



**St John Fisher College**

**Year 9  
Handbook  
2015**

# *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.*

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## MESSAGE FROM THE PRINCIPAL

We hope your Year Eight was a great experience and you are looking forward to Year Nine. We look forward to working with you over the year ahead. Welcome to the new students to our St John Fisher College community. We hope that your stay with us will be happy and rewarding.

The next two years are a chance for you to consolidate your skills and take advantage of new experiences so that you can make appropriate choices for the Senior years. We believe our curriculum will assist you to achieve your best and enjoy your learning as well as provide you with a strong foundation for more extensive studies in Years Eleven and Twelve. The Year Nine cohort of 2015 will be following the Australian Curriculum in English, Mathematics, Science and History.

Along the way we hope that you will continue to be fully involved in College life. We encourage our girls to be 'givers not just takers' as you will gain more rewards and satisfaction, and our community will be far richer for your contributions.

We expect our girls to be respectful of the Catholic nature of the College and ensure all relationships are respectful and caring. Treat those we meet in our journey the same way we would like to be treated ourselves. We speak of the 'John Fisher Way'. We are all different and all have special gifts and talents. It is these differences that make our community, and in fact our world, such an exciting and interesting place.

Above all we expect that you will learn and contribute to the best of your ability.

We continue to strive to grow together in '*Goodness, Knowledge and Discipline.*'

Maree Messer  
Principal



# YEAR 9 SUBJECTS

All students study core units in:

- Religious Education
- English
- Mathematics
- Health and Physical Education
- Science
- History & Geography (one semester of each)

Students may choose TWO elective semester units from:

- Business
- Drama
- French
- Home Economics – Food Technology
- Home Economics – Textiles
- Information Communication and Technology (ICT)
- Music
- Visual Art

# BUSINESS

## 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.

Business Education allows students to gain a degree of understanding and independence in accumulating and managing finances and in making decisions about goods and services. Students studying Business Education will develop effective decision-making skills related to consumer behaviour and the management and evaluation of personal financial matters, resulting in improved economic, consumer and financial literacy. Students will also be given the opportunity to run their own business venture at the College's Market Day.

## Course Content

Business Education involves both theoretical and practical elements. Communication is also an essential aspect of the study and involves language education.

Semester One	Semester Two
<p><b>'Money Management'</b></p> <p><b>Topic One – Introduction to Globalisation</b></p> <ul style="list-style-type: none"> <li>• multinational and trans-national organisations</li> <li>• 'globalisation' (what it means to be competitive in a global marketplace)</li> <li>• the nature of economic systems</li> </ul> <p><b>Topic Two – The Nature of Economic Systems</b></p> <ul style="list-style-type: none"> <li>• economic thinking (cost vs benefit analysis)</li> <li>• the economic challenge of satisfaction</li> </ul> <p><b>Topic Three – Types of Business Organisations</b></p> <ul style="list-style-type: none"> <li>• business industries</li> <li>• the internal and external business environments</li> </ul> <p><b>Topic Four – Introduction to Entrepreneurship</b></p> <ul style="list-style-type: none"> <li>• concept of entrepreneurship</li> <li>• characteristics and motives of entrepreneurs</li