St John Fisher College

Year 8
Handbook
2014
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OUR MISSION

The St John Fisher College Community

is inspired by God’s Spirit and the Catholic faith tradition

to live, to love and to learn

with respect for truth, the courage to seek justice, the gift of peace and the grace to forgive

as we respond with equal dynamism to society’s challenges today and tomorrow.
MESSAGE FROM THE PRINCIPAL

Welcome to our St John Fisher College Community and congratulations on choosing this College for your secondary education.

Our College asks much of its students. We expect that every student will do her best at all times to live up to our mission “to live, to love and to learn as Christian people of faith”. This entails each student’s best efforts in study and in all that happens in our wonderful community.

As a new student I would encourage you to become fully involved in College life. There is much that happens here and you will meet people and feel comfortable more quickly if you are involved. I always encourage our girls to be “givers, not just takers” as you will gain more rewards and satisfaction and our community will be a far richer one for your contributions. All of you have special gifts and talents and every one of you is valued.

While you are here in this place of learning, I encourage you to step out of your comfort zone, for it is here that you will have your greatest achievements. I also challenge you to become problem solvers. As you move into secondary education you also need to become more responsible for the outcomes in your life. Take the initiative and ask the staff at the College to help you with any concerns you may have or anything you do not understand.

Our school curriculum, briefly described in this booklet, is designed to enable you as a student to choose the course of study that will allow you to achieve your best, enjoy your learning and to lay the foundation for more extensive studies in Years Eleven and Twelve. The emphasis is on each individual taking responsibility for your own progress as you move on to more challenging programs.

As you move into the beginning of a new year, take time to set your goals for 2014. I look forward to working with you, as together we strive to grow in Goodness, Knowledge and Discipline.

Mrs Maree Messer
PRINCIPAL
Pastoral Care is a very important component of our school. Pastoral Care is intangible. It is experienced each time members of our community interact. Pastoral Care is about community. It is about the growth in each person to realise their giftedness.

Our Pastoral Care program which is taught during Personal and Social Development Education (PSD) lessons each week supports these ideals. PSD lessons:

- build community with lessons devoted to Sisters’ Activities, St John Fisher Day preparation, shared lunches and community service to others;
- explore such topics as:
  - communication;
  - conflict resolution;
  - organisation and time management;
  - self-esteem;
  - respectful relationships;
  - friendship;
  - bullying and cyber bullying;
  - internet safety;
  - study skills.

Pastoral Care at St John Fisher College is alive and well. Together we are all working to assist our girls make positive choices in life.

YEAR EIGHT

UNIT 1 “Just the Beginning” includes:

- making an easy transition from primary school to secondary school;
- identifying students’ own valuable qualities;
- meeting the other girls in the class;
- helping students get organised for the day-to-day tasks of high school; (i.e. colour coding books to timetables);
- preparation for “Getting to Know You” camp;
- learning about the St John Fisher way;
- learning homework and study management techniques;
- problem solving issues around high school routines.

UNIT 2 “Friendship and Team Work ” includes:

- discovering the qualities of friendship;
- helping students decide on the most important characteristics of a friend, clarify which are realistic expectations and helping students to develop these characteristics themselves;
- evaluating the influence of self-esteem on their own and others’ behaviour;
- identifying feelings using a feelings thermometer;
- hygiene issues for adolescents;
- learning about team work and leadership styles;
- preparation for St John Fisher Day.
UNIT 3  “Relationships” includes:
- allowing students opportunities to demonstrate skills and actions that support the rights and feelings of others;
- learning about communication styles;
- recognising and appreciating their own and others' achievements;
- evaluating the influence of self-esteem on their own and others' behaviour;
- learning about how to show empathy to others;
- learning about bullying and the differences in subtle and obvious bullying;
- understanding the role of bystanders in bullying;
- preparation for the GR8 Race;
- using social networking pages appropriately.

UNIT 4  “Service for Others” includes:
- learning about effective communication;
- creating gifts for their Year Twelve sisters for graduation;
- creating gifts for incoming Year Eights for Orientation Day;
- decorating the classrooms for Orientation Day.
Year Eight Subjects

Year Eight students study subjects that are developed from the Australian Curriculum Learning Areas and Queensland Studies Authority Essential Learnings and Standards - Religious Education, English, Mathematics, History, Geography, Science, Health and Physical Education, Design and Technology, Languages Other Than English (LOTE), and The Arts.

The following subjects are studied for both semesters in Year Eight:
- Religious Education;
- English;
- Mathematics;
- Science;
- Health and Physical Education.

The following subjects are studied for one semester of Year Eight.
- History;
- Geography;
- LOTE - French;
- Home Economics;
- Business Education;
- The Arts – Drama and Visual Arts

Students study a total of eight subjects each semester.
WHY STUDY BUSINESS EDUCATION?

Business activity affects the daily lives of all Australians as they work, spend, save, invest, travel and play. The level of skill required to become an effective business person influences jobs, incomes and opportunities for personal enterprise. As every need and want cannot be satisfied with available resources, choices must be made as to how the resources are allocated most effectively. The market system, through the forces of demand and supply, allocates resources based on the actions of consumers, producers and government.

The nature of work has changed significantly in the last generation and the nature and type of jobs available to young people is changing faster than ever. To maximise opportunities for healthy, productive and rewarding futures, an understanding of the contemporary and likely future nature of work is needed. The development of the skills, attitudes and knowledge that individuals need to effectively manage their life, learning and work roles in the twenty-first century is vital.

Students studying Year Eight Business Education will be given the opportunity investigate the effectiveness of a local business enterprise, as well as participate in a virtual business world simulation. Students will also be given the opportunity to gain a foundational understanding of developments in technology and how it influences and is influenced by social, cultural and environmental factors. Students will investigate what it means to be a good digital citizen by exploring and generating new ways of viewing and resolving challenges associated with technology and to communicate responsibly in a technological world.

