

FAHAN
SCHOOL



Middle School Handbook 2020



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Welcome

At Fahan, Years 7 and 8 is an exciting period between the Junior School, where strong foundations are laid, and the Senior School, where expertise is refined, and study and individual pathways are identified and pursued.

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 girls study a stimulating curriculum which has a continuing emphasis on developing strong academic foundations whilst at the same time encouraging students to reflect and consider the contribution they will make to their community.

Every student in the Middle School 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 strength values and beliefs, and their ability to find and value the strengths of others.

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. Middle School camps provide students an opportunity to build new friendships, as well as a chance to challenge themselves.

Each girl belongs to a House and Middle School students participate in House competitions alongside the Senior girls. The House system provides a feeling of belonging. We aim to provide the right blend of challenge and support, expectation and care for each student, so that they can value their learning and build their understanding of themselves as individuals and as members of the Fahan Community.

Sharon Johns

Middle School Co-ordinator



Middle School Staff

Mrs Sharon Johns

Middle School Co-ordinator
Contact: johnss@fahan.tas.edu.au

2020 Pastoral Care Teachers

The Middle School Pastoral Care teachers are outlined below and are the first point of contact for parents.

Year 7PCA - Fenton	Sharon Johns
Year 7PCB - Franklin	Natasha Lambert
Year 7PCC - Freycinet	Melanie East
Year 8PCA - Fenton	Meg Lawson
Year 8PCB - Franklin	Christine Best
Year 8PCC - Freycinet	Sophie Walch

Specialist Teachers

Mrs Sharon Johns	English, History
Mrs Meg Lawson	English, History, Health
Mrs Virginie Von Savageri	Mathematics, Science
Ms Joanne Dickson	English
Mrs Natasha Lambert	Mathematics
Miss Sophie Walch	Health and Physical Education
Ms Alex Pitt	Art
Mrs Ann Tremayne	Music
Ms Christine Best	Drama
Dr Melanie East	Mathematics, Study Skills
Ms Holly Lutzow	French
Mrs Clare Enright	Japanese

Students are divided into two classes 7O and 7N and 8O and 8N for their specialist subjects.

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 school at 8:30am. The school day times for Years 7 and 8 are as below.

8.30am – 8.45am	Pastoral Care
8.45am – 9.35am	Period 1
9.35am – 10.25am	Period 2
10.25am – 10.50am	Recess
10.50am – 11.40am	Period 3
11.40am – 12.30pm	Period 4
12.30pm – 1.10pm	Lunch
1.10pm – 1.45pm	Pastoral Care/Activities/Assembly
1.50pm – 2.40pm	Period 5
2.40pm – 3.30pm	Period 6

Attendance

Attendance is taken at the start of the School day during Pastoral Care.

Students who arrive to School late will need to report to Reception and sign-in at the terminal located in Reception using their Student ID. Further instructions on how to sign-in are available at the Terminal.

Students departing early or leaving and returning for an appointment will need to sign out using the same terminal. Communication must be made with the timetabled class teacher first about any such arrangements. Please either email absence@fahan.tas.edu.au or register the information using the Fahan School App. In addition to this you can include the details in your daughter's School Diary.

Absentees

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

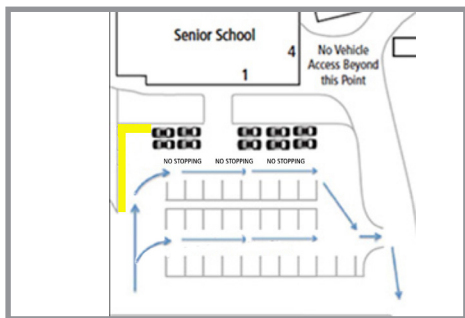
Students taking holidays during term time can impact on the ability of teachers, and more importantly other students, to complete programs of work effectively. If foreseen absences are unavoidable, permission from the Principal in writing using the Request for Absence Form found on our website.

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.

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.



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.

Students require a blazer for the entire year. It is helpful to note, in Terms One and Four, 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 school **when they have PE in the first lesson**, or leave in PE uniform when they have PE in Period 6. If students have a sport game or training on the same day as their PE lesson they may stay in their PE uniform for the entire day. In Summer, shorts (not bike shorts) and school T-shirt are acceptable. In Winter, long track pants and long sleeves (rugby jumper or spray jacket) must be worn.



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 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 since she will be allocated to the same House.

