

FAHAN  
SCHOOL



# Junior School Handbook 2020







# Welcome

The Junior School at Fahan, comprising Pre-Kindergarten to Year 6, is a learning community providing a caring and stimulating environment. We care for and challenge each student as we develop broad skills that will support students through life.

In the earliest stages of life at Fahan, we provide an environment for children where they can be comfortably acclimatised to school life through shared experiences in early development.

Our School offers a small, secure setting in which your daughter can engage with the wider school community. At Fahan we believe it is important to provide your daughter with a sense of belonging and to ensure she is engaged within our school community in order to nurture her through those critical years of education in the Junior School.

We aim to see our students enjoy all aspects of school life and we encourage them to learn for life, preparing them for the future. Personal, social and academic success is enhanced in our K-6 setting. We value a sense of connection where a realistic and secure environment both in and out of the classroom is provided. This aim is reflected in our beautiful garden setting, and one recognised by the School's founders, Miss Travers and Miss Morphett in 1935.

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 daughter is vital in cementing her appreciation of education as well as her independence and confidence amongst her peers. The Fahan Junior School creates a learning environment that engenders high standards across all facets of school life.

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

*Amanda Evans*

Head of Junior School



# Junior School Staff

Mrs Amanda Evans  
Head of Junior School

Mrs Susan Wright  
Junior School Co-ordinator/Teacher

## 2020 Class Teachers

Kinder Mrs Rebecca Wiggins (Monday–Wednesday)  
Mrs Meg Denman (Thursday–Friday)

Prep Mrs Tania Gath

Year 1 Mrs Felicity Allison

Year 2 Ms Meghan McTaggart

Year 3 Mrs Susan Wright

Year 4 Mrs Sophie Baxter

Year 5 Mrs Ursula Dalton

Year 6H Mrs Ingrid Heather

Year 6S Mrs Kathryn Lumsden-Steel

## Specialist Teachers

Artist in Residence Mr Nic Goodwolf

Library Teacher Mrs Meg Denman

Physical Education Mr Tim Dale

Music Mrs Annie Tremayne

Drama Ms Christine Best

Years 5 & 6 French Ms Holly Lutzow

Years 5 & 6 Japanese Mr Jack Machin

Digital Technologies Mr David Hodgman

Guided Learning Mrs Jo Christie

## Teacher Aides

Ms Loraine Green

Mrs Carolyn Johnston

Mrs Mary-Anne Molnar

Ms Kate Bowler

Mrs Kate Greaves

Further information about our staff can be found on the School website at <https://www.fahan.tas.edu.au/people>.

# General Information

## Daily Times

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.

## Attendance

Attendance is taken at the start of the School day. Students that arrive to School late will need to sign in.

Students that arrive to School late, will need to sign in at the terminals located in the TM Hall and Octagon Foyer in the Junior School. Student IDs will be required and further instructions will be available at the terminals.

Students departing early or leaving and returning for an appointment will need to be signed out by their parents using the sign out terminals. Communication must be made with the class teacher first about any such arrangements. Please email or use your daughter's School Diary.

## Absentees

If your daughter is unwell or late, please notify the School using the Fahan School App, via The Tree or by calling the Office by 9:00am.

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

## 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

Students in Kinder to Year 2 may be collected from their classrooms at 3:00pm. Kinder to Year 2 students, due to safety concerns, are not permitted to walk by themselves up to top car park.

Children going home on a School bus or bottom carpark are taken there by a duty teacher.

The teacher on duty will supervise the Kinder to Year 2 children at the bottom car park while the Junior School girls make their way down so that parents with more than one student in the primary years can collect both children together once Junior School classes conclude at 3:20pm. During this time, students will be asked to sit quietly on the front steps.

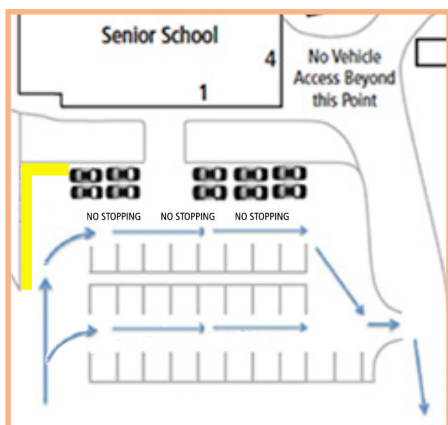
All Junior School students should be collected from the school by 3:30pm and it is respectfully asked that all students and parents vacate the premises at this time.

