



St John Fisher College

***Year 7 and Year 8
Handbook
2015***

ST JOHN FISHER COLLEGE

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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 very special St John Fisher College community. This year will be an exciting year as we welcome both Year Seven and Year Eight students for the very first time.

We have very high expectations of our students and the first of these is that they work to the best of their ability. We expect that all our students will strive to do their best at all times in all they do in this wonderful community.

As a new student I would encourage you to become fully involved in the life of the College. There is much that happens here and you will meet people and feel comfortable more quickly if you are involved. When you are fully involved 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 to share 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 your concerns. Help is available in many forms from our staff.

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 one's progress.

I hope that your journey with us is both exciting and rewarding and I look forward to working with you, as together we strive to grow in *Goodness, Knowledge and Discipline*.



Mrs Maree Messer
PRINCIPAL



PASTORAL CARE

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 through lessons devoted to Sister Activities, St John Fisher Day preparation, shared lunches and community service to others.

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 7 and Year 8	
Induction to the College	<ul style="list-style-type: none"> • making an easy transition from primary school to secondary school; • identifying students' own valuable qualities; • meeting the other girls in the class and in Sister Group • helping students get organised for the day-to-day tasks of high school; • preparation for "Getting to Know You" camp; • learning about the St John Fisher Way of behaving and learning; • learning homework and study management techniques; • problem solving issues around high school routines.
Personal organisation	<ul style="list-style-type: none"> • daily/weekly school routines; • use of Student Planner; • use of Assessment Calendar; • creation of a study timetable; • homework.
Respect and right relationships	<ul style="list-style-type: none"> • 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; • feeling safe; • cyber safety and using social networking sites appropriately; • preparation for the GR8 Race; • community service initiatives.

Resolving conflict	<ul style="list-style-type: none"> • types of conflict; • managing emotions; • communication skills; • 10-step guide to resolving conflict.
Friendships and self esteem	<ul style="list-style-type: none"> • 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; • changing friendship groups; • diversity and difference; • evaluating the influence of self-esteem on their own and others' behaviour; • identifying feelings using a feelings thermometer; • hygiene and wellbeing issues for adolescents; • preparation for St John Fisher Day.

GENERAL SUBJECT INFORMATION

Year Seven and Eight Subjects

Students in Year Seven and Eight study subjects that have been developed from the Australian Curriculum syllabus documents.

The following subjects are studied for the whole year in Year Seven and Eight:

- Religious Education;
- English;
- Mathematics;
- Science;
- Health and Physical Education.
- History/ Geography (alternative semesters)

The following subjects are studied for one term in Year Seven and again for one term in Year Eight:

- LOTE - French;
- Home Economics – Food Technology
- Home Economics - Textiles
- Business Education;
- Information and Communication Technology
- Drama
- Music
- Visual Arts

Students study a total of eight subjects each semester.

BUSINESS EDUCATION

WHY STUDY BUSINESS EDUCATION?

Business activity affects the daily lives of all Australians as they work, spend, save, invest, travel and play. As every need and want cannot be satisfied with available resources, economic 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 changing work environment is vital. Consequently, the development of skills, attitudes and knowledge is essential to effectively manage and make informed decisions in life, learning and work roles.

Students studying Years Seven and Eight Business Education will be given the opportunity to develop financial literacy skills for personal and business use. Amongst other general capabilities, students will be given the opportunity to build a strong ethical outlook and to develop ICT skills in using the features of specific software applications that will be of benefit both in the classroom and beyond to the world of work.

COURSE CONTENT

Year 7 (One Term)	Year 8 (One Term)
Topic One – Money talks <ul style="list-style-type: none">○ Understanding consumer needs and wants○ SMART goal setting○ Entrepreneurial skills○ Employability skills○ Using MS Word and MS Excel	Topic One – The history of business in Australia <ul style="list-style-type: none">○ Understanding market economies○ Traditional markets of Australian indigenous communities○ Consumer demand meets business opportunity○ The changing nature of work○ Using MS PowerPoint

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 Business as part of their elective subjects in Years Nine and Ten.

DRAMA

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 Seven and 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 Seven and Eight students study Drama for one term, units of work are very much an introduction to the subject. The course of study will provide students with learning experiences that will lay foundation for further development in Years 9 and 10 and in fact through to Senior Drama. Throughout the units of study the students will work both individually and as a member of a group.

Year 7 One Term	Year 8 One Term
<p>Introduction to Ritual and Storytelling</p> <ul style="list-style-type: none"> • Elements of Ritualistic Movement eg levels, tempo, shape, rhythm • Storytelling in different cultures • Creating performances • Working as an ensemble • Presenting performances to an audience • Reflecting on performances 	<p>Introduction to Elements of Drama</p> <ul style="list-style-type: none"> • Elements of Drama <ul style="list-style-type: none"> ○ Roles – attitude, purpose and status of a character ○ Relationships – with other characters and their situation dramatic tension – examining several types of tension. • Reading scripts • Rehearsing roles within a published script • Performing extracts of a published script • Reflecting on performances

ASSESSMENT

Students will be assessed within the presenting dimension.

