

FAHAN
SCHOOL



2026

Years 7 and 8 Handbook



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Welcome

At Fahan, Years 7 and 8 are 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, while 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 strengths 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 with 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

Heads of House

At Fahan, the House system organises students vertically across the Senior School 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.

Fenton

Ms Holly Lutzow
lutzowh@fahan.tas.edu.au



Franklin

Mrs Clare Enright
enrightc@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 Fahan Alumna, please ensure that the School is made aware of this, so they can be allocated to the same House.

The Years 7 and 8 Pastoral Care Teachers for 2026 are outlined on the next page and are the first point of contact for parents.

Pastoral Care Teachers

Year 7 Fenton

Ms Jessica Hutchinson
hutchinsonj@fahan.tas.edu.au



Year 7 Franklin

Mr Bryce Coulson
coulsonb2@fahan.tas.edu.au



Year 7 Freycinet

Ms India Anderson
andersoni@fahan.tas.edu.au



Year 8 Fenton

Mrs Natalie Davey
daveyn@fahan.tas.edu.au



Year 8 Franklin

Ms Isabeau Sloan
sloani@fahan.tas.edu.au



Year 8 Franklin

Ms Sophie Gibson
gibsons@fahan.tas.edu.au



Year 8 Freycinet

Ms Christine Best
bestc@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>.

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 – 8:40am	Pastoral Care
8:40am – 9:30am	Period 1
9:30am – 10:20am	Period 2
10:20am – 10:50am	Recess
10:50am – 11:40am	Period 3
11:40am – 12:30pm	Period 4
12:30pm – 1:00pm	Lunch
1:00pm – 1:40pm	Pastoral Care/Activities/Assembly/Study
1:40pm – 2:30pm	Period 5
2:30pm – 3:20pm	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.

2026 Term Dates

Term 1

(Summer Uniform)

Monday 2 February - Friday 17 April
(Easter: Friday 3 April - Tuesday 7 April incl.)

Term 2

(Winter Uniform)

Tuesday 5 May – Friday 10 July

Term 3

(Winter Uniform)

Tuesday 28 July – Friday 2 October

Term 4

(Summer Uniform)

Monday 19 October – Monday 7 December
(Kinder to Year 6 finish Friday 4 December)
(Show Day Break: Thursday 22 October – Friday 23 October incl.)

Speech Night

Monday 7 December

Student Absence

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

- All students must be signed in and out by Reception staff and proceed promptly to class.

Appointments During School Day

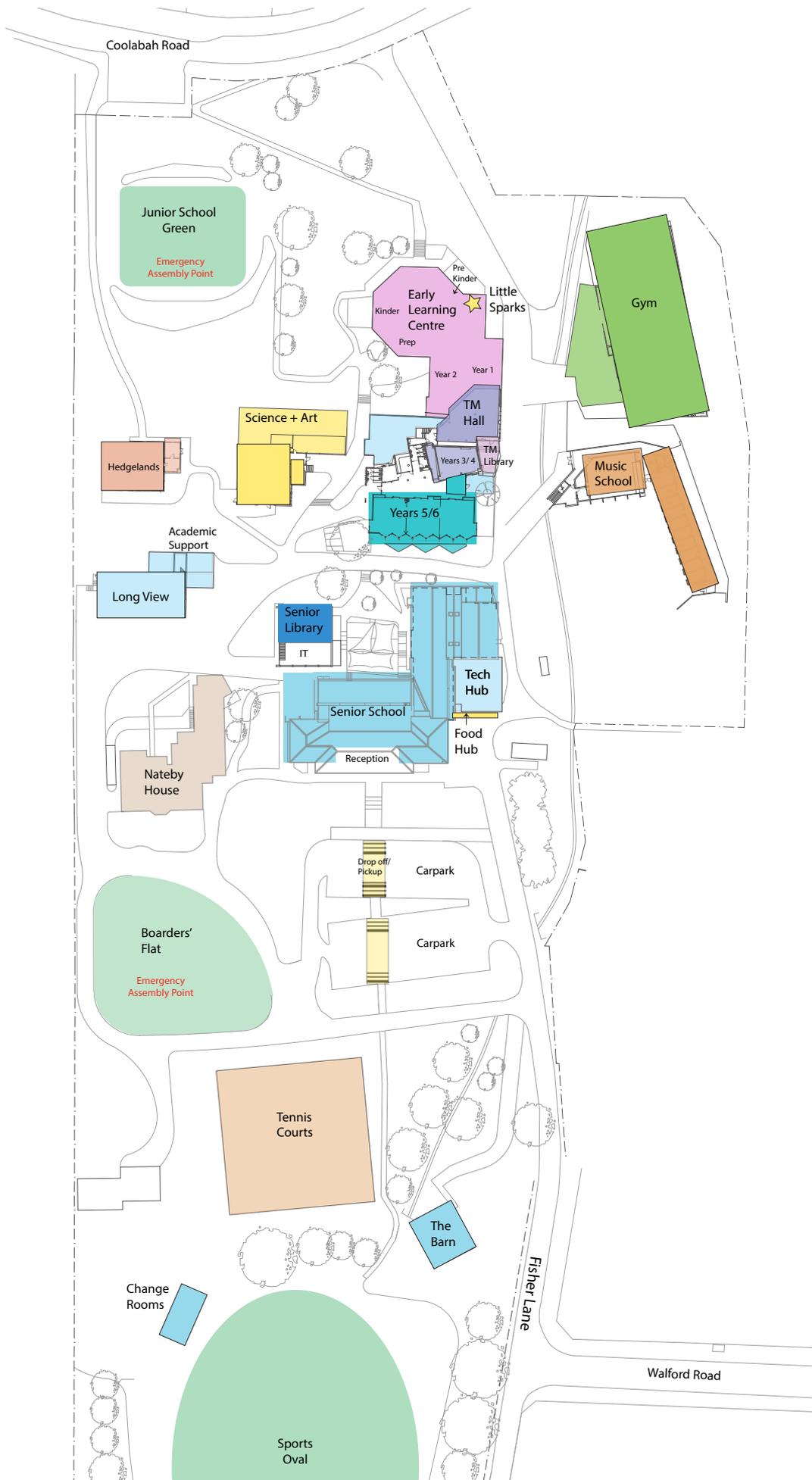
Communicate using the Fahan School App or email absence@fahan.tas.edu.au with collection and return times. All students must be signed in and out at Reception.