Students who have not been collected from the bottom car park will be taken by a teacher to the Office. Parents will be contacted at this time and will need to come and collect their daughter/s from the Office.

It is important to note that students may not wait at the top car park to be collected. There is no supervision in the playground after school other than the mentioned duties.

### Bottom Car Park

Please adhere to the road signs and traffic flow when using the bottom car park to pick up or drop off, as per the illustration below.



### Assemblies and Special Events

A Junior School assembly is conducted each week.

This assembly takes place on Fridays at 12:00pm. Children are encouraged to participate in a variety of ways such as performing musical items, individually or in groups, or presenting class work. Certificates of Effort are presented each week. Parents, friends and grandparents are invited to attend Friday assemblies when their children are participating.

Throughout the year, a number of special events are held including Book Week and Grandparents' Day, which is traditionally held at the end of Term Three.

### Uniform

Our website outlines a detailed list of [uniform guidelines](#). Students will regularly be reminded of these and it is expected that the guidelines will be followed.

In particular, it is helpful to remember that students from Year 2 up require a blazer for the entire year. It is helpful to note, in summer, girls must arrive and leave looking blue when wearing the formal uniform. This means that they may not wear the orange jumper alone to and from school. They may wear the blue dress and boater hat, with or without blazer, weather permitting. The blazer must be worn in Terms Two and Three.

Girls may wear PE uniform to and from school on PE days only. In summer, shorts (not bike shorts) and t-shirt are acceptable. In winter, long track pants and long sleeves (rugby jumper or spray jacket) must be worn. House t-shirts are not to be worn to and from school.

### 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.





# 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. A variety of activities are organised on an informal basis, such as a teddy bear's picnic. The students from the younger grades love the opportunity to be with the older students. The program also allows for the older students to visit the younger students during special classroom events.



## **Books, Stationery and Other Supplies**

Stationery in Kinder to Year 2 is purchased by the School and distributed to students on the first days 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 School Diaries, are given out at School are distributed at the beginning of the year. All items are to be clearly labelled.

Parents are not generally asked for money during the year. Exceptions occur when, for instance, the children undertake a fund raising event for the School nominated Year 12 charities.

## **Fahan Parents and Friends' Association**

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

## **The P&F Class Representative**

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

The P&F send out a request at the start of each year asking for volunteers. Some classes have just one rep and others have two or three. It is not a big time commitment, but some prefer to share the load. Some classes keep the same rep for a few years and some like to change every year. Once finalised, a list of Class Reps is included in the School newsletter, *Fortnight at Fahan*. More information about the role of the Class Rep can be found [here](#).

## **Canteen**

Online orders are taken *before school* through the Flexischools App which is available free from the Apple and Android app stores. There are monitors who collect lunch orders from the Canteen and deliver them to classes.

A variety of foods are offered and healthy, nutritional choices are encouraged. Only students in Years 3-6 may make additional purchases at lunchtime.

## **Double Stream**

If there are two classes offered, your daughter will be asked to identify several friends with whom she works well. If parents have any concerns about the following year, please contact the School before the conclusion of Term Four.

## **Orientation Morning**

Towards the end of the year students will spend a morning with their teacher for the following year. During the morning, all students will participate in some familiarisation activities before returning to their current classes after recess. New students are also invited and it is an exciting day for the Junior School girls.

## **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.

## **Lunchtime Activities**

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

## Student Wellbeing

### Counselling and Support

Counselling and support services are available for students in the Junior School. Please contact the Head of Junior School for a confidential discussion.

### Positive Education

*The fundamental goal of positive education is to promote flourishing or positive mental health within the school community.*

—Norrish et. al., 2013

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.

## Communication with Parents

### School Diary

All students have a school diary which is to be sighted and signed by both parents and teachers on a weekly basis.

Parents are asked to communicate with teachers via the diary, email or the School Office.

### EdSmart

School Notices will be sent home via EdSmart, an online forms system for parents. This communication relates to important School information and is a broadcast of information or content that requires your acknowledgement or permission.