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

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.

ENGLISH

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.

YEAR SEVEN COURSE CONTENT

The Year Seven English course focuses on how we can learn about ourselves and others through language and story. Students explore the English language and come to understand how language can be used to inform, persuade and tell stories. They also 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 themselves and the world around them more fully.

Topic One	Topic Two	Topic Three
<p>Speaking My Language (NAPLAN preparation)</p> <ul style="list-style-type: none"> • Explore the English language • Examine how language and grammar is used differently in different modes and media • Read and analyse texts that inform, persuade and tell stories • Examine the generic structure of informative, persuasive and narrative texts • Engage in writing on demand activities to prepare for NAPLAN 	<p>My Story: Her Story</p> <ul style="list-style-type: none"> • Explore the concept of personal identity • View, discuss and analyse texts that focus on identity • Produce texts that reflect on self • Read, discuss and analyse an Australian novel which focuses on the topic of identity • Engage in activities on character and themes • Respond to the novel in an imaginative presentation 	<p>Stories of Experience and Cultural Identity: Our Stories</p> <ul style="list-style-type: none"> • Discuss how personal identity can be shaped by culture • Read, view and listen to various Aboriginal Dreaming stories • Identify morals and messages in stories • Examine narrative structure • Plan, write, draft and edit a narrative
<p>Throughout the year students will engage in reading, spelling and grammar instruction and programs which are designed to develop and consolidate their knowledge and understanding of the English language and support them to improve their comprehension abilities.</p>		

YEAR EIGHT COURSE CONTENT

The Year Eight English course focuses on how we can learn about the world through an examination of the past and the lives of others. Students develop intercultural understandings of Asia and Asian people as well as visual literacy and higher order thinking skills through their study of a diverse range of traditional and contemporary texts, including a historical novel. The focus on the lives of others encourages students to look outside of themselves and expand their understanding of the world around them.

Topic One	Topic Two	Topic Three
<p>Stories that Change Lives</p> <ul style="list-style-type: none"> Investigate storytelling from the past and present with a particular focus on Asia Examine images of everyday life and culture in other countries Read and explore folktales and traditional forms of poetry from Asia Prepare a spoken presentation 	<p>Historical Lives in Literature</p> <ul style="list-style-type: none"> Read, discuss and analyse a historical novel about the peoples and countries of Asia Engage in activities on setting, character and themes Examine essay structure Develop an expository response to the novel 	<p>Living Like Heroes</p> <ul style="list-style-type: none"> Explore the concept of success Assess successful people according to their values and personal qualities Engage in individual research on a successful person Write a feature article about a successful person
<p>Throughout the year students will engage in reading, spelling and grammar instruction and programs which are designed to develop and consolidate their knowledge and understanding of the English language and support them to improve their comprehension abilities.</p>		

ASSESSMENT:

All student work is assessed 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 personal, reflective texts and will write a narrative. They will also have opportunities to present their work and to perform an imaginative oral.

FURTHER STUDY:

Students undertake studies in English as part of their core subjects in Years 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.

FRENCH

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:

Year Seven (One Term)	Year Eight (One Term)
<p>Unit 1: Orientation to French</p> <ul style="list-style-type: none"> Develop an understanding of the requirements and expectations of French Explore the types of assessment completed in the subject Comprehend the meaning of the criteria associated with assessment tasks <p>Unit 2: Introduction to the language</p> <ul style="list-style-type: none"> Explore the relationship between language and culture Identify the differences and similarities between the French language and the English language Learn the French alphabet <p>Unit 3: Greetings and introductions</p> <ul style="list-style-type: none"> Basic greetings Ask and give your name Ask and give your age Ask and give your address Talk about your likes and dislikes 	<p>Unit 1: Describing yourself and others</p> <ul style="list-style-type: none"> Talk about yourself and family members Give information about the age, name, address of others Describe appearance and personality of yourself and others Use conjunctions and connectives to build cohesion <p>Unit 2: Familiar objects, experiences and places</p> <ul style="list-style-type: none"> Develop vocabulary to describe familiar objects Learn places around town Build on knowledge of sentence structure to form sentences <p>Unit 3: French around the world</p> <ul style="list-style-type: none"> Investigate other French speaking countries Identify relationships between Francophone countries and France Explore the different cultures of Francophone countries

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 Seven and Eight students will complete one semester of Geography.

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

Year 7 Semester

The key inquiry questions for Year 7 are articulated below:

- How do people's reliance on places and environments influence their perception of them?
- What effect does the uneven distribution of resources and services have on the lives of people?
- What approaches can be used to improve the availability of resources and access to services?

