

FAHAN  
SCHOOL



# 2026 Lumina 9 Handbook



LUMINA9

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**

[williamsona@fahan.tas.edu.au](mailto:williamsona@fahan.tas.edu.au)

# 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

Research by Professor Lea Waters into Positive Education and Visible Wellbeing shows that schools with a strong focus on wellbeing experience:

- Improved academic performance – an 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 (Professor 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 30 minutes prior to sleep and ideally kept outside of the bedroom overnight.
- Allow her to fail, that is where learning truly begins.

# Lumina 9 Pastoral Care Teachers



## Fenton

Mrs Stacey Maley  
[maleys@fahan.tas.edu.au](mailto:maleys@fahan.tas.edu.au)



## Fenton

Mrs Peta-Jane Buchanan  
[buchananp@fahan.tas.edu.au](mailto:buchananp@fahan.tas.edu.au)



## Franklin

Mrs Susan Stokes  
[stokess@fahan.tas.edu.au](mailto:stokess@fahan.tas.edu.au)



## Freycinet

Ms Allison Williamson  
[williamsona@fahan.tas.edu.au](mailto:williamsona@fahan.tas.edu.au)

# Heads of House



## Fenton

Ms Holly Lutzow  
[lutzowh@fahan.tas.edu.au](mailto:lutzowh@fahan.tas.edu.au)



## Franklin

Mrs Clare Enright  
[enrightc@fahan.tas.edu.au](mailto:enrightc@fahan.tas.edu.au)



## Freycinet

Mrs Liana Hayes  
[hayesl@fahan.tas.edu.au](mailto:hayesl@fahan.tas.edu.au)



# Lumina 9 Uniform

Due to the dynamic nature of the program, during Terms 2 and 4, Lumina 9 students will have the opportunity to wear their PE uniform instead of the formal uniform on selected days (typically Tuesday, Wednesday and Thursday). As such, students may purchase a Lumina 9 hoodie, which can be worn with both the formal and sports uniform. Lumina 9 polo tops are also 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 online at <https://dukeofed.com.au>





# Outdoor Education Opportunities

All students in Years 9 participate in a Tasmanian-based Outdoor Education program across the year, designed to build skills, confidence, independence and leadership. The program is delivered in a small-group model (typically 12–14 students) to support positive learning outcomes, wellbeing and connection.

All students participate in the Lumina 9 Outdoor Learning camp (this is their qualifying journey for Duke of Edinburgh). In addition to this, each student will complete one expedition from four themed experiences: Coast, Mountain, Alpine, River (students should have already made their selection to the expedition of their choice). These expeditions run each term and are designed to challenge students at their level and will enable attainment of the Bronze Duke of Edinburgh's International Award and foster the themes of the Lumina 9 program.

These experiences align with the Lumina 9 program and support students to grow through challenge and reflection, with a focus on developing resilience, leadership, gratitude and independence.



# 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

**Self:** 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 (including but not limited to):

- 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 practising 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.

## Lumina 9 Adventurous Journey

### Coast Expedition (Freycinet Multi-Activity) - Week 11

Set in the spectacular Freycinet Peninsula, this expedition offers a mix of coastal adventure and outdoor living. Students may take part in activities such as hiking, stand-up paddleboarding, snorkeling, swimming and rock climbing. Working in small groups, students plan, prepare and cook meals, build confidence, independence and practical expedition skills.

## Uniform

Formal uniform, unless advised or set PE days.



# Term 2



## Focus

**Lead:** 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, practise 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, practise 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 (including but not limited to):

- 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 (15–19 June 2026):  
Building on themes of entrepreneurship, hope, and goal setting and serves as a qualifying journey for the Duke of Edinburgh's International Award.
  - Two day camp at Kelvedon:  
Fahan 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 and personal development. As part of this, students will participate in the following activities:
    - Self Defense session
    - Wellbeing workshop with Dr Rebecca Chabot on happiness habits
    - Authen-tiquette workshop with Samantha Johnston, fostering empowerment, confidence and self-esteem
    - Yoga session
    - Class Collaboration - the two Year 9 classes meet in Orford to participate in House challenges and activities.

## Lumina 9 Adventurous Journey

### Mountain Expedition (Walls of Jerusalem Bushwalk) - Week 1

This wilderness expedition takes students into the alpine landscape of the Walls of Jerusalem National Park for a multi-day hiking and camping journey. Students develop skills in self-sufficient travel, including route planning, equipment management and carrying provisions. The experience builds resilience and teamwork while immersing students in one of Tasmania's most iconic remote environments.

## Uniform

PE uniform, unless advised for Monday/Friday

# Term 3



## Focus

**Give:** 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 fundraise and take part in initiatives such as the Monster Book Fair and Bikes for Kids, supporting children in need.
- Students will have the opportunity to become Digital Mentors through the Council of the Ageing (COTA) and work with residents of Sandown Village
- Volunteering and hands-on involvement with other charities as confirmed throughout the year.

### Sessions with Lumina 9 Teachers (including but not limited to):

- 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](#) focuses 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 strengthens self-worth and purpose.
- Explore topics such as social responsibility, reinforcing personal values and identity.

## Lumina 9 Adventurous Journey

### Alpine Expedition (Ben Lomond Ski and Snow Skills) - Week 1

This alpine program combines downhill skiing with essential snow skills and safety knowledge. Students spend time learning to ski, while also developing broader alpine capability such as travelling safely in snow conditions, understanding weather and terrain, and learning practical snowcraft skills. The expedition supports confidence, persistence and independence in a unique winter environment.

## Uniform

Formal uniform, unless advised or set PE days.



# Term 4



## Focus

**Thrive:** Build confidence through rich tasks related to the real world.

## Key Activities

### Sessions with specialists in selected fields

- Careers – Fahan Careers Advisor, Ms Cheree Harcourt, will assist with linking aspirations, strengths and hopes to various career pathways. Students will be introduced to the Careers Hub to support them as they start to plan subjects in the Senior School that will enable their desired pathway to become a reality.

### Sessions with Lumina 9 Teachers (including but not limited to):

- 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, hopes and priorities.
- 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.
- Variety Bike for Kids – fundraising and bike presentation.

## Lumina 9 Adventurous Journey

### River Expedition (Packrafting Expedition) - Week 3

This river journey begins with skill-building on calm water before progressing to a multi-day packrafting expedition through a Tasmanian river gorge environment. Students learn water safety and paddling technique, travel through gentle rapids, and camp at riverside locations. As with other expeditions, students plan and prepare meals in their group and build strong teamwork and self-reliance along the way.

## Uniform

PE uniform, unless advised for Monday/Friday









Fisher Avenue, Sandy Bay,  
Tasmania, Australia, 7005

Tel: +61 3 6225 1064

Email: [fahanschool@fahan.tas.edu.au](mailto:fahanschool@fahan.tas.edu.au)

Website: [www.fahan.tas.edu.au](http://www.fahan.tas.edu.au)