### Newsletter

At Fahan, we publish an online fortnightly newsletter entitled *A Fortnight at Fahan*. 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. The

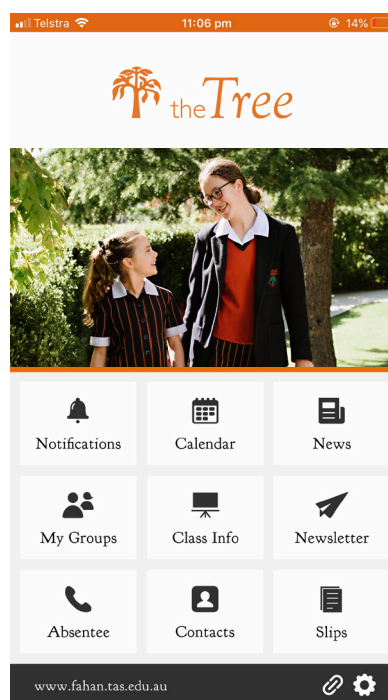
newsletter is emailed to parents every second week and is also available to view online.

### The Tree and Fahan School App

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 your daughter's:

- General School Information
- School Calendar (targeted to your daughter's area of the school)
- Edsmart Notices
- Class Page
- Timetable
- Assessment Calendar (due work)
- Academic Reports

Some of this information is also available through the Fahan School App, which is available free from the Apple and Android app stores.




# Curriculum

## Fahan Junior School Curriculum and Pedagogical Approach

Fahan Junior School acknowledges the Australian National Curriculum and the Early Years Learning Framework (EYLF), Australia's national framework for early childhood educators.

We have an inquiry based curriculum where students are involved in higher order thinking, with the goal of deep lasting, transferable learning.

A personalised approach is integral to the teaching and learning experiences your daughter is involved with at Fahan.



*Learning how to learn is much more important than learning what to learn.*

The Fahan Early Learning Centre (Kindergarten to Year 2) incorporates the best methodology in early childhood teaching, embracing the philosophy of the Reggio Emilia approach to early years education.

The Fahan Early Learning Centre environment is one where children learn by 'doing'. Thinking, questioning, discussing and learning with excitement and purpose are central to the curriculum.

The class programs are planned to provide a balance of teacher and child initiated learning experiences. Both structured and unstructured periods occur during the week, with the percentage of teacher-directed sessions increasing as children move through the Fahan Early Learning Centre classes.

Children collaborate with teachers and peers on group investigations and projects which the children have helped to determine. Because the children have such a strong sense of ownership and purpose, they are engaged and strongly motivated to learn.

Other areas of the curriculum, such as Mathematics and English, are incorporated seamlessly and are frequently explored within the context of a current classroom interest. Art is a medium through which young children express themselves naturally. An Artist in Residence works with each class during the week, investigating and supporting projects and topics of interest occurring in the class, through art. Their unique skills and knowledge of materials encourage the children to explore, question and experience a topic at a deeper level.

Raised organic garden beds enable the classes to grow vegetables, herbs and flowers, learning through the rewarding experience of growing, harvesting, cooking and eating.

Fahan School has always appreciated that children are unique and ensures the teachers are able to cater for individual learning styles.

There is a strong emphasis on Mathematics and English. The curriculum in both subjects is based on the Australian National Curriculum and Early Years Learning Framework.

## Subject Disciplines

### English

"The English curriculum aims to ensure that students learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose."

- Australian Curriculum, Assessment and Reporting Authority (ACARA)

The following information outlines further details about Reading, Writing and Spelling.

### Reading Instruction

The five key skills involved in learning to read are phonological awareness, letter-sound knowledge (phonics), fluency, vocabulary and comprehension. As children mature the focus changes but the following information is a useful general overview.

#### 1. Phonological Awareness

Children are taught that words can also be broken up into one or more 'beats' or syllables, and that syllables are made up of a sequence of separate, single sounds. The most significant of these phonological components for reading development is awareness of the individual sounds or phonemes, that is, phonemic awareness.

#### 2. Phonics

Teachers provide systematic, direct and explicit phonics instruction to allow children to master essential alphabet code-breaking skills through the Letters and Sounds program, in the early years.

#### 3. Fluency

For children with good reading fluency, reading becomes a natural, enjoyable and meaningful experience. Fluent reading allows children to focus on comprehension and extracting meaning— the very reason we read.

#### 4. 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.



## 5. 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.

### Writing

In developmentally appropriate contexts, students plan, draft and publish texts in a range of genres. As they progress through the Junior School, they demonstrate increasing control over text structures and written language conventions. An explicit handwriting program allow children to develop a proficient and efficient handwriting style. Students also use a range of IT to publish their written work in innovative and exciting ways.