Introductory Unit: What is Geography?

Unit 1: Water in the world

- The classification of environmental resources and the forms that water takes as a resource
- The ways that flows of water connect places as it moves through the environment and the way this affects places
- The quantity and variability of Australia's water resources compared with those in other continents
- The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa
- The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region

Unit 2: Place and liveability

- The factors that influence the decisions people make about where to live and their perceptions of the liveability of places
- The influence of accessibility to services and facilities on the liveability of places
- The influence of environmental quality on the liveability of places
- The influence of social connectedness, community identity and perceptions of crime and safety on the liveability of places
- The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe

Year 8 Semester

The key inquiry questions for Year 8 are articulated below:

- How do environmental and human processes affect the characteristics of places and environments?
- How do the interconnections between places, people and environments affect the lives of people?
- What are the consequences of changes to places and environments and how can these changes be managed?

Introductory Unit: What is Geography?

Unit One: Landforms and Landscapes

- The different types of landscapes and their distinctive landform features
- The aesthetic, cultural and spiritual value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples
- The geomorphic processes that produce landforms, including a case study of at least one landform
- The human causes and effects of landscape degradation
- The ways of protecting significant landscapes

Unit Two: Changing Nations

- The causes and consequences of urbanisation, drawing on a study from Indonesia, or another country of the Asia region
- The differences in urban concentration and urban settlement patterns between Australia and the United States of America, and their causes and consequences
- The management and planning of Australia's urban future

ASSESSMENT

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

Students will engage with a range of assessment techniques to cater for different learning styles. These techniques include formal and informal tasks including presentations, demonstrations and exhibitions, writing on-demand, fieldwork, inquiry tasks and short response tests.

FURTHER STUDY:

Students undertake studies in Geography as part of their core subjects in Year Nine.

NOTES:

Students are required to attend the compulsory fieldwork component of the Year Eight course. The cost of the excursion is covered by levies.

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. The aim of Health and Physical Education is to promote health and wellbeing, actively engage students in physical activity and to enhance personal development.

COURSE CONTENT:

Year 7 HPE Semester One	Year 7 HPE Semester Two
<ul style="list-style-type: none"> • Fitness activities • Catching skills • Throwing skills • Agility activities • Striking skills • Introduction to athletic field events 	<ul style="list-style-type: none"> • Track and field eventing • Relay games • Minor games • Modified sports • Dance (line & partner)

Year 8 HPE Semester One	Year 8 HPE Semester Two
<p>Topic One – It's All About Me!</p> <ul style="list-style-type: none"> • Dimensions of health • Stages of growth • Strategies to deal with change • Self esteem • Self-concept • Body image • Throwing games • Catching games • Tag games • Team games • Team building activities • Sports skill – kicking, passing, throwing, defensive and offensive strategies 	<p>Topic Three – Fair Fitness</p> <ul style="list-style-type: none"> • Benefits of physical activity • Types of fitness • Components of fitness • Fitness in Australia • Personal fitness • Team roles and responsibilities • Codes of ethics/conduct • Fair play • Team work • Strategies and tactics • Fitness industry • Sports skill – passing, throwing, defensive and offensive strategies

ASSESSMENT

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

HISTORY

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 Seven and Eight, students will complete one semester of History.

A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.

Year 7 Semester

The key inquiry questions at this year level are:

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

Overview: The Ancient World

Depth Study 1: Investigating the ancient past

- How historians and archaeologists investigate history, including excavation and archival research
- The range of sources that can be used in an historical investigation, including archaeological and written sources
- The methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as in the analysis of unidentified human remains
- The nature of the sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources
- The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples.

Depth Study 2: The Mediterranean world- Egypt

- The physical features of ancient Egypt (such as the River Nile) and how they influenced the civilisation that developed there
- Roles of key groups in ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion
- The significant beliefs, values and practices of the ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs
- Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade, and peace treaties
- The role of a significant individual in ancient Egyptian history such as Hatshepsut or Rameses II

Year 8 Semester

The key inquiry questions at this year level are:

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?

Introductory Study: What is History?

Overview: The Ancient to the Modern World

Depth Study 1: Medieval Europe

- Way of life in Medieval Times
- Roles and relationships of different groups in Medieval European society
- The changes from the end of the Ancient period to the beginning of the Modern age
- Key beliefs and values that emerged in this time and the influence on society
- Significant people, groups and ideas from this period that influenced the world today

Depth Study 2: Black Death

- Living conditions and religious beliefs
- The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease
- The causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease
- The effects of the Black Death on European populations
- Other immediate and long-term effects of the Black Death, including labour shortages, peasant uprisings, the weakening of feudal structures, and increased social mobility

ASSESSMENT

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

Students will engage with a range of assessment techniques to cater for different learning styles. These techniques include formal and informal tasks including a written inquiry 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.