COURSE CONTENT

<table>
<thead>
<tr>
<th>Semester One or Two</th>
<th>Topic One – Satisfying Needs and Wants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Factors affecting needs and wants</td>
</tr>
<tr>
<td></td>
<td>How does society satisfy our unlimited wants (i.e. introduction to Economics and the Economic Problem)?</td>
</tr>
<tr>
<td></td>
<td>Satisfying unlimited wants with limited resources</td>
</tr>
<tr>
<td>Topic Two – The Modern Marketplace</td>
<td>Producers, Consumers, Distribution</td>
</tr>
<tr>
<td></td>
<td>Competition</td>
</tr>
<tr>
<td></td>
<td>Introduction to supply and demand</td>
</tr>
<tr>
<td></td>
<td>Impact of ‘work’ within the modern marketplace</td>
</tr>
<tr>
<td>Topic Three – Search Engines</td>
<td>Appropriate use of search engines</td>
</tr>
<tr>
<td></td>
<td>Introduction to Boolean Operators</td>
</tr>
<tr>
<td>Topic Four – Validating and Presenting Information</td>
<td>Appropriate genre format (e.g. report)</td>
</tr>
<tr>
<td></td>
<td>Style guides and formatting</td>
</tr>
<tr>
<td></td>
<td>Automatic Table of Contents</td>
</tr>
<tr>
<td></td>
<td>Appropriate headers and footers</td>
</tr>
<tr>
<td></td>
<td>Paragraph line spacing</td>
</tr>
<tr>
<td></td>
<td>Image types and sizes</td>
</tr>
<tr>
<td>Topic Five – Cyber Security and Personal Responsibilities</td>
<td>Online Safety (posting, malware, etc.)</td>
</tr>
<tr>
<td></td>
<td>Cyber Bullying</td>
</tr>
<tr>
<td></td>
<td>Who are ‘di-viduals’?</td>
</tr>
<tr>
<td></td>
<td>Introduction to Digital Citizenship</td>
</tr>
<tr>
<td>Topic Six – Employability Skills</td>
<td>Labour market realities</td>
</tr>
<tr>
<td></td>
<td>Technological influences on workplace practices</td>
</tr>
</tbody>
</table>

ASSESSMENT

Various assessment techniques may be used throughout the course including: objective short answer response tasks, extended response tasks, practical application tasks, response to stimulus materials, assignments and presentations.

Students are assessed in the following dimensions - Knowledge and Understanding (KU), Reasoning Processes (RP), and Skills and Procedures (SP).

FURTHER STUDY:

Students may choose to undertake studies in Information and Communication Technology (ICT) and/or Business as part of their elective subjects in Years Nine and Ten.
WHY STUDY
Drama at St John Fisher College provides opportunities for students to express themselves creatively and develop skills which prepare them to be effective communicators and critical thinkers in the future.

The Year Eight Drama course has been designed to introduce students to the subject in a safe and supportive environment helping students to develop their creativity, confidence, interpersonal skills and greater self-awareness.

COURSE CONTENT
As Year Eight students study Drama for one term, this course of study is very much an introduction to the subject. The students are introduced to the Elements of Drama and are given an opportunity to perform scenes from the designated play to their class.

<table>
<thead>
<tr>
<th>One Term Only</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction to Elements of Drama</strong></td>
</tr>
<tr>
<td>• Elements of Drama</td>
</tr>
<tr>
<td>o roles – attitude, purpose and status of a character</td>
</tr>
<tr>
<td>o relationships – with other characters and their situation</td>
</tr>
<tr>
<td>o dramatic tension – examining several types of tension</td>
</tr>
<tr>
<td>• Read scripts</td>
</tr>
<tr>
<td>• Rehearse roles within a published script</td>
</tr>
<tr>
<td>• Perform extracts of a published script</td>
</tr>
</tbody>
</table>

ASSESSMENT
Students will be assessed within the presenting dimension.

Students will have the opportunity to demonstrate the dimensions through a small group performance. This technique allows for students to perform as a group whilst being assessed individually.

FURTHER STUDY
Students may choose to study Drama as one of their elective subjects in Years Nine and Ten.

NOTE:
Students will require Theatre blacks - conservative black pants and shirt which allows for movement and in which the student will be comfortable.
WHY STUDY ENGLISH?
Junior English at St John Fisher College provides a foundation for successful, lifelong learning and participation in the Australian community and equips students to face the challenges that will continue to shape their learning in the future.

The Junior English course is designed to create confident communicators, imaginative thinkers and informed citizens and 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. To become effective communicators in Australian society, secondary students need to learn to analyse, understand, communicate with and build relationships with others and with the world around them.

COURSE CONTENT
The Year Eight English course focuses on how we can learn about ourselves and others through story. Students engage with various stories and use them as a powerful way of sharing individual experience and ideas. The focus on story acts as a window and a connection to others and allows students to understand the world around them more fully.

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic One – The Insider: My Story</strong></td>
<td><strong>Topic Three – Stories of Experience and Cultural Identity: Our Stories</strong></td>
</tr>
<tr>
<td>• Explore the concept of personal identity</td>
<td>• Discuss how personal identity can be shaped by culture</td>
</tr>
<tr>
<td>• Examine factors that impact on identity</td>
<td>• Read, view and listen to various Aboriginal Dreaming stories</td>
</tr>
<tr>
<td>• View, discuss and analyse texts that focus on identity</td>
<td>• Identify morals and messages in stories</td>
</tr>
<tr>
<td>• View and analyse digistories</td>
<td>• Examine narrative structure</td>
</tr>
<tr>
<td>• Create a digistory focusing on personal identity</td>
<td>• Plan, write, draft and edit a narrative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Topic Two – The Inside Story: Her Story</strong></th>
<th><strong>Topic Four – Living Like Heroes: A Hero’s Story</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read, discuss and analyse an Australian novel which focuses on the topic of identity</td>
<td>• Explore the concept of success</td>
</tr>
<tr>
<td>• Engage in activities on character</td>
<td>• Assess successful people according to their values and personal qualities</td>
</tr>
<tr>
<td>• Identity, discuss and analyse the novels central themes</td>
<td>• Engage in individual research on a successful person</td>
</tr>
<tr>
<td>• Examine paragraph and essay structure</td>
<td>• Write a feature article about a successful person</td>
</tr>
<tr>
<td>• Write an essay in response to the novel</td>
<td>• Develop and present a media interview</td>
</tr>
</tbody>
</table>

ASSESSMENT:
All student work is assessed on an A - E scale using the ACARA Australian Curriculum English Achievement Standard Descriptors under two modes - Receptive modes (listening, reading and viewing) and Productive modes (speaking, writing and creating)

Students will engage with a range of assessment tasks, including both spoken and written tasks. They will create a personal digital story and will write both an analytical essay and a narrative. They will also write a magazine feature article and present a media interview in role as one of their heroes.