### Spelling

In the early years, spelling is taught through the Letters and Sounds phonics program. From Year 2 on, teacher follow a comprehensive and explicit spelling program, in which students are taught spelling conventions, patterns and rules and also common exceptions and personal spellings.

### Mathematics

“Mathematics can perform magic on the world; letting us see patterns and regularity where previously we might only have noticed chaos and confusion. And, if we let it, the magic of mathematics can transform us too”. Transforming Primary Mathematics, Mike Askew.

Mathematics at Fahan is welcoming, engaging, inclusive and successful. We aim to meet the needs of all learners and the challenge of having high expectations for all. We aim to ensure meaningful mathematics learning and strive to enable every student to become a confident, resilient, resourceful and independent learner. The Junior School teaching staff are sensitive to the girls' individual needs, and positive attitudes towards Mathematics are taught as well as skills and knowledge.

Detailed information about mathematical content relating to areas for investigation in Mathematics including Number and Algebra, Measurement and Geometry and Statistics and Probability are outlined in the Australian National Curriculum. [www.Australiancurriculum.com.au](http://www.Australiancurriculum.com.au)

Our Mathematics program in Kindergarten –Year Two is rich in exploration and provides abundant opportunities for students to inquire, to wonder, to explore, to talk about mathematics and discover. Exploration and the explicit teaching of skills forms the basis for the of the development of essential foundational skills

In Years 3-6, students build of previous skills and understandings and continue to develop the ability to understand, speak, listen, engage, work together with enjoyment and purpose in a wide 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 as a way of enhancing their understanding of taught concepts. Problem solving, open-ended questions, paired work, individual and group experiences are essential as they provide diverse, open-ended real life problems at various levels.

### Science

In Science at Fahan the children 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 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 and hypothesising and experimenting.

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

Together, the three strands of the science curriculum 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. The strands are interrelated and content is taught in an integrated way.

Each class will participate in regular science inquiry and lessons. Inquiry work will also have a scientific focus and will involve identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings. All students will have access to K-12 facilities across the school, including Science Labs as required.

In Kindergarten and Prep, Science topics will be part of their Reggio 'project' approach.

### Interview and Report Schedule

The interview and report schedule is as follows:

Term One: Settling in Interviews  
Term Two: Parent/Teacher Interviews and Semester One Reports  
Term Three: Parent/Teacher Interviews  
Term Four: Semester Two Reports and optional Parent Teacher Interviews

## 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 in the language rooms in the Senior School.

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 view point, deepening their understanding of how language functions.

Thinking is integral to the learning of a language. The learning of language learning strategies not only supports 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 in Years 5 and 6, 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 programme. 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 Year 6 program is further supported in this with the visit from our Junior Sister School.

## 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 student's understandings 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 aims to ensure that students in 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 systems, past and present, in local to 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
- The capacity to use inquiry methods and skills, including questioning, researching using reliable sources, analysing, evaluating and communicating
- 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.

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.



## 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, print-making, construction, modelling, fibre and fabric and collage

Students from Kinder through to Year 6 enjoy working with the Artist in Residence; 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.

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

Drama is an integral part of the curriculum from Kinder through to Year 6, but also a specialist lesson for Year 6 students.

In addition:

- The Terrapin Puppet Theatre and other interstate companies visit the School each year.
- Given that Fahan is a Kindergarten to Year 12 school, the children also have the opportunity to attend performances.
- During their Junior School years Fahan students will participate in musical or drama performances.

## Dance

Prep to Year 2 students participate in creative dance classes with a specialist dance teacher. Students explore dance movement and begin to recognise dance as a form of self expression, that enables individuals to communicate their ideas to an audience.

Students begin to learn the elements of body awareness in space and the importance of time and dynamics in creative movement.

## Digital Technologies

Design and Technology and Digital Technologies are two related subjects areas and all students benefit from learning in these areas.

Design and Technology are integrated into the curriculum through Inquiry units, focusing on Knowledge and Understanding and Process and Production.

Digital Technology develops knowledge, understandings and skills of 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 how to the internet safely and be a responsible digital citizen

Younger students discuss and use design and digital technology on a regular basis. Technology is an integral part of their project work. Students in Years 3–6 participate in regular Digital Technology lessons. The aims of these lessons are for students to become innovative and confident users of digital technologies, using technology to communicate, collaborate and create, while fostering higher order thinking skills.