HOME ECONOMICS

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:

7 Food Technology – One term	7 Textiles – One Term
<ul style="list-style-type: none"> • Food Safety • Risk management in the kitchen • Practical cookery • Reflective food practices • Managing time • Organisational skills 	<ul style="list-style-type: none"> • Basic sewing techniques • Textile construction • Risk management using textile equipment • Reflective textile practices • Organisational skills
8 Food Technology – One term	8 Textiles – One Term
<p>Unit – Lunch-2-Go</p> <ul style="list-style-type: none"> • The link between food and health; • Nutrition • <i>Smart Food Choices</i> program; • Healthy food choices; • Food safety; • Risk management in the kitchen; • Practical cookery; • Food evaluation. 	<p>Unit – Designing and Creating</p> <ul style="list-style-type: none"> • Basic sewing techniques; • Designing for a given design brief; • Fabric dyeing; • Planning and pattern making; • Textile construction; • Reflecting and evaluating.

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 Food Technology and 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.

INFORMATION COMMUNICATION AND TECHNOLOGY

Why study Information and Communication Technologies (ICT)?

People in all cultures and contexts are affected by the pervasiveness, impact and opportunities of technological change and development. Technology Education plays a vital role in preparing students to appropriately respond to technical advances and to shape technological futures. It provides the means to extend human capabilities to solve problems and to improve the human condition.

Students studying Years Seven and Eight Information and Communication Technologies (ICT) will 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 go beyond becoming competent users of ICTs to investigate and solve information systems problems through the logical determination and allocation of resources, data and procedures.

COURSE CONTENT

Year 7 (One Term)	Year 8 (One Term)
Topic One – Networks and data <ul style="list-style-type: none">○ Network coverage and access to the internet○ Critical analysis of data○ Visualising data using MS Publisher○ Investigation of how data is transmitted○ Binary basics – the language of computers	Topic One – Information systems design <ul style="list-style-type: none">○ Evaluating user needs to design a digital information system○ Developing a database using MS Access○ Programming using SQL – Structured Query Language○ Trace precedents and outputs○ De-bugging – Alpha and Beta testing

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) and Processes and Production Skills (PP)

FURTHER STUDY:

Students may choose to undertake studies in Information and Communication Technology (ICT) as part of their elective subjects in Year Nine and Ten.

MATHEMATICS

WHY STUDY MATHEMATICS?

Mathematics is an integral part of a general education. It can enhance understanding of our world and the quality of our participation in a rapidly changing society. Learning Mathematics provides all students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, Statistics and Probability. It 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 mathematics curriculum provides students with carefully paced, in-depth study of critical skills and concepts. It encourages teachers to help students become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences.

Course Content

The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

COURSE CONTENT:

Year 7 Semester One	Year 7 Semester Two
<p>Topic 1: Number and Algebra: Number and Place Value</p> <ul style="list-style-type: none"> Compare, order, add and subtract integers <p>Topic 2: Number and Algebra: Real Numbers</p> <ul style="list-style-type: none"> Equivalence of fractions Operations involving fractions Rounding Relationship between fractions, decimals and percentages Finding percentages with and without digital technologies Simple ratios <p>Topic 3: Number and Algebra</p> <ul style="list-style-type: none"> Linear and Non-Linear Relationships <p>Topic 4: Number and Algebra</p> <ul style="list-style-type: none"> Money and Financial Mathematics <p>Topic 5: Measurement and Geometry: Using units of Measurement</p> <ul style="list-style-type: none"> Formulas for area of rectangles, triangles and parallelograms Volumes of rectangular prisms <p>Topic 6: Measurement and Geometry: Shape</p> <ul style="list-style-type: none"> Perspectives of prisms 	<p>Topic 7: Number and Algebra: Number and Place Value</p> <ul style="list-style-type: none"> Index Notation and powers of prime numbers Square roots and perfect square numbers Associative, commutative and distributive laws <p>Topic 8: Statistics and Probability</p> <ul style="list-style-type: none"> Sample spaces for single step experiments Equally likely outcomes Probabilities for events <p>Topic 9: Measurement and Geometry: Location</p> <ul style="list-style-type: none"> Translations, reflections and rotations of multiples of 90 degrees Rotational symmetries <p>Topic 10: Number and Algebra: Number and Place Value</p> <ul style="list-style-type: none"> Variables and algebraic expressions Evaluating algebraic expressions using laws and properties of arithmetic <p>Topic 11: Statistics and Probability</p> <ul style="list-style-type: none"> Investigating secondary data from newspapers, the internet and the Australian Bureau of Statistics Data displays: stem and leaf plots and dot plots Interpretation of mean, median and mode <p>Topic 12: Measurement and Geometry: Geometric Reasoning</p> <ul style="list-style-type: none"> Angles Classification of triangles and quadrilaterals

