

FAHAN
SCHOOL



LUMINA⁹



2025 Handbook

WELCOME



At Fahan, we recognise that Year 9 is a pivotal stage in a girl's academic and personal journey, marked by significant change and development. Adolescence is a time of curiosity, growth, exploration, and increasing independence, making it crucial for girls to feel a strong sense of belonging and receive high levels of support from their families, school, and peers. At the same time, they need to be challenged and engaged in meaningful learning experiences that build resilience and encourage them to take ownership of their futures.

The Lumina 9 program at Fahan is designed to build knowledge and skills to support student wellbeing and performance during this phase of their development. Through the program, students build interpersonal or "soft" skills, which in the context of AI are becoming increasingly important in the workplace.

The program is underpinned by the following themes:

- Resilience
- Independence
- Interdependence
- Initiative
- Compassion
- Gratitude

We trust your daughter will have a fulfilling and enriching year, gaining valuable experiences that support her growth and development.

Alli Williamson

Lumina 9 Coordinator

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WHY LUMINA 9?

Research shows that fostering wellbeing—the combination of feeling good and functioning well—has profound benefits for students’ academic, social, and personal growth. This program is designed to harness the power of positive psychology and community service to cultivate gratitude, compassion, and personal meaning.

THE SCIENCE BEHIND WELLBEING AND EDUCATION

According to Professor Lea Waters’ research on Positive Education and Visible Wellbeing schools that focus on wellbeing see:

- Improved academic performance – a 11% increase in academic outcomes when wellbeing is prioritised.
- Stronger emotional resilience – students develop optimism, confidence, and life satisfaction.
- Better long-term success – wellbeing in school predicts higher future earnings, job satisfaction, and better relationships.
- Improved mental health – helps counteract rising youth mental distress, now affecting one in four teenagers.

KEY POSITIVE PSYCHOLOGY CONCEPTS IN THE LUMINA 9 PROGRAM

- Elevation Effect – Witnessing acts of kindness boosts our own wellbeing.
- Heliotropic Effect – People naturally gravitate towards positive, growth-oriented environments.
- Broaden and Build Theory (Prof. Barbara Fredrickson) – Positive emotions enhance cognitive function, improving memory, problem-solving, and creativity.

HOW YOU CAN SUPPORT YOUR DAUGHTER

- Encourage conversations about kindness, gratitude, and purpose at home.
- Recognise that when students *feel* good, they *do* good, and this benefits both their academic performance and personal growth.
- Understand that this program is about developing the whole person, not just academic results.
- Become a “strengths spotter” by specifically reflecting back to your daughter when you see her using her strengths to achieve or be of benefit to others.
- Encourage quality sleep by having device free time at least 30mins prior to sleep and ideally kept overnight outside of the bedroom.
- Allow her to fail, that is where learning truly begins.

LUMINA 9 PASTORAL CARE TEACHERS

Year 9 Fenton

Ms Stacey Maley
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Year 9 Franklin

Mr Bryce Coulson
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Year 9 Freycinet

Ms Allison Williamson
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Heads of House

Fenton

Ms Holly Lutzow
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Franklin

Mrs Clare Enright
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Freycinet

Mrs Liana Hayes
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LUMINA 9 UNIFORM

Due to the dynamic nature of the program, during Terms 2 and 4, Lumina 9 students are required to wear their PE uniform instead of the formal uniform.

In addition, each student will receive a Lumina 9 hoodie, which can be worn with the regular sports uniform. Additionally, Lumina 9 polo tops are available for purchase if desired.



THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD

Students in Lumina 9 are offered the opportunity to attain their Bronze Duke of Edinburgh's International Award, which encourages personal growth, leadership, and service. This aligns seamlessly with Lumina 9's focus areas, as it challenges students to develop resilience, contribute to their community, and build essential life skills through real-world experiences.

The Duke of Edinburgh Framework has three Levels – Bronze, Silver, and Gold. Each Level is made up of four Sections which include Physical Recreation, Skills, Voluntary Service, and an Adventurous Journey.

Through the process of extending or learning new skills, becoming more physically active, volunteering in the community and undertaking a team adventure/challenge, The Duke of Edinburgh's International Award equips and empowers young people to achieve their personal best. It also offers the opportunity to work with others while focusing on individual abilities.

More information about Duke of Edinburgh's International Award can be found at <https://dukeofed.com.au/>



LUMINA 9 FOCUS AREAS

The Lumina 9 program has four key focus areas run over each term.

Self

Deepen the connection to oneself and develop individual strengths by building resilience through mindful interventions and physical challenges.

Lead

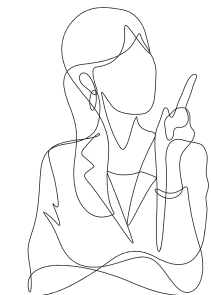
Learn to leverage both individual and collective strengths to lead, support, and inspire oneself and others in achieving goals.

Give

Foster gratitude and compassion through meaningful community service.

Thrive

Build confidence by engaging in rich, real-world tasks that foster practical growth and independence.



TERM 1



FOCUS

Deepen the connection to oneself and develop individual strengths by building resilience through mindful interventions and physical challenges.

KEY ACTIVITIES

Sessions with wellness expert, Dr. Rebecca Chabot:

- Daily Habits for Wellness: Introduction to mindfulness, mental training, and intention.
- Habit Hacking: Creating a roadmap to achieve goals.
- Mindset for Success: Exploring the impact of beliefs.
- Taming Negative Thoughts and Self-Compassion: Reframing self-criticism and negativity.
- Mindful Communication: Enhancing interpersonal connections.