It encourages students to design and create digital solutions that solve problems to help prepare them for the future. Students are involved in activities that involve coding and programming using such technologies as iPads and robots.

Digital Technology is viewed as an intelligent and powerful tool to enhance students' learning, creativity and their ability to think logically. Its use is purposeful, meaningful, relevant and integrated into all learning areas. Using digital technology, students can more efficiently enhance research skills, analyse and interpret data and drawing appropriate conclusions. They effectively and creatively communicate their research in a logical and innovative manner, whilst being critical and responsible users of information.

All students have access to laptop computers 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.



## Physical Education in the Junior School

The essence of the Junior School Physical Education program at Fahan is trying to develop 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 then 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 practice 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 plays an important role but students are exposed to practising some basic skills and learning the rules of some basic games.

Year 2 is also introduced to some of the carnival activities that they will be involved with in Year 3, such as, Cross Country and 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 a Sports Day in Term Four. 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 program and activities. The following House and Interschool Carnivals take place throughout the year:

Swimming	Term One
Cross Country	Term Two
Athletics	Term Four

### Learn to Swim Program

All students from Prep through to Year 6 participate in a Learn to Swim 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.

### Extracurricular Sporting Program

Fahan is an active member of JSSATIS and as such seek to provide the students with a range of sporting experiences, which all students, regardless of ability, can participate in. 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:

Badminton	Years 5–6
Basketball	Years 3–6
Football (soccer)	Years 1–6
Hockey	Years 1–6
Netball	Years 3–6
Orienteering	Years 3–6
Tennis	Years 5–6
Touch Football	Years 3–6

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



## 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 coordination
- Assists growth of self esteem
- Provides opportunities for social interaction and cooperative 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

#### Early Learning Program

The Early Learning classes in Kindergarten to Year 2 have a specialist music lesson each week. Emphasis is placed on singing and movement. An introduction to string playing is included in Year 1. Children from Prep to Year 2 often participate in singing and choir.

#### Junior School Program

During the middle years (Year 3 and 4) the string program, incorporating violin, cello or guitar is introduced. The girls 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 Youth Choir or Orchestra. In addition to this the classroom program continues and does so until the end of Year 6.

In the final two years of Junior School, the music program becomes most diverse. A student may continue on with the instrument chosen in Years 3 or 4 or she may begin an additional instrument. In these years a woodwind or brass instrument is offered for study.

During the final year in the Junior School all girls participate in a Year 6 Musical or Drama performance.

## Groups and Ensembles

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

Year 2	Violin ensemble
Year 3–4	Violin ensemble
Year 3–4	Cello ensemble
Year 3–4	Guitar group
Year 5	String ensemble
Year 5	Guitar group
Year 5	Rock group
Year 5	Flute group
Year 6	Rock group ensembles
Year 6	String ensemble
Years 3–6	Junior School Orchestra

### Private Music Tuition

Group and individual music tuition is offered generally as an extra subject. Children may commence these classes in Prep. There is a set timetable with lessons generally being held on the same day each week. By arrangement, students are allowed to leave classes to take these extra music lessons if such an arrangement is considered appropriate for the individual.

## Homework and Diary

All students have a homework time allocation. 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 at the teacher's discretion in preparation for Year 3.

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. Girls in Years 3–6 must have homework signed by parents in their School diary. Diaries are also to be used as a means of communication between parent and teacher and also contain useful information.

## Diverse Student Needs

Class teachers provide individual support for students through a differentiated curriculum, providing opportunity for Learning Support, English as an Additional Language or Dialect (EALD) and extension.

In some instances, further support is needed and is provided through our Guided Learning Programs. Class teachers will discuss your daughter's individual needs with you if necessary.

Students requiring additional assistance will have individual needs catered to in a variety of ways. Flexibility allows for individual differences and needs to be respected. At times, particular intervention lessons or small group work is required. This is managed by our Guided Learning teacher in conjunction with class teachers and teacher aides as required.

## Travers Morphett Library

The Travers Morphett Library provides an invaluable resource centre for the Fahan student.

With over 18,000 print and digital titles, the Travers Morphett Library is integral in fostering reading for pleasure and for learning.

### Hours of Opening

The Travers Morphett Library is open throughout the school day. Students are often able to use the Library during their weekly library periods, during lunch (from 1:00pm to 1:25pm), and, subject to the approval of their class teacher, at other times during the school day. In addition, parents are welcome to visit the Library, together with their children, before or after school.