Year 8 Semester One	Year 8 Semester Two
<p>Topic One – Number and Algebra</p> <ul style="list-style-type: none"> • Money and Financial Mathematics – Percentages and Simple interest <p>Topic Two – Measurement and Geometry</p> <ul style="list-style-type: none"> • Pythagoras' Theorem and Applications <p>Topic Three – Number and Algebra</p> <ul style="list-style-type: none"> • Index Laws and Properties <p>Topic Four – Scientific Notation</p> <p>Topic Five – Number and Algebra</p> <ul style="list-style-type: none"> • Direct and Inverse Proportion • Simple Rate Problems <p>Topic Six – Number and Algebra</p> <ul style="list-style-type: none"> • Distributive Law • Binomial Products • Perfect Squares • Difference of two squares • Factorisation <p>Topic Seven– Number and Algebra</p> <ul style="list-style-type: none"> • Linear and Non-Linear Relationships • Solving Linear Equations • Coordinate geometry • Distance and Midpoint Formula • Plotting Linear Graphs • Gradient and Intercepts 	<p>Topic Eight – Number and Algebra</p> <ul style="list-style-type: none"> • Graphing non-linear relationships <p>Topic Nine – Measurement and Geometry</p> <ul style="list-style-type: none"> • Similarity • Sine, cosine and tangent ratios • Applications to solve right-angled triangle problems <p>Topic Ten – Measurement and Geometry</p> <ul style="list-style-type: none"> • Areas of composite shapes • Surface area and volume of cylinders and prisms • Unit conversions <p>Topic Eleven – Measurement and Geometry</p> <ul style="list-style-type: none"> • Similar and Congruent triangles • Enlarging and reducing • Solve problems using ratio and scale factors in similar figures. <p>Topic Twelve – Statistics and Probability</p> <ul style="list-style-type: none"> • Back-to-back stem and leaf plots • Histograms , dot plots and frequency polygons • Shapes of distributions • Categorical and Population data • Collecting data • Compare mean, median and range <p>Topic Thirteen – Probability</p> <ul style="list-style-type: none"> • Two-step chance experiments • Probability with and without replacement • Relative frequency • Probabilities of events

Assessment

Student work will be assessed in the following dimensions: Understanding and Fluency, Problem Solving and Reasoning.

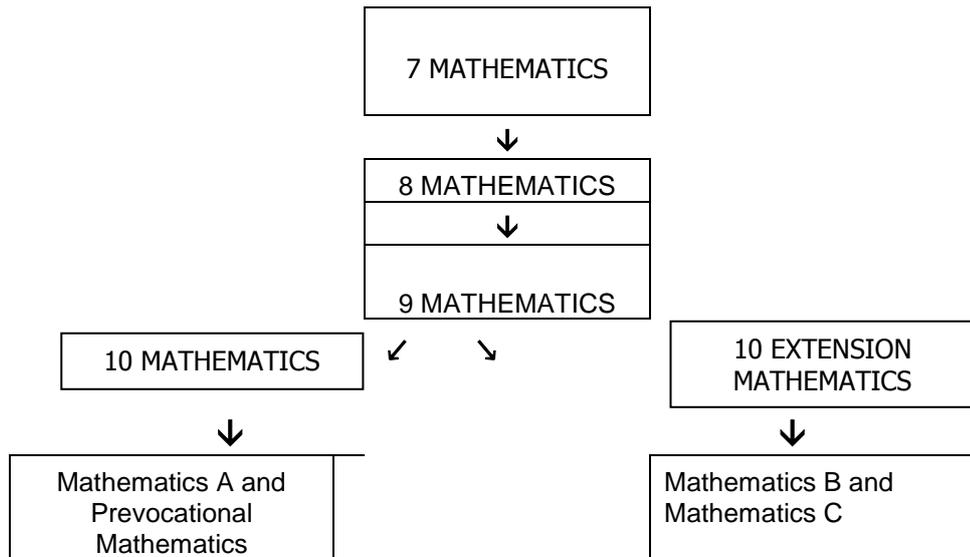
Students will engage with a range of assessments which may include a mid-semester exam, end-semester exam as well as an assignment.

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:

- 10 Mathematics is designed to help students make a successful transition from Year Ten to Mathematics A / Prevocational Mathematics.
- 10 Extension Mathematics is designed to prepare students to 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

MUSIC

WHY STUDY MUSIC?

Music is an art which pervades all human life and has a significant role to play in personal, social and cultural identity. Whether actively engaged in music by listening, performing or composing or through incidentally encountering music, students each have their own individual experience on a day to day basis. Through aspects such as memory, coordination, concentration and creativity the classroom music program will help the holistic development of the individual.

Classroom Music is being introduced to the College, for Year 7 and 8 students, for the first time in 2015. The students will study the subject for one term in each of these years.

