visual and tactile works. It also enables children to understand and enjoy the images and forms they and others make. Through practical experiences, children acquire an understanding of a diverse range of two and three-dimensional media.

Visual Art experiences include Creating, Making and Presenting. The children are encouraged and provided with resources to:

- Experiment with ideas and feelings.
- Select, combine, and manipulate image, shapes and forms through drawing, painting, printmaking, construction, modelling, fibre and fabric and collage.

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Students from Kinder through to Year 6 enjoy weekly Art lessons, gaining skills in a variety of techniques and media in order to communicate their ideas and thoughts.

Drama

Drama at Fahan covers a broad range of activities including improvisation, role-play, and theatrical performances. It draws on elements of dramatic play such as spontaneity, imagination, role-playing, exploration and free association of ideas and action.

Students participate in presentations or role-plays, assemblies, and are involved in various performances throughout the year.

Drama is an integral part of the curriculum from Kinder through to Year 6 and is timetabled as a specialist lesson for Year 6 students.

In addition:

The Terrapin Puppet Theatre and other interstate companies visit the School.

As a Kindergarten to Year 12 school, the children also have the opportunity to attend Drama Productions performed by our Senior School students.

During their Junior School years, Fahan students will participate in music or drama productions.

Prep to Year 2 students participate in dance and movement activities through the music program.

Technologies

In the Australian Curriculum, Technologies comprises of two subjects:

Design and Technologies, in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities

Digital Technologies, in which students use computational thinking and information systems to define, design, and implement digital solutions for authentic problems.

Digital Technologies develop knowledge, understanding, and skills in information systems, data, and computer science. The teaching and use of digital technologies is an integral part of learning experiences at Fahan. Children are taught to access the internet safely as responsible digital citizens.

Design technologies explore needs and opportunities for designing, testing materials and components, tools, equipment, and processes needed to create designed solutions. Students

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examine design and technologies in everyday contexts and consider factors such as sustainability that impact and meeting community needs.

Younger students discuss and use design and digital technology regularly. Technologies are an integral part of inquiry based learning with skills and learning in this area imbedded into teaching and learning in Science, Mathematics and STEM lessons. Students in Years 3–6 participate in regular Digital Technology lessons. These lessons aim for students to become innovative and confident users of digital technologies, using technology to communicate, collaborate, and create, while fostering higher-order thinking skills. All students have access to iPads or Chrome Books in the classroom, as well as The Digital Technology Hub.

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, 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.