FURTHER STUDY:
Students undertake studies in English as part of their core subjects in Year Nine to Year Twelve.

NOTE:
In order to improve and develop their understanding and use of vocabulary, students will need a dictionary and a thesaurus. Students may use a combined dictionary/thesaurus.
WHY STUDY FRENCH?
Learning a second language broadens horizons and leads ultimately to the capacity to look out from the new language and culture and, in effect, to develop a fully formed world view. This, in turn, fosters cross cultural understanding and empathy with people of other languages and cultures, whether they be members of the multicultural Australian society or from other countries.

The core unit of French introduces students to the language and life of the French speaking community. The skills of reading, writing, listening and speaking develop throughout the unit. Students become acquainted with the French speaking people and their cultures in different parts of the world.

COURSE CONTENT:

<table>
<thead>
<tr>
<th>Semester One or Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic One – Greeting and Introductions</strong></td>
</tr>
<tr>
<td>Greetings</td>
</tr>
<tr>
<td>Introductions</td>
</tr>
<tr>
<td>Classroom objects</td>
</tr>
<tr>
<td>Countries and nationalities</td>
</tr>
<tr>
<td>Numbers</td>
</tr>
<tr>
<td>Colours</td>
</tr>
<tr>
<td><strong>Topic Two – Describing yourself and others</strong></td>
</tr>
<tr>
<td>Parts of the body</td>
</tr>
<tr>
<td>Describing yourself</td>
</tr>
<tr>
<td>Describing others</td>
</tr>
<tr>
<td>Family members and pets</td>
</tr>
<tr>
<td><strong>Topic Three – Visiting around town</strong></td>
</tr>
<tr>
<td>Places around town</td>
</tr>
<tr>
<td>The verb to go</td>
</tr>
<tr>
<td>Days of the week</td>
</tr>
<tr>
<td>Likes and dislikes</td>
</tr>
<tr>
<td>Negation</td>
</tr>
<tr>
<td><strong>Topic Four – Cultural Investigation</strong></td>
</tr>
<tr>
<td>Comparison of French and English</td>
</tr>
<tr>
<td>Aspects of French culture</td>
</tr>
<tr>
<td>Christmas in France</td>
</tr>
</tbody>
</table>

ASSESSMENT
Students will be assessed according to the following dimensions: Listening, Speaking, Reading, Writing and Intercultural Competence.

Students will engage with a range of assessment techniques to cater for different learning styles. These techniques include listening, reading and writing exams and an oral performance.

FURTHER STUDY:
Students may choose to undertake studies in French as part of their elective subjects in Years Nine to Twelve.
GEOGRAPHY

WHY STUDY GEOGRAPHY?
Geography nurtures students' curiosity about places and the differences between them. It responds to their wonder about the world and its diversity, and teaches them how to explore this world directly through field work and indirectly through other types of investigation. It develops a geographical imagination that enables students to relate to other places and people, and to appreciate the cultures and perspectives of others.

The aims of Geography are to:
- develop a sense of wonder, curiosity, knowledge and interest about the variety of environments, peoples, cultures and places that exist throughout the world, providing students with a sound geographical knowledge of their own place, of Australia, and of the world
- enable students to explore and gain a good understanding of geographical thinking including its perspectives, concepts and ways of explaining
- enable students to become thoughtful and active local, national and global citizens, and to understand how they can influence the futures of places
- develop students' ability to ask geographical questions, plan an inquiry, collect and analyse information, (particularly through fieldwork and spatial technologies), reach conclusions based on evidence and logical reasoning, and communicate their findings in effective ways
- build the confident and creative use of geographical skills, and to enable students to use these skills to extend their knowledge, make sense of new situations, and to solve problems.

COURSE CONTENT
In Year 8 students will complete one semester of Geography.

<table>
<thead>
<tr>
<th>Semester One or Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit One: Landforms and Landscapes</strong></td>
</tr>
<tr>
<td>• Different types of landscapes and their features</td>
</tr>
<tr>
<td>• Value of landscape, especially to Aboriginal and Torres Strait Islander Peoples</td>
</tr>
<tr>
<td>• Geomorphic processes – production of landforms</td>
</tr>
<tr>
<td>• Human causes and effects of landscape degradation</td>
</tr>
<tr>
<td>• Protecting landscapes</td>
</tr>
<tr>
<td>• Geomorphological hazards</td>
</tr>
<tr>
<td><strong>Unit Two: Changing Nations</strong></td>
</tr>
<tr>
<td>• Causes and consequences of urbanisation</td>
</tr>
<tr>
<td>• Urban concentration and settlement patterns</td>
</tr>
<tr>
<td>• Internal migration in Australia and China – reasons and effects</td>
</tr>
<tr>
<td>• International migration – reasons and effects</td>
</tr>
<tr>
<td>• Planning Australia’s urban future</td>
</tr>
</tbody>
</table>

ASSESSMENT
Students will be assessed according to the following dimensions: Geographical Knowledge & Understanding and Geographical Skills.

Students will engage with a range of assessment techniques to cater for different learning styles. These techniques include performances; demonstrations and exhibitions; assignments and tests.

FURTHER STUDY:
Students undertake studies in Geography as part of their core subjects in Year Nine.
HEALTH AND PHYSICAL EDUCATION

WHY STUDY HEALTH AND PHYSICAL EDUCATION:
Health and Physical Education provides a foundation for developing active and informed members of society, capable of managing the interactions between themselves and their social, cultural and physical environments in the pursuit of good health.