Year 7 (One Term)	Year 8 2015 (One Term)
Topic One <ul style="list-style-type: none"> ○ Study music as an art form through listening, composing and performing ○ Identify a variety of audiences for which music is made ○ Recognise rhythmic, melodic and harmonic patterns and beat groupings. ○ Evaluate the expressive techniques used in music ○ Experience music from a range of cultures, times and locations 	Topic One – <ul style="list-style-type: none"> ○ Study music as an art form through listening, composing and performing ○ Identify a variety of audiences for which music is made ○ Imitate simple melodies and rhythms using voice and instruments. ○ Explore meaning and interpretation when making and responding to music ○ Experience music from a range of cultures, times and locations

ASSESSMENT

Various assessment techniques (both written and practical) may be used throughout the course to assess the students' ability to aurally and visually identify, respond to, and use, the elements and patterns of music.

RELIGIOUS EDUCATION

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." ¹ 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

Year 7 - Semester One	Year 7 - Semester Two
<p>Topic One – Where it all began</p> <ul style="list-style-type: none"> • Jesus, St John Fisher and Catherine McAuley • Early Christian communities and early Mercy community in Brisbane • The Mercy Sisters and St John Fisher College <p>Topic Two – The power of words</p> <ul style="list-style-type: none"> • The effect of modern and ancient texts on student's lives • Examination of ancient and contemporary religious and secular texts. • Christian creeds as a basis for personal, group and collective creeds 	<p>Topic Three – Doing good</p> <ul style="list-style-type: none"> • Examination of scriptural narratives for Catholic understanding of conscience and the common good. • Causes and effects of personal and community issues such as sustainability and bullying <p>Topic Four– Sacraments and sacramentality</p> <ul style="list-style-type: none"> • God in the ordinary • The liturgical year and the life of Jesus • Christian meditation and contemplation

COURSE CONTENT

Year 8 - Semester One	Year 8 - Semester Two
<p>Topic One – The Saint John Fisher Story</p> <ul style="list-style-type: none"> • History of Saint John Fisher College • Saint John Fisher and Catherine McAuley • Gospel narratives and the Catholic Church <p>Topic Two – Covenant</p> <ul style="list-style-type: none"> • Biblical and Quranic events of Exodus, Jesus and Muhammad • Religious and personal covenants • Ritual and covenant 	<p>Topic Three – Unity and diversity</p> <ul style="list-style-type: none"> • Early Christian Church and Judaism • Religious pluralism in the ancient and modern world • Ritual, narrative and pluralism <p>Topic Four– Mission matters/Living a good life</p> <ul style="list-style-type: none"> • Christian view of successful living • Christ as model for values based living • Catholic social teaching and the individual as a positive contributor to the world

¹ Australian Curriculum, Assessment and Reporting Authority [ACARA]. Dec, 2008. The Shape of the Australian Curriculum. ACARA Copyright Administration, Sydney.
Year Seven and Eight Yearbook 2015

ASSESSMENT

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

Year Seven and Eight 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.

SCIENCE

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

Year 7 – Semester One	Year 7 – Semester Two
<p>Topic One – Laboratory Safety and Water, Water Everywhere.</p> <ul style="list-style-type: none"> • Intro to the Lab- Safety, Equipment and Bunsen burners. • Measuring and recording data; Scientific Method, report writing. • Differences between pure substances and mixtures and examples of each. • Solvent and solute in solutions • Physical separation techniques such as filtration, decantation, evaporation, crystallisation, chromatography and distillation. • Separation methods used in the home. 	<p>Topic Three – Classify This!</p> <ul style="list-style-type: none"> • Grouping a variety of organisms on the basis of similarities and differences in particular features. • Classify using hierarchical systems. • Scientific conventions for naming species. • Using keys to identify organisms surveyed in a local habitat. • Food chains and food webs • The effect of human activity on local habitats, such as deforestation, agriculture or the introduction of new species.
<p>Topic Two – Forces on the Move</p> <ul style="list-style-type: none"> • Effects of applying different forces to familiar objects. • Common situations where forces are balanced, such as stationary objects, and unbalanced, such as falling objects. • Simple machines such as levers or pulleys. • How gravity affects objects of the surface of the Earth. • How gravity keeps planets in orbit around the sun. 	<p>Topic Four – The Earth in Space</p> <ul style="list-style-type: none"> • Renewable and non-renewable resources • The water cycle and factors that influence it. • Human management of water • Natural phenomena such as lunar and solar eclipses, seasons and phases of the moon. • Times for the rotations and orbits of the Earth, sun and moon. • Modelling the relative movements of the Earth, sun and moon and how natural phenomena such as solar and lunar eclipses and phases of the moon occur. • Why different regions of the Earth experience different seasonal conditions.