### New Titles

New books for the Travers Morphett Library are purchased throughout the year. These books are displayed in the Library and are available for students to borrow.

### Borrowing Procedures

Students from Pre-Kinder to Year 2 are permitted to borrow two books per week during term time. Students from Year 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.

### Parents' Extension Borrowing System

This very popular service enables all parents to select books from our collection for home use. Many parents use this system to extend home reading or to enable a younger brother or sister to have access to our Library. All parents, on application to the Librarian, are issued with individual barcodes for independent borrowing.

## 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.

## Reading Programs

Throughout the year, students may be invited to participate in programs which promote reading, such as The Reading Hour and the Premier's Reading Challenge.

## Children's Book Council of Australia Book Week

Children's Book Week, a national celebration of Australian books, authors and illustrators, is always a highlight of the Library year. The longest running children's festival in Australia, Children's Book Week is celebrated with a 'dress-up' morning tea for all children in the Junior School from Pre-Kinder to Year 6. Following the Book Week Parade, morning tea is provided with a slice of a spectacular Book Week Cake.





## 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 by EdSmart.

### Outdoor Education Years 3-6

A comprehensive program is offered in the Junior School from Year 3 onwards.

Students in Years 3-6 will participate in experiences throughout the course of the year. Activities may include:

- Bushwalking
- Kayaking or canoeing
- Bike riding
- Rock climbing
- 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.

Other activities may be incorporated into programs such as camp skills, bush walking skills and mountain bike riding. Girls 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, positive self-evaluation and relational development through trust and cooperation activities in a range of outdoor pursuits.



# Policies and Procedures

## Child Safety Commitment Statement

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

Fahan School has zero tolerance for child abuse.

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

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

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

## Student Illness & Health

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

No student should be sent to school if there is any indication that she is unwell. Parents will be contacted if a teacher is concerned about a child's health. A child who becomes ill at school will be made comfortable in the classroom until she is collected.

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 on our School website.

Parents should need to give detailed information on the confidential health form regarding known illnesses and allergies to enable the teacher to take the appropriate action. This information will be made available to allow teachers on playground duty to act appropriately in case of an emergency.

## Medication

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

Fahan has a full Policy on Medication and Prescribed and Non-Prescribed Substances available on our website.

## Anaphylaxis and Allergies

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

The Canteen is not an edible “nut-free area”. However, as far as reasonably practicable, all steps will be taken to ensure that Pre-Kinder to Year 6 lunch orders (or any other form of Pre-Kinder to Year 6 classroom catering) are not made up of and/or contain products which contain nuts.

A detailed version of the Anaphylaxis Policy is available on our website.

## Sun Hats

Fahan encourages all students to be aware of the problems of skin damage and to take preventative measures when outdoors at School or away from School on camps or excursions. These preventative measures are the application of 25+ sunscreen and the wearing of sun hats when and wherever it is necessary during Terms One and Four. We are also mindful of students to be exposed to the sun for the health benefits of vitamin D.

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

## Toys & Party Invitations

In the Early Learning area, children enjoy bringing special toys or favourite teddies to School to share with their friends and 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, 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.

## Bullying

Tolerance of others is central to the Fahan philosophy. The School expects and affirms each girl’s ability, worth and independence of thought. Fahan believes students work more effectively in an environment free from exclusion, prejudice, humiliation, oppression, abuse or harassment.

Intolerance of others is unacceptable to the Fahan ethos as it affects everyone, not just perpetrators and their victims. It is the responsibility of students and parents to advise staff members of any concerning incidents. Our aim is to have a safe, secure environment for us all. Every student has the right to enjoy her time at school.

A more detailed copy of the Fahan Bullying Policy is available on the website or in the school diary.

## Sharing Problems or Concerns

If there is a concern, parents are encouraged to make an appointment as soon as possible with the child’s class teacher to discuss it. We welcome any information that can be provided that will help us better understand and work with your children. 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, they should then contact the Head of Junior School, followed by the Principal.

It is important parents feel comfortable in coming into the Junior School, sharing ideas and voicing concerns. We endeavour to foster a climate of openness where information is provided, responses are invited and differences of opinion respected. Please do not hesitate to contact us for discussions as required.

A comprehensive list of policies and guidelines are available on the website.



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