COURSE CONTENT:
The aim of Health and Physical Education is to promote health and wellbeing, actively engage students in physical activity and to enhance personal development. The course is designed to make students aware of personal growth and development and to provide strategies to increase self-esteem and self-concept. In Semester Two the aim is to identify the benefits of fitness and examine the roles and responsibilities within the sporting arena.

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic One – It’s All About Me!</strong></td>
<td><strong>Topic Three – Fair Fitness</strong></td>
</tr>
<tr>
<td>• Dimensions of health</td>
<td>• Benefits of physical activity</td>
</tr>
<tr>
<td>• Stages of growth</td>
<td>• Types of fitness</td>
</tr>
<tr>
<td>• Strategies to deal with change</td>
<td>• Components of fitness</td>
</tr>
<tr>
<td>• Self esteem</td>
<td>• Fitness in Australia</td>
</tr>
<tr>
<td>• Self-concept</td>
<td>• Personal fitness</td>
</tr>
<tr>
<td>• Body image</td>
<td>• Team roles and responsibilities</td>
</tr>
<tr>
<td>• Throwing</td>
<td>• Codes of ethics/conduct</td>
</tr>
<tr>
<td>• Catching</td>
<td>• Fair play</td>
</tr>
<tr>
<td>• Tag games</td>
<td>• Team work</td>
</tr>
<tr>
<td>• Team games</td>
<td>• Strategies and tactics</td>
</tr>
<tr>
<td>• Team building activities</td>
<td>• Fitness industry</td>
</tr>
<tr>
<td>• Sports skill – kicking, passing, throwing, defensive and offensive strategies</td>
<td>• Sports skill – passing, throwing, defensive and offensive strategies</td>
</tr>
</tbody>
</table>

ASSESSMENT
Students will be assessed according to the following dimensions: Knowledge & Understanding and Skills.

Students will engage with a range of assessment techniques to cater for different learning styles. These techniques include: written assignments, oral presentations, practical performance, reflections and short answer exams.

FURTHER STUDY:
Students undertake studies in Health and Physical Education as part of their core subjects in Year Nine and Year Ten. Student may choose to study Physical Education as an elective in Years Eleven and Twelve.

NOTE:
Students are required to wear supportive cross trainers that are predominantly white in colour. Canvas shoes are not appropriate for physical activity.
WHY STUDY HISTORY?
History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

COURSE CONTENT
In Year Eight students will complete one Semester of History.

<table>
<thead>
<tr>
<th>Semester One or Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overview: The Ancient to the Modern World</strong></td>
</tr>
<tr>
<td>• The Rise and Fall of the Roman Empire</td>
</tr>
<tr>
<td>• Legacy of the Roman Empire</td>
</tr>
<tr>
<td>• Spread of Christianity</td>
</tr>
<tr>
<td>• Trade and Discovery</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Depth Study 1: Medieval Europe</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Way of life in Medieval Times</td>
</tr>
<tr>
<td>• Roles and relationships of different groups in Medieval European society</td>
</tr>
<tr>
<td>• The changes from the end of the Ancient period to the beginning of the Modern age</td>
</tr>
<tr>
<td>• Key beliefs and values that emerged in this time and the influence on society</td>
</tr>
<tr>
<td>• Significant people, groups and ideas from this period that influenced the world today</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Depth Study 2: Black Death</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Spread of the Black Death - the causes and effects of contact between societies in this period</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Depth Study 3: Shogunate Japan</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Way of life in Medieval Times</td>
</tr>
<tr>
<td>• Roles and relationships of different groups</td>
</tr>
</tbody>
</table>

ASSESSMENT
Students will be assessed according to the following dimensions: Historical Knowledge and understanding and Historical Skills

Students will engage with a range of assessment techniques to cater for different learning styles. These techniques include written research task and a short response test.

FURTHER STUDY:
Students undertake studies in History as part of their core subjects in Year Nine and Year Ten. Student may choose to study Modern History or Legal Studies as electives in Years Eleven and Twelve.

Notes
An opportunity for an excursion may arise which will be relevant to the content. The cost of the excursion is covered by levies. Students will be required to attend.
WHY STUDY HOME ECONOMICS:
The central focus of Home Economics is the well-being of people within the context of their personal, family, community and work roles. Home Economics encourages personal independence, living effectively within the wider society and promoting preferred futures for self and others in situations related to food and nutrition, human development and relationships, living environments and textiles.

COURSE CONTENT:

<table>
<thead>
<tr>
<th>Food Technology – One term Only</th>
<th>Textiles – One Term Only</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit – Lunch-2-Go</strong></td>
<td><strong>Unit – Designing and Creating</strong></td>
</tr>
<tr>
<td>• The link between food and health;</td>
<td>• Basic sewing techniques;</td>
</tr>
<tr>
<td>• Nutrition</td>
<td>• Designing for a given design brief;</td>
</tr>
<tr>
<td>• <em>Smart Food Choices</em> program;</td>
<td>• Fabric dyeing;</td>
</tr>
<tr>
<td>• Healthy food choices;</td>
<td>• Planning and pattern making;</td>
</tr>
<tr>
<td>• Food safety;</td>
<td>• Textile construction;</td>
</tr>
<tr>
<td>• Risk management in the kitchen;</td>
<td>• Reflecting and evaluating.</td>
</tr>
<tr>
<td>• Practical cookery;</td>
<td></td>
</tr>
<tr>
<td>• Food evaluation.</td>
<td></td>
</tr>
</tbody>
</table>

ASSESSMENT
Students will be assessed according to the following dimensions: Knowledge & Understanding and Skills.

Students will engage with a range of assessment techniques to cater for different learning styles. These techniques include: written tests, practical tasks and written assignments.

FURTHER STUDY:
Students undertake studies in Home Economics – Food Technology and Home Economics - Textiles as part of their elective subjects in Year Nine and Year Ten. Student may choose to study Home Economics or Hospitality as electives in Years Eleven and Twelve.
MATHEMATICS

WHY STUDY MATHEMATICS?
Mathematics develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability.