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

Mobile Phone Guidelines

We recognise that parents often wish their child to carry a personal mobile phone 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 7–10, students' mobile phones must be switched off and kept in their lockers during the School day, which includes when on the premises before School, from 8:15am. Years 11 and 12 students may carry a mobile phone, but they must not be visible during class time and may only be used in the Years 11 and 12 Common Room. Sometimes, the use of devices may be required in lessons and will be at the discretion of the teacher.

Parents are asked not to 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 loss or damage of mobile phones or personal electronic devices.

If mobile phones are seen in corridors, classrooms, or used outside of the permitted circumstances, they will be confiscated and made available for collection from Reception at the end of the day. Repeated breaches of this policy may result in further consequences in line with the School's behaviour expectations.

School Canteen

The School 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 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.

Books and Stationery

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.

Homework

Homework is designed with particular purpose in mind. The aim of homework is to nurture the development of good study habits and routines. Homework should reinforce learning 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 Information

Device Program

Fahan School is transitioning to a managed device program for Years 7–12, with Year 7 and Year 10 as the first groups to join in 2026. This marks the beginning of a three-year rollout of a School-managed one-to-one laptop program for the Senior School, with all students participating by 2028. [More information about the Fahan School Device Program is available on our website.](#)

Year 7 – 2026

- Students will be issued a School-owned Windows laptop.
- Devices are fully managed by the School and may be taken home when required.
- All costs are included in School levies.

Year 8 – 2026

- Students will continue to bring their own device.
- Any Apple or Windows laptop running a current operating system is acceptable.
- Devices are personally owned, managed by families and not covered under School levies or insurance.

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.



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

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 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 the School Counsellor, Dr Alison Manson, via *The Tree*.

School Psychologist appointments are also available, based on referral through consultation with the relevant Head of House.



Alison Manson
mansona@fahan.tas.edu.au

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. 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 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 that the student can reach their potential and engage fully in the curriculum.

Coordinator of Academic Support, Mrs Andrea Gadon, can be contacted for advice and further information about Fahan's Academic Support program.



Andrea Gadon
gadona@fahan.tas.edu.au

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 enjoy the opportunity to be with the older students. The program also allows the older students to visit the younger students during special classroom events.

Fahan Parents and Friends' Association

The Parents and 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 year groups 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. For more information email pandf@fahan.tas.edu.au

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 during the School week.

Senior Library

The Senior Library is open from 8:30am - 3:20pm everyday (closed 12:30pm - 1:00pm).

The Senior Library is the hub of the Senior School and plays a vital role in the learning needs of the Senior School students. The Senior Library is staffed by Teacher-Librarians specifically qualified to assist and work with students and staff. Individuals, small groups and whole classes make use of the learning space for research, study and recreational reading purposes.

The Senior Library resource collections support the curriculum and teaching program. It provides users with access to information via print, audio-visual and digital forms, with 24/7 access through *The Tree*. The Library also aims to develop and sustain the students habit and enjoyment of reading through the provision of diverse and high-quality reading material.



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 Study 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 will explore three-dimensional design through packaging projects, learn about programming and computer hardware using Microbit computers, and develop 3D-printed projects. They will also use VR and SketchUp to design architectural concepts and enhance their design and communication skills through the Adobe Creative Suite. The subject emphasises project-based learning, allowing students to apply their skills in practical contexts. Those who wish to extend their knowledge will have opportunities to undertake challenging extension projects.