Sessions with Lumina 9 Teachers:

- Team-Building Challenges: Experiential activities designed to foster collaboration, trust, and problem-solving skills.
- [VIA Strengths Survey](#): Identifying personal strengths, helping students understand and leverage their unique qualities in both individual and team settings.
- Mapping Team Strengths and Defining Values: Identifying the collective strengths of the group and defining shared values and priorities to enhance collaboration, teamwork, and a unified identity.
- Introduction to the Duke of Edinburgh's International Award program.
- Building Personal Development: Resume writing, connecting with alumni, exploring learning styles, and practicing meditation to foster growth and self-awareness.
- [PERMAH](#) Focus on Accomplishment: Exploring topics such as the use of strengths, the teen brain, goal setting, growth mindset, hope, the learning loop, bias, self-talk, and ABC thinking to foster personal and academic achievement.

UNIFORM

Formal uniform, unless advised or set PE days.



TERM 2



FOCUS

Learn to leverage both individual and collective strengths to lead, support, and inspire oneself and others in achieving goals.

KEY ACTIVITIES

Sessions with leadership expert, Lauren Jauncey:

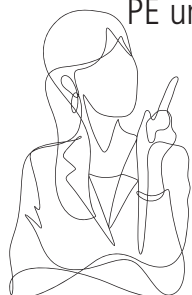
- Coaching Skills: Differentiate coaching from mentoring, practice open-ended questions, and engage in peer coaching to build confidence.
- Leadership Shadow: Introduce the Leadership Shadow framework, reflect on personal leadership using VIA results, and outline a desired leadership shadow for intentional growth.
- Giving and Receiving Feedback: Learn the value of feedback, practice effective delivery with the [SBI](#) model, and foster resilience through giving and receiving feedback.
- Leading High-Performing Teams: Explore key qualities for leading teams, understand team-building foundations, and recognise the importance of psychological safety.
- Reflection and Leadership Development Plan: Reflect on personal growth and create an action plan for ongoing leadership development.

Sessions with Lumina 9 Teachers:

- Entrepreneurship, Hope Mapping, and Goal Setting: Exploring the fundamentals of entrepreneurship, developing self-leadership through mapping personal hope and vision, and setting personal and academic goals to lead oneself effectively.
- Outdoor Learning Camp (2–6 June, 2025): builds on themes of entrepreneurship, hope, and goal-setting and serves as a qualifying journey for the Duke of Edinburgh's International Award.
 - Two days at Kelvedon: Fahan's property on the East Coast of Tasmania. Outdoor learning activities related to History, Geography, English, and Art.
 - Two days at Fahan (The Barn). Focus on Maths, Science, personal development, Yoga sessions and a workshop with Dr. Rebecca Chabot on happiness.
 - Class Collaboration - the two Year 9 classes meet in Orford to participate in house challenges and learn indigenous percussion activities.

UNIFORM

PE uniform



TERM 3



FOCUS

Foster gratitude and compassion through meaningful community service.

KEY ACTIVITIES

Sessions with key charities

- Through Lumina 9's longstanding relationship with Variety – the Children's Charity, students actively fundraise and participate in initiatives such as the Monster Book Fair and Bikes for Kids to support children in need.
- Volunteering and hands-on involvement with other charities as confirmed throughout the year.

Sessions with Lumina 9 Teachers:

- Preparation and planning for Variety fundraisers.
- Explore the concept of kindness contagion and the elevation effect, learning how acts of generosity create a ripple effect, inspiring others to engage in intentional giving.
- PERMAH focus on the Meaning pillar, reflecting on what gives their lives purpose, what they will look back on with pride, and the legacy they hope to create by making a difference in their own way.
- Understanding that engaging in service-based learning, helps develop empathy and social awareness and strengthen self-worth and purpose.
- Explore topics such as social responsibility, reinforcing personal values and identity.

UNIFORM

Formal uniform, unless advised or set PE days.



TERM 4



FOCUS

Build confidence through rich tasks related to the real world.

KEY ACTIVITIES

Sessions with specialists in selected fields:

- Self-defence – building confidence, safety skills, and independence while empowering them to navigate the world with courage and resilience.
- Samantha Johnston will facilitate *Authen-tiquette*, a program that educates, fosters and empowers young people to build confidence and self-esteem through modern modalities, acquiring life long skills and finding inner confidence.
- Students will gain independence through an introduction to essential vehicle maintenance skills tailored to their age and experience level.
- Financial Education – discussions around the essential skills of budgeting, saving, and understanding money management, to facilitate smart decision-making in the future.
- Careers – Fahan Careers Advisor, Cheree Harcourt, will assist with resume writing, explore their interests and strengths and researching various career paths.

Sessions with Lumina 9 Teachers:

- Forest to Fahan Challenge – students will embark on a small-group navigational day trip, independently finding their way from a local bush setting back to Fahan, fostering confidence and resilience through a sense of adventure and perceived risk.
- Lumina 9 Adventurous Journey Camp (10–14 November, 2025) – students will be given options for this camp in Term 4. The camps are designed to challenge students at their level and will enable attainment of the Bronze Duke of Edinburgh's International Award. More details on camp options will be communicated during the year.
- Students will reflect on how they want to live in the future, considering what a fulfilling life looks like beyond just career choices. They will be encouraged to think broadly and creatively about their aspirations and priorities.
- Variety Bike for Kids – fundraising and bike presentation.

UNIFORM

PE uniform