COURSE CONTENT:

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number and Algebra</strong></td>
<td><strong>Measurement and Geometry</strong></td>
</tr>
<tr>
<td>• Integers, operations, Mental and written</td>
<td>• Circumference and area of circles</td>
</tr>
<tr>
<td>strategies</td>
<td>• Congruence and transformations</td>
</tr>
<tr>
<td>• Number, place value index laws</td>
<td>• Angle properties</td>
</tr>
<tr>
<td>• Decimals, irrational numbers, percentages</td>
<td>• Properties of quadrilaterals</td>
</tr>
<tr>
<td>• Profit, loss, cost price, selling price,</td>
<td>• Area and volume</td>
</tr>
<tr>
<td>discounts</td>
<td></td>
</tr>
<tr>
<td>• Rates, ratio</td>
<td></td>
</tr>
<tr>
<td>• Distributive law</td>
<td></td>
</tr>
<tr>
<td>• Factorising and simplifying algebraic</td>
<td></td>
</tr>
<tr>
<td>expressions</td>
<td></td>
</tr>
<tr>
<td>• Linear equations using algebraic and</td>
<td></td>
</tr>
<tr>
<td>graphical techniques</td>
<td></td>
</tr>
<tr>
<td>• Verifying solutions by substitution</td>
<td></td>
</tr>
<tr>
<td><strong>Measurement and Geometry</strong></td>
<td></td>
</tr>
<tr>
<td>• Exploring use of parallelograms, rhombuses</td>
<td></td>
</tr>
<tr>
<td>and kites in art and architecture</td>
<td></td>
</tr>
<tr>
<td>• Conversions and Perimeter of composite</td>
<td></td>
</tr>
<tr>
<td>shapes</td>
<td></td>
</tr>
</tbody>
</table>

FURTHER STUDY:
Students undertake studies in mathematics as part of their core subjects in Years Nine to Twelve.

In Year Ten the Australian Curriculum Mathematics has two levels:
- 10MAT is designed to help students make a successful transition from Year Ten to Mathematics A / Prevocational Mathematics.
- 10MATEXT is designed to help students make a successful transition from Year Ten to Mathematics B and Mathematics C.

In Years Eleven and Twelve the core mathematics options are currently Mathematics A or B or Prevocational Mathematics. Mathematics C is also offered as an elective in Years Eleven and Twelve.
WHY STUDY RELIGIOUS EDUCATION?

Religious Education is at the heart of the Saint John Fisher College curriculum. It aims to develop students’ religious literacy in the Catholic tradition and religion generally so that they may participate as active lifelong learners within Church and wider community contexts. Religious Education also requires students to employ a wide range of higher thinking strategies to analyse, synthesise and evaluate information and ideas. It links directly with one of the key goals under the new Australian Curriculum that requires students to become “active and informed citizens who are committed to …… equity and justice, and work for the common good, in particular sustaining and improving …. social environments.” In this sense Religious Education is holistic as its central purpose is to develop the personal and social skills of students in addition to their academic engagement with complex and diverse religious and secular phenomena and ideas.

COURSE CONTENT

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic One – The Saint John Fisher Story</strong></td>
<td><strong>Topic Three – Unity and diversity</strong></td>
</tr>
<tr>
<td>• History of Saint John Fisher College</td>
<td>• Early Christian Church and Judaism</td>
</tr>
<tr>
<td>• Saint John Fisher and Catherine McAuley</td>
<td>• Religious pluralism in the ancient and modern world</td>
</tr>
<tr>
<td>• Gospel narratives and the Catholic Church</td>
<td>• Ritual, narrative and pluralism</td>
</tr>
<tr>
<td><strong>Topic Two – Covenant</strong></td>
<td><strong>Topic Four – Mission matters/Living a good life</strong></td>
</tr>
<tr>
<td>• Biblical and Quranic events of Exodus, Jesus and Muhammad</td>
<td>• Christian view of successful living</td>
</tr>
<tr>
<td>• Religious and personal covenants</td>
<td>• Christ as model for values based living</td>
</tr>
<tr>
<td>• Ritual and covenant</td>
<td>• Catholic social teaching and the individual as a positive contributor to the world</td>
</tr>
</tbody>
</table>

ASSESSMENT

Students will be assessed according to the following dimensions: Knowledge & Understanding and Skills.

Year 8 Religious Education Assessment is primarily designed to engage students with subject content in an authentic way. Assessment is also designed to complement other assessment genres used in English and History and to prepare students for assessment methods used in later years.

Students will engage with a range of assessment techniques to cater for different learning styles. These techniques may include: personal reflection, journal writing, multimedia presentation, interactive display, short answer exam, drama, poetry, personal letters and/or diary entries.

FURTHER STUDY:

Students undertake studies in Religious Education as part of their core subjects in Year Nine and Year Twelve. Student may choose to study either Study of Religion or Religion and Ethics in Years Eleven and Twelve.

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1 Australian Curriculum, Assessment and Reporting Authority [ACARA]. Dec, 208. The Shape of the Australian Curriculum. ACARA Copyright Administration, Sydney.
WHY STUDY SCIENCE?
Science is a ‘way of answering questions’ about the biological, physical and technological world. Science is a dynamic, collaborative and creative human endeavour arising from exploring, investigating, making predictions and solving problems.

The study of Science under the Australian Curriculum provides opportunities for students to develop their understanding of Science and its processes, the scope of its contributions to our culture and society, and its application in our daily lives.

In addition to its practical applications, learning Science is a valuable pursuit, providing opportunities for critical and creative thinking, challenge and leisure.