Year 8 – Semester One	Year 8 – Semester Two
<p>Topic One – Multiply by Dividing</p> <ul style="list-style-type: none"> • Introduction to the Lab- Safety, Equipment and Bunsen burners • Measuring and recording data; Scientific Method, report writing • Cells specialised structures and functions • Multi-cellular organisms • Systems of organs that carry out specialised functions. • Digestive, Respiratory, Excretory and Reproductive systems 	<p>Topic Three – What’s the Matter?</p> <ul style="list-style-type: none"> • The properties of the different states of matter can be explained in terms of the motion and arrangement of particles. • Density • Differences between elements, compounds and mixtures can be described at a particle level. • Chemical change involves substances reacting to form new substances. • Chemical equations
<p>Topic Two – Energy for my Lifestyle</p> <ul style="list-style-type: none"> • Energy in different forms including movement (kinetic energy), heat and potential energy • Energy causes change within systems • Energy transfers and conversions • Energy efficiency 	<p>Topic Four - We Will Rock You!</p> <ul style="list-style-type: none"> • Sedimentary, igneous and metamorphic rocks • These contain minerals and are formed by processes that occur within Earth over a variety of timescales. • Weathering • Resources in rocks.

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 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 2015

In Year 7 and 8 students will complete one term of Visual Art.

Year 7 (One Term)	Year 8 (One Term)
<p>Topic – Dragon Dreaming</p> <ul style="list-style-type: none"> • Focus on myths and rituals from different cultural and historical contexts • Explore, collect and display images of dragons • Create drawings with dragons as a means of expressions • Develop art language to talk about art • Develop skills in the media area of clay work and sculpture 	<p>Topic – Dragon Dreaming</p> <ul style="list-style-type: none"> • Focus on myths and rituals from different cultural and historical contexts • Explore, collect and display images of dragons • Create drawings with dragons as a means of expressions • Develop art language to talk about art • Develop skills in the media area of clay work and sculpture

COURSE CONTENT 2016

In Year 7 and 8 students will complete one term of Visual Art.

Year 7 (One Term)	Year 8 (One Term)
<p>Topic – Dragon Dreaming</p> <ul style="list-style-type: none"> • Focus on myths and rituals from different cultural and historical contexts • Explore, collect and display images of dragons • Create drawings with dragons as a means of expressions • Develop art language to talk about art • Develop skills in the media area of clay work and sculpture 	<p>Topic – My Place</p> <ul style="list-style-type: none"> • Focus on story telling of culture and identity • Explore traditional and abstract representations in art making • Create drawings and paintings as means of expressing story • Develop art language to write and talk about art • Develop skills and techniques in the media area of paint and mixed media

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 Seven and Eight 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:

Year 7 and 8	
Business	A4 Exercise Book - 48 Page, Display Book - A4 20 Pocket
Drama	A4 Exercise Book - 64 Page
English	A4 Exercise Book - 96 Page, Display Book - A4 20 Pocket, Oxford Australian School Dictionary/Thesaurus
French	A4 Exercise Book - 64 Page, Display Book - A4 20 Pocket
Geography	A4 Exercise Book – 28 Page, A4 Exercise Book – 96 page
HPE	A4 Exercise Book - 48 Page
History	A4 Exercise Book - 28 Page, A4 Exercise Book - 96 Page
ICT	This subject is taught as a paperless class, all work is to be created and stored electronically
Mathematics	A4 Exercise Book - 96 Page, A4 Exercise Book - 128 Page, A4 Grid Book - 5mm, drawing compass
Music	A4 Exercise Book – 64 Page, Display Book
PSD	A4 Exercise Book - 96 Page
Religious Education	A4 Exercise Book - 96 Page
Science	A4 Exercise Book - 64 Page, A4 Exercise Book – Spiral bound , A4 Graph Paper Pad - 2mm
Visual Art	A4 Visual Art Diary, Pencils – 2 x 2B, 2 x 4B

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.

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. This occurs under the direction of the Support Teacher – Inclusive Education.

Inclusive Education programs may include:

- Lunch time assignment help – Tuesday - Thursday
- Homework Club 3 - 4pm three days per week - Monday, Wednesday and Thursday
- Liaison between the Support Teacher and parents of students with special needs
- Provision of particular strategies for teachers of students with special needs
- Exam support for students with special needs (when necessary)
- Assessment modification (if required) for students with special needs
- Involvement in co-curricular enrichment / extension activities

Some students may find they have specific educational needs who may apply for special provision. 'Special provision' means making reasonable adjustments to conditions of assessment to ensure equitable opportunities for all students. All students, including those with specific educational circumstances, should have opportunities to demonstrate their current knowledge and skills.

In making a decision about special provisions, the school is required to consider what adjustments to assessment conditions are reasonable in the circumstances. Reasonable adjustments to conditions of assessment must ensure equitable opportunities for all students.

Each case will be considered on an individual basis and decisions reached through consultation involving the student, their parents/ caregivers and appropriate staff members depending on the circumstances. At all times, the school will maintain respect for the dignity, privacy and confidentiality of the student and their family.

WHERE TO GO FOR HELP

Students experiencing difficulty with their studies are encouraged to seek help. The following options are available:

- Ask the subject teacher for help. This is the first and most important step in seeking help.
- Go to subject tutorials if these are available eg textiles, mathematics.
- Go to Homework Club – three afternoons per week in the College library – teachers are available to assist with class work and home work.
- Go to Assignment Help – two lunchtimes in the College library.
- Approach some older students for assistance.
- Consult with the Curriculum Leader of the subject if needing advice about continuing in a subject.
- Consult with counsellor, Amy Hodgkinson; Amy can provide careers and subject advice.
- Go to the Careers' office and talk to Mrs Meder.
- Consult with Ms Lane (Deputy Principal) regarding problems that you are experiencing.

GUIDELINES FOR ASSESSMENT – ALL SUBJECTS

We recognise that many students experience difficulty with their assessment and homework load in the transition from primary school to secondary school. To address this issue, the following guidelines are in place for assessment in Years Seven and Eight;

- In most cases, there will be one assessment item per term in each subject.
- All assessment tasks are to be entirely completed during class lessons. Lesson time must be allocated for this.
- All assessment tasks will appear on an assessment calendar for Year Seven and Eight.
- Selective updating and replacement of those two items with other **similar** student work may occur with the approval of the Academic Coordinator where appropriate.
- Year 8 Semester Two (2016) will move towards more significant tasks with some homework expectations

HOMework GUIDELINES

Homework is an important part of the student's schoolwork. Homework may appear in the following formats.

1. Homework: arises from work done in class that day — usually to be finished for the next lesson.
2. Revision: going over the work completed in a week to make sure it is understood. This can mean:
 - a. Making summaries of work done in class
 - b. Working some examples, drawing diagrams etc.
3. Study: usually done in preparation for exams. Students should start early, not the night before, by reviewing weekly revision notes. Study is an active process, not just reading. Make study notes, complete revision sheets, set own practice tasks (e.g. Mathematics problems or essay topics), rehearse exam strategies and then work at remembering information and applying skills.

Recommended time spent on homework for students in Year Seven and Eight is 1 hour each night.

If your daughter is regularly spending more than one hour on homework, it may be necessary to contact the relevant subject teacher/s. Write a note in the College planner to indicate that your daughter has done enough homework. We recognise that students need to have appropriate rest and relaxation time and to spend time on family activities. Whilst homework is important to your daughter's education, this should not be at the expense of her overall well-being.

Absences from school: After an absence from school, it is the student's responsibility to catch up on missed work, homework and assessment work. Students will need to negotiate reasonable timelines for this with teachers. A subject teacher will normally communicate with parents through the student's Planner if the student fails to do her homework or class work in a subject. Hence, it is important that parents are signing the Planner each week.

PLANNING FOR SUCCESS

College Planner: Students are issued with School Planners in which to record homework and other information. These Planners will be subject to checking by teachers and are to be signed each weekend by parents.

Assessment Calendars: Each semester, an Assessment Calendar is published for each level, indicating the due date for all assessment tasks for that Year level. Students may access these on the school portal. The purpose of these documents is to assist students with planning and time management. Hence, students should transfer relevant dates into their Planner. Parents will be notified via letter if there are changes to the Assessment Calendar in any of their daughter's subjects. This would only occur in exceptional circumstances.

Student Learning Plans are issued for each subject that your daughter studies. These show a weekly outline of class work for the semester as well as information about assessment and resources for the subject.

CONTACT DETAILS

Postal Address:	John Fisher Drive, Bracken Ridge 4017
Telephone:	3269 8188
Facsimile:	3869 0216
Absentee Line:	3869 1740
Email:	sjfc@bne.catholic.edu.au
Website:	www.sjfc.qld.edu.au
Office Hours:	7.45am – 4.00pm

Key Curriculum Contacts:

Principal:	Mrs Maree Messer
Deputy Principal:	Ms Sharee Lane
Assistant Principal Administration (Acting):	Ms Britt Gurnett
Assistant Principal (Religious Education):	Mrs Geraldine Swindells
VET/Careers Coordinator:	Mrs Sarah Meder
Guidance Counsellor:	Ms Amy Hodgkinson

Academic Coordinators:

Business Technology	Ms Melissa Keenan
English and French	Ms Rikki Stanton-Cook
Drama	Mrs Suellen Geran
Home Economics/Health and Physical Education	Mrs Michele Tillack
Mathematics	Ms Lyn Hedemann
Religious Education	Mrs Geraldine Swindells
Science	Mr David Hooper
Social Science and Art	Ms Jade McKenzie (Acting)
Support Teacher (Inclusive Education)	Ms Kerry Peacey
Teacher Librarian	Mrs Frances Zabarauskas