In Year 8 Design and Technology, students will build on their foundational skills of creative and technical design processes. They will further explore the Adobe Creative Suite, working on page layout and design skills. Students will investigate the work of contemporary designers, prototype and refine lamps for 3D printing. Microbit computers enable students to program robots and design electronic systems. Additionally, students will use current AI generation tools to enhance their creative workflows, experimenting with pipelining work through multiple applications. The Year 8 program encourages critical thinking, problem-solving, and technical proficiency.

Health and Physical Education (HPE)

The curriculum for Years 7 and 8 is comprised of four 50-minute lessons, two for Health (theory) and two for Physical Education (practical). In Year 7 students have the opportunity to develop their knowledge across a range of topics including however not limited to; personal identity, strengths, growth mindset, dimensions of health, nutrition, healthy friendships, healthy body image and puberty.

In Year 8 students have the opportunity to expand and further develop their knowledge

Curriculum

with topics including, but not limited to, mental health and wellbeing with a focus on PERMAH, adversarial growth and resilience. They will also cover content around diversity and equity, safety and the benefits of physical activity.

In Physical Education across Year 7 and Year 8 students will do preparation for all three House Carnivals; athletics, cross country and swimming. They also have the opportunity to develop their physical skills via participation in activities such as minor games, fitness testing, invasion games, aquatics, gymnastics, line games, net games and striking.

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.

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.

Curriculum

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.

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 States or Matter, 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 in Space, Geology and Plate Tectonics.

These lessons are complemented by guest speakers, incursions and excursions throughout the year. Girls will also have the opportunity to enter their work in local and national competitions throughout the two years. An exciting Fahan challenge available only for Year 7 and 8 students is the 'Fahan Home Scientist Awards' in which students opt-in to complete scientific challenges at home to earn points towards a prize.

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.

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, raising money for chosen charities. The group holds inclusive weekly meetings to discuss upcoming guest speakers and to work on presentations for assemblies.

Book Club

Senior School students have a dedicated Book Club. It is a student-driven vertical group open to students in Years 7-12. Participants in the Club agree on a set novel and meet once a week for silent reading and twice a week for Discussion group. The group runs throughout the year, and students are welcome to participate as their other extracurricular activities allow. Students can earn a Bar for their commitment to Book Club.

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 also 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 are 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.

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.

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 will be sent to families at the start of the year.

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.

Co-Curricular Programs

Co-Curricular Sporting Program

Fahan is an active member of the Sports Association of Tasmanian Independent Schools (SATIS) 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 sports, teams, sign-ups and training is available, and regularly updated, on *The Tree*, on Clipboard and on the Sports Notice Board in the Years 7–8 foyer. Parents and students in Years 7 and 8 will receive an EdSmart notice in the term prior to the sport commencing, outlining key details and sign-up deadlines.

Please note that students, *not parents*, complete their sport sign-ups through Clipboard, which is accessible via *The Tree* or the Fahan School App.

Students are encouraged to discuss their options with their parents and ensure they can commit to their chosen sport(s).

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

All games will be played during the week after School.

Most games commence at 4:15pm, while some games will start at 5:00pm. Sport training sessions will be advised and students will need to arrange transport to all games.

Years 7 and 8 Sport

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

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.](#)

Medication

If a student requires prescribed or over-the-counter medication during school hours, parents/guardians must notify the School and provide detailed information on the student's medical needs, including known allergies or illnesses, along with written authorisation for staff to administer the medication. Please email your request to medical@fahan.tas.edu.au. All medications must be supplied in their original packaging, clearly labelled with the student's name, dosage, and instructions.

Students are not permitted to carry medication unless a specific agreement is made as part of an approved Health Care Plan. Providing this information ensures the School can take appropriate action and offer the necessary support. [Further information is available in the Medication Administration Policy and Procedures.](#)

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.

Two styles of cotton sun hats are available for purchase from Midford. 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 events such as the Fahan Fair etc. This requirement will be regularly communicated to all parents. [A detailed version of the Fahan School Allergies and Anaphylaxis Policy](#)

Fahan School Policies

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 are 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.

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.

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.



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.

Feedback

At Fahan, we are dedicated to fostering open communication and ensuring the wellbeing of all students and their families. We welcome your feedback and are committed to:

- Providing opportunities for you to share your feedback or raise any concerns;
- Keeping you informed about how you can communicate with us;
- Responding to feedback in a timely, respectful, and considerate manner;
- Upholding privacy and confidentiality at all times;
- Directing your feedback to the most appropriate area for review and resolution;
- Taking appropriate action to address concerns, grievances, or complaints.

Your voice matters, and we value your input as we work together to support our School Community.

If you wish to provide us with feedback, please email us at fahanschool@fahan.tas.edu.au

If you do wish to lodge a formal complaint, please ensure that you have first read through our [Complaints and Grievances Policy and Procedure](#), and understand that submitting a form through this web site is a formal process that will require further involvement on your part.

[If you wish to make a formal statement regarding a complaint or grievance, please complete our Complaints Form.](#)

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