COURSE CONTENT

<table>
<thead>
<tr>
<th>Year 8 – Semester One</th>
<th>Year 8 – Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic One – Multiply by Dividing</strong></td>
<td><strong>Topic Three – What’s the Matter?</strong></td>
</tr>
<tr>
<td>• Intro to the Lab- Safety, Equipment and Bunsen burners</td>
<td>• The properties of the different states of matter can be explained in terms of the motion and arrangement of particles.</td>
</tr>
<tr>
<td>• Measuring and recording data; Scientific Method, report writing</td>
<td>• Density</td>
</tr>
<tr>
<td>• Cells specialised structures and functions</td>
<td>• Differences between elements, compounds and mixtures can be described at a particle level</td>
</tr>
<tr>
<td>• Multi-cellular organisms</td>
<td>• Chemical change involves substances reacting to form new substances</td>
</tr>
<tr>
<td>• Systems of organs that carry out specialised functions.</td>
<td>• Chemical equations</td>
</tr>
<tr>
<td>• Digestive, Respiratory, Excretory and Reproductive systems</td>
<td></td>
</tr>
<tr>
<td><strong>Topic Two – Energy for my Lifestyle</strong></td>
<td><strong>Topic Four - We Will Rock You!</strong></td>
</tr>
<tr>
<td>• Energy in different forms including movement (kinetic energy), heat and potential energy</td>
<td>• Sedimentary, igneous and metamorphic rocks</td>
</tr>
<tr>
<td>• Energy causes change within systems</td>
<td>• These contain minerals and are formed by processes that occur within Earth over a variety of timescales.</td>
</tr>
<tr>
<td>• Energy transfers and conversions</td>
<td>• Weathering</td>
</tr>
<tr>
<td>• Energy efficiency</td>
<td>• Resources in rocks</td>
</tr>
</tbody>
</table>

ASSESSMENT
Students will be assessed according to the following dimensions: Science Understanding, including Science as a Human Endeavour, and Science Skills.

Students will engage with a range of assessment techniques to cater for student's different learning styles and to give students opportunities to demonstrate progress. These techniques include: multiple choice/short answer tests, scientific investigations and reports, research and presentation tasks.

FURTHER STUDY:
Students undertake studies in Science as part of their core subjects in Year Nine and Year Ten. Student may choose to study Biology, Chemistry and/or Physics as electives in Years Eleven and Twelve.
VISUAL ART

WHY STUDY VISUAL ART:
The focus of this subject is on the appreciation and the enjoyment of art. Students are urged to use their imagination and to create artworks that are expressive of their emotions, intellect, society and individuality.

Students are given the opportunity to experience and explore a variety of media to help them understand the possibilities and limitations of the materials used. All students are encouraged to be creative and to solve problems in an atmosphere of acceptance and understanding.

Visual Art offers students the opportunity to develop skills that are both specific to the subject as well as being valuable to the development of lifelong learning. This is achieved through engagement in art experiences such as:
- planning and organising
- solving problems
- working collaboratively with others
- using tools and technology
- making, displaying and appraising art works
- communicating ideas and information
- expressing ideas, feelings and experiences

COURSE CONTENT

<table>
<thead>
<tr>
<th>Topic – Dragon Dreaming</th>
<th>One Term Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on myths and rituals from different cultural and historical contexts</td>
<td></td>
</tr>
<tr>
<td>Explore, collect and display images of dragons</td>
<td></td>
</tr>
<tr>
<td>Create drawings with dragons as a means of expressions</td>
<td></td>
</tr>
<tr>
<td>Develop art language to talk about art</td>
<td></td>
</tr>
<tr>
<td>Develop skills in the media area of clay work and sculpture</td>
<td></td>
</tr>
</tbody>
</table>

ASSESSMENT
Students will be assessed according to the following dimensions: Visual Literacy and Application.

Students will engage with a practical assessment technique to give students opportunities to demonstrate progress.

FURTHER STUDY:
Students may choose to study Visual Art as part of their elective subjects in Years Nine and Ten. Student may choose to study Visual Art as an elective in Years Eleven and Twelve.
**SUBJECT MATERIALS**

Students are required to provide consumable materials for their subjects. Some subjects have items which are purchased in Year 8 and will continue to be used across the subsequent years. A College Planner and Catholic Youth Bible will be issued, the cost of which is covered by levies. Some subjects have specific material requirements. These requirements are listed below:

<table>
<thead>
<tr>
<th>Year 8</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>A4 Exercise Book - 48 Page, Display Book - A4 20 Pocket</td>
</tr>
<tr>
<td>Drama</td>
<td>A4 Exercise Book - 64 Page</td>
</tr>
<tr>
<td>French</td>
<td>A4 Exercise Book - 64 Page, Display Book - A4 20 Pocket</td>
</tr>
<tr>
<td>HPE</td>
<td>A4 Exercise Book - 48 Page</td>
</tr>
<tr>
<td>History</td>
<td>A4 Exercise Book - 48 Page, A4 Exercise Book - 96 Page</td>
</tr>
<tr>
<td>Home Ec - Food</td>
<td>A4 Exercise Book - 48 Page</td>
</tr>
<tr>
<td>Home Ec - Textiles</td>
<td>A4 Exercise Book - 48 Page</td>
</tr>
<tr>
<td>PSD</td>
<td>A4 Exercise Book - 96 Page</td>
</tr>
<tr>
<td>Religious Education</td>
<td>A4 Exercise Book - 96 Page</td>
</tr>
<tr>
<td>Science</td>
<td>A4 Exercise Book - 64 Page, A4 Graph Paper Pad - 2mm</td>
</tr>
<tr>
<td>Visual Art</td>
<td>A4 Visual Art Diary, Pencils – 2 x 2B, 2 x 4B</td>
</tr>
</tbody>
</table>

**General Requirements For All Subjects**

| Plastic Sleeves – Pack of 10 | Pens – 2 x Blue, 2 x Black, 2 x Red                  |
| Pencil Case                 | Pencils – 2 x HB                                      |
| Eraser                      | Coloured Pencils - 12's                              |
| Pencil Sharpener            | Protractor 360 Degree                                |
| 30cm measuring Ruler        | USB 4GB                                              |
| Scissors                    | Headphone/Microphone Set                             |
| Gluestick                   | Stapler & staples                                    |
| White Out Tape              | Scientific Calculator - Casio FX82AU                 |
| Highlighter (5 mixed colours)|                                                     |

Headphones for class use:

For health reasons, the College does not provide class sets of headphones for use by students. Students are to purchase their own headphones or bring in earphones from their iPods/MP3 players. It is not necessary to purchase an expensive set of headphones - those available for under $10 are more than sufficient for use at school. Please be aware that some subjects also require students to have access to microphones in order to fully take advantage of the technology available.
CAREERS

A career is more than the course or work type you move into after you leave Year Twelve. A career is all the paid and unpaid work, learning and life roles you undertake throughout your life.