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

Textbooks are ordered through online bookstore Box of Books. The textbooks assigned to subjects are listed on the Box of Books website along with stationery requirements. Stationery may be purchased from a retailer of parents' choice. All stationery must be labelled and exercise books should be covered.

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 meets at 7pm on the third Tuesday of each month in the School Boardroom beginning in February. Dates for the year are posted on the School calendar as any easy reference point.

Canteen

A variety of foods are offered and healthy, nutritional choices are encouraged. Students can purchase items at recess or lunch. Orders can also be made before school online using Flexischools App which is available free from the Apple and Android app stores.

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.

Student Wellbeing

Student Wellbeing is very important in the Middle 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

Counselling and Support

Counselling and support services are available for students in the Middle School. Students may make appointments with a counsellor via The Tree. Psychologists appointments are also available based on referral from the Middle School Co-ordinator.



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

Newsletters

At Fahan, we publish an online fortnightly newsletter entitled *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, parents can view a range of information relating to their daughter such as:

- General School Information that requires parental acknowledgement or permission.
- The School Calendar
- Edsmart Notices
- Pastoral Care Group Page
- Class Timetable
- Assessment Calendar (Due Work)
- Academic Reports

Some of this information is also available through the Fahan School App.

Curriculum

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 introduce functions, find out about Pythagoras' Theorem, apply problem solving to determine perimeter, area and volume, and use tools such as tree diagrams and two-way tables to investigate probabilities of events occurring. Across both years of Middle School 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.

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, fantasy, speculative fiction 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 work within the field of communication design. They will look specifically at packaging design and work to develop futuristic, aerodynamic packaging for a takeaway food business. This business is launching a delivery service by drone, and requires the assistance of packaging designers to rebrand their products and develop packaging to be carried by drones. Students will develop computational design skills using the Adobe Creative Suite, and learn to pilot drones for packaging delivery.

In concurrence with the design project, students will be learning how to code using Python, and programming a Microbit to set off a visual and/or audio signal to alert the customer when the drone is approaching delivery and landing. Student will also learn about drone laws and regulations, and examine the practice of an established food brand Guzman Y Gomez who have launched a drone delivery service. Students will use this design practice as inspiration for writing their own design proposal and for creating their own aerodynamic packaging designs. Students will also learn about and examine Australia's use of drones for surf lifesaving vs. Asia's use of drones for disaster risk reduction. This case study will assist students in examining Australia's involvement in the Asia pacific region.

In Year 8 Design and Technology, students will learn about the field of industrial design and explore the practice of New Zealand designer David Trubridge. In examining this designer's light works, students will learn about environmentally sustainable practice and use Trubridge's design practice as inspiration for creating their own environmentally sustainable, laser-cut light boxes. Students will develop computational design skills using the Adobe Creative Suite, and learn about laser cutting and industrial design practices. In concurrence with the design project, students will be learning how to code using Python, and programming a Microbit to control their light box.

In addition to this, students will learn about and examine the lighting design practices of South African designer Heath Nash, and Aboriginal Australian Designer Mavis Warrngilna Ganambara. Students will use Nash's & Ganambara's design practice as inspiration for creating their own environmentally sustainable Reconfigured Lampshade.

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.



Health and Physical Education (HPE)

In Years 7 and 8, Health is two 50-minute lessons, and Physical Education also two lessons per week. The curriculum for Years 7 and 8 allows students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing and movement competence and confidence. They develop more complex skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer skills and concepts across a variety of physical activities. They reflect on and refine a range of personal and social skills as they participate in a range of physical activities.

Topics in Year 7 include:

Health:

- Friendship, basic nutrition, personal hygiene, values, bullying, smoking, changing and growing, pedestrian and bike safety
- Physical Education
- Minor games, cross country, athletics, gymnastics, racquets, aquatics, tennis, badminton and cricket

Topics in Year 8 include:

Health:

- Health and fitness, social media, risk taking and safety, alcohol, resilience, reproduction, body image and eating disorders
- Physical Education
- Minor Games, cross-country, movement, athletics, basketball, gymnastics and aquatics, racquetball, volleyball and AFL.

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 the Middle School, 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.

Japanese

Middle School 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 School visitors.

Students are exposed to all three scripts and develop their proficiency in Hiragana and high frequency Katakana and Kanji characters. Lifestyle and social practices of Japanese culture are also studied. A focus on Japanese houses and travel to Japan in Year 7 and food and etiquette, culminating in a restaurant excursion in Year 8. Revision of topics covered in Primary school ensures new learners to the language are supported as they begin their studies.