Within this life journey, decisions about which occupation pathway to follow make the journey more exciting. The idea is to be flexible enough to progress towards your goal whilst still allowing movement as you change your ideas or shift your goals. The more information you have about yourself and your career goals the better equipped you are to make good decisions.

SUBJECT CHOICE
As a general rule the best way to choose subjects is to make considerations in two stages.

The first stage is to choose subjects that
- you enjoy
- you have previously achieved good results
- reflect your interests and abilities
- help you reach your goals
- will develop skills and abilities useful throughout your life.

The second stage of subject choice is to check
- the essential prerequisites for further careers and tertiary courses
- which subjects are not essential but highly recommended
- which subject is useful for giving a general background or particular skills.

Remember, your choice of occupation is only one of the aspects to consider when choosing subjects. Do not avoid subjects just because they are not related to your chosen occupation — keep your options open!

AVAILABLE RESOURCES
The St John Fisher College Careers Office is available for you and your parents to access. The careers section on the College website is also another place to check the latest course information and other careers resources are available for use. Be aware that the information on tertiary courses can, and does, change rapidly and the most recent materials need to be used. If you have a particular occupation in mind, it is really useful to talk to someone working in the area or to gain some work experience in this field. Call into the Careers Office to get some help with organising any of this.

Most importantly, be prepared to ask for assistance — we are all very happy to help you.

SOME GOOD RESOURCES
Myfuture - www.myfuture.edu.au
myfuture is the on-line national career information service for Australia. It has two main sections — The Facts and My Guide. The Facts contains information on occupations, employment opportunities, study/training pathways, financial assistance and many other topics useful for career decision-makers. My Guide provides a process through which the user develops a personal profile and explores occupational options.

The Jobguide — www.jobguide.deewr.gov.au
The Jobguide is a publication that provides information about how to choose an occupation, how to apply for work, occupations and study or training.

Student Connect - www.studentconnect.qsa.qld.edu.au
The website is designed to provide students, teachers and parents with accurate, up-to-date, relevant and useful information.

Queensland Tertiary Admissions Centre - www.qtac.edu.au
The Queensland Tertiary Admissions Centre (QTAC) publishes the QTAC Guide. It contains information on tertiary level courses in Queensland and selected interstate universities, institutes and colleges (including full-time diploma and some certificate level TAFE Queensland course).
USEFUL INTERNET SITES FOR CAREER PLANNING

There are many Internet sites that can help you with your career planning. Below is a selection you might find useful. Many of these sites have links to other helpful sites. Be aware that Internet addresses do change. These addresses were active on 25 May 2013.

Career questionnaires
myfuture (select My Guide)
www.myfuture.edu.au
Student Connect
Graduate Careers
(select Industry CareerProfiles)
Hobsons Course Finder
www.hobsonscoursefinder.com.au
Youth information
www.youth.gov.au

Occupational information
Australia’s Careers Online
Careers Advice
www.careernav.com.au
Enterprise Network for Young Australians
www.eyn.org.au/
Job Guide - Occupational profiles
Job Outlook - Information on Occupations
www.jobsearch.gov.au
www.wisenet-australia.org/
National Innovation Website - Youth
Skilling Solutions Queensland
www.skillingssolutions.qld.gov.au/
Industry Careers
www.skillsone.com.au

Specific occupations
Accounting
http://www.charteredaccountants.com.au
Architecture
www.architecture.com.au
Aviation Australia
www.aviationaustralia.net.au/index.php?home/item/7
Biotechnology
www.ausbiotech.org
Construction industry
www.constructmycareer.com.au
Creative Industries Skills Council
www.cisc.com.au
Defence Forces
www.defencejobs.gov.au
Engineering and manufacturing
www.engineeraustralia.org.au
Film & TV Industry
Information technology
www.acs.org.au/ (select IT Careers Portal)
Invest Australia - agribusiness, biotechnology, energy industries, environmental industries, financial services, ICT, advanced manufacturing, minerals, nanotechnology, and services
www.austrade.gov.au
www.itcareers.acs.org.au/
www.itskillshub.com.au
Manufacturing
www.zoom.ajigroup.asn.au
Marine Science
www.amsa.asn.au/
Mining (Click on Skills and Education)
www.qrc.org.au
Music industry
Nursing
www.thinknursing.com/
Queensland Police
Retail
www.retail.org.au/
Rural
www.ruralskills.com.au
Science
www.science.uq.edu.au
Tourism and hospitality
www.ttnq.org.au
www.qtic.com.au
Working Conditions
Australian Council of Trade Unions
www.worksite.actu.asn.au
Young Workers Advisory Service
www.ywas.org/
Fair Work Ombudsman
www.fairwork.gov.au

Department of Education, Employment and Workplace Relations
www.deewr.gov.au
myfuture (The Facts)
www.myfuture.edu.au

Training sites
Department of Education Training & the Arts
www.trainandemploy.qld.gov.au/
My Skills – training information
www.myskills.gov.au
Australian Apprenticeships Centres
www.australianapprenticeships.gov.au
Training.gov
www.training.gov.au
TAFE Queensland
www.tafe.qld.gov.au
Group Training Australia
www.gtaltd.com.au
Department of Education, Employment & Workplace Relations
www.deewr.gov.au

Financial assistance
Centrelink
www.centrelink.gov.au
Study Assist
www.studyassist.gov.au

Job search
Career one
www.careerone.com.au
Youth Pathways
www.jobquest.com.au
Seek
The Source
http://thesource.com.au
Queensland Government jobs
www.qld.gov.au/ (click ‘jobs and work’)
Commonwealth Government jobs
www.apsjobs.gov.au
Defence Forces
www.defencejobs.gov.au (select Careers)

Scholarships
Department of Education, Employment and Workplace Relations
www.deewr.gov.au

Tertiary Institutions
Australian Catholic University National
www.acu.edu.au
Australian College of Agriculture
www.agriculturalcollege.qld.edu.au
Australian College of Natural Medicine
www.endeavour.edu.au
Australian tertiary funding information
www.goingtouni.gov.au
Australian Defence Force Academy
www.defence.gov.au/adfa/
Australian Maritime College
www.amc.edu.au
Australian Universities
www.universitiesaustralia.edu.au
Bond University
www.bond.edu.au
Central Queensland University
www.cq.edu.au
Christian Heritage College
www.chc.edu.au
Griffith University
www.gu.edu.au
James Cook University
www.jcu.edu.au
QANTM
Open Learning Australia
www.open.edu.au
Open Learning Institute of TAFE
www.openlearning.tafe.qld.gov.au
Queensland University of Technology
www.qut.edu.au
Queensland Institute of Business & Technology
www.qibl.qld.edu.au
SAE Institute
www.saecollege.edu.au
Skills Tech
www.skillstech.tafe.qld.gov.au
Southern Cross University
www.scu.edu.au
TAFE Queensland Institutes
www.tafe.qld.gov.au
The Good Universities Guide
www.hobsoncourselinder.com.au
University of New England
www.une.edu.au
University of Queensland
www.youruq.com
University of the Sunshine Coast
www.usc.edu.au
University of Southern Queensland
www.usq.edu.au

Info for Indigenous students
Deadly pathways
myfuture
www.myfuture.edu.au (select ‘The Facts & Career’ links)
http://www.deewr.gov.au

Guide for students with a disability
Australian Catholic University National
www.acu.edu.au
Career Information Service
Griffith University
www.griffith.edu.au/
Queensland University of Technology
www.qut.edu.au
Job Access
www.jobaccess.gov.au
www.myfuture.edu.au (select ‘The Facts & Career’ links)
The University of Queensland
www.uq.edu.au/student-services
INCLUSIVE EDUCATION

The curriculum at St John Fisher College offers a diverse range of subjects to cater for the needs, interests and abilities of all students. Classroom teachers employ a wide range of effective learning and teaching strategies to help all students achieve success.

In addition, learning support is offered to identified students to help them achieve to the best of their ability. To assist in this process, the school employs a Support Teacher and a number of school officers depending on funding.

Inclusive Education programs may include:

- In-class support by school officers
- Lunch time Mathematics tutoring one day a week
- Lunch time assignment help Tuesday - Thursday
- Homework Club 3 - 4pm three days per week on Monday, Wednesday and Thursday
- Involvement in co-curricular enrichment / extension activities
- Liaison between the Support Teacher and parents of students with special needs
- Provision of particular strategies for teachers of students with specific needs
- Cooperative planning of units and assessment tasks by teachers and the Support Teacher
- Co-teaching arrangements with the Support Teacher or Numeracy Support Teacher
- Assessment and/or classwork modification (if required) for students with specific needs
- Exam support for students with specific needs (if accepted)

HOMEWORK GUIDELINES

Our College motto places life-long learning at its core. As such, all members of our community have a commitment to undertaking the academic challenges at hand.

Homework includes set written homework, assessment work, study and revision. It allows students the opportunity to consolidate their classroom learning. Completing set homework strengthens supports and extends learning from class. It also provides students with the ability to establish individual understanding and develop independent learning skills.

The College has expectations about the completion of homework and recognises the need to allow student commitments in the areas of school, employment, family, cultural and sporting activities. Homework should be appropriate to student ability and year level.

A guide for students over a seven day week in Year Eight is one hour per day

Individual ability is one of many factors that impact on a student’s homework completion. In some cases, students have undertaken homework within the above timelines and been unable to finish set work. In these cases a note from parents alerting staff to this situation is appropriate.

Students are issued with School Planners in which to record information/homework. These Planners will be subject to checking by teachers.

It is expected that students organise their homework and assignment timetable so as to spread their workload evenly. Teachers are conscious of avoiding an overload of work at any one time, and assignment and examination due dates are programmed accordingly and published on a Year level Assessment Planner at the start of each semester.

Subject Guides and Assessment Planners showing assignment and examination dates are also issued to all students early in each semester. Students should transfer relevant dates into their Planner to aid planning and time management. Parents could also check these documents for information about unit work, resources and assessment.

After an absence from school, it is the student’s responsibility to check on missed work. The student who fails to do homework may be given a penalty in the form of detention or extra work. A subject teacher will normally communicate with parents through the student’s Planner if the student fails to do her homework in a subject.
### Contact Details

<table>
<thead>
<tr>
<th><strong>Postal Address:</strong></th>
<th>John Fisher Drive, Bracken Ridge 4017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Telephone:</strong></td>
<td>3269 8188</td>
</tr>
<tr>
<td><strong>Facsimile:</strong></td>
<td>3869 0216</td>
</tr>
<tr>
<td><strong>Absentee Line:</strong></td>
<td>3869 1740</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:sjfc@bne.catholic.edu.au">sjfc@bne.catholic.edu.au</a></td>
</tr>
<tr>
<td><strong>Website:</strong></td>
<td><a href="http://www.sjfc.qld.edu.au">www.sjfc.qld.edu.au</a></td>
</tr>
<tr>
<td><strong>Office Hours:</strong></td>
<td>7.45am – 4.00pm</td>
</tr>
</tbody>
</table>

**Key Curriculum Contacts:**
- **Principal:** Mrs Maree Messer
- **Deputy Principal:** Ms Sharee Lane
- **Assistant Principal (Curriculum):** TBA
- **Assistant Principal (Religious Education):** Mr Gary Conwell
- **VET/Careers Coordinator:** Mrs Sarah Meder
- **Guidance Counsellor:** Ms Amy Hodgkinson

**Academic Coordinators:**
- **Business Technology:** TBA
- **English and French:** Ms Rikki Chandler
- **Drama:** Mrs Suellen Geran
- **Home Economics/Health and Physical Education:** Mrs Michele Tillack
- **Mathematics:** Ms Lyn Hedemann
- **Religious Education:** Mr Gary Conwell
- **Science:** Mr David Hooper
- **Social Science and Art:** Mrs Megan Pidskalny
- **Support Teacher (Inclusive Education):** Ms Kerry Peacey
- **Teacher Librarian:** Mrs Frances Zabarauskas