In both Years 7 and 8 there are opportunities to participate in competitions such as the State-wide Japanese Speech and Calligraphy competitions.

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 societies in places including Australia, Egypt, Greece, Rome, India and China. 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: 'Landforms and landscapes' 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 the Middle School 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 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's Resources, the Earth in Space, and Geology.

These lessons are complemented by guest speakers, incursions and excursions throughout the year. Girls will also have the opportunity to enter their work in competitions local and national competitions throughout the two years.



Co-Curricular Programs

Fahan offers its students an extensive co-curricular program which assists in the development of specific skills, confidence and commitment. Students can participate in activities such as sport, music, visual arts, performing arts, debating, public speaking, student leadership, community service, exchange programs and intrastate and interstate trips.

Music

Fahan offers a variety of opportunities for students to participate in choirs, orchestras and private instrument tuition.

Vocal 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 on offer.

Private Tuition

Group and individual music tuition is offered as an extra subject. 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.



Debating

Debating is a dynamic co-curricular program that offers students the opportunity to develop confident public speaking skills, as members of a cohesive team. The girls develop valuable life skills where they learn how to present counter persuasive perspectives using structured, evidence-based arguments.

Students have the opportunity during the School year to participate in House Debating competitions and inter-school competitions.

Sport

There are numerous sporting offerings for the girls' enjoyment with a variety of sports offered each Term.

Information about the sports, teams, signing-up and training is available and regularly updated on The Tree. Students in the Middle School can sign up to a sport or sporting team when they become available and displayed on the Sports Notice Board in the Middle School Foyer.

Fahan Sports Co-ordinator Jo Banks-Smith can offer discussion and further Information about Fahan's sporting programs.

Contact: banksmithj@fahan.tas.edu.au

Year 7 and 8 Sport

Term 1	Term 2	Term 3	Term 4
Soccer (Tuesdays)	Netball (Mondays)	Basketball (Wednesdays)	Rowing
Cricket (Thursdays)	Waterpolo (Friday evenings)	SSATIS Athletics (8 September)	Sailing (Wednesdays)
Rowing	House Cross Country (7 May)	SATIS Athletics (19 September)	Aussie Rules Football (Thursdays)
House Athletics Carnival (30 March)	SATIS Cross Country (28 May)	Hockey (Mondays or Thursdays)	Tennis (Tuesdays)
SSATIS Swimming Carnival (11 March)	All Schools Cross Country (30 June)		
SATIS Swimming Carnival (26 March)			

All games will be played during the week after school.

Games usually begin at 4.15pm; some games are played at 5pm. Sport training sessions will be advised and the girls will need to arrange transport to all games.

The sports uniform requirements are outlined in the students' School Diary.

Excursions, Camps and Outdoor Education

Outdoor Education is a large part of learning at Fahan. Students in the Middle School begin their Outdoor Program with a camp early in Term One. Ropes courses and Surfing days are also part of our program which are designed to provide challenge in a scaffolded manner.

It is part of the School's policy to take students on various educational excursions. At the beginning of each year, all parents are required to complete an excursion permission form. No student may take part in an excursion without parental permission for legal and insurance reasons. Notification of intended excursions will be communicated by EdSmart.



Library

The Senior Library is open from 8:15am each morning. Students may also use the library in their lunch times. The Library is well stocked with a range of books for borrowing and students are encouraged to borrow often. Parents are also able to borrow from our collection.

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.

The aim of homework is to reinforce and extend work covered during the school day.

Diverse Student Needs

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

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](#).

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 sunscreen and the wearing of sun hats when and wherever it is necessary during Terms One and Four.

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

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.

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.

Student Illness & Health

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 student's health. A student who becomes ill at school will be made comfortable in the sick bay at reception until she is collected.

If your daughter requires medication during school hours, please contact the Middle School Co-ordinator for guidance. Parents 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 duty to act appropriately in case of an emergency.

Medication

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

Fahan has a full Policy on Medication and Prescribed and Non-Prescribed Substances which can be found under the Policies and Guidelines page of the Fahan website.

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

Sharing Problems or Concerns

If there is a concern, parents are encouraged to make an appointment as soon as possible with the daughter's Pastoral Care teacher to discuss it. We welcome any information that can be provided that will help us better understand and work with your daughter. It is important to share any problems evident at home that may be affecting your daughter's performance or behaviour. If parents feel unable to talk to the class teacher, they should then contact the Head of Middle School, followed by the Principal.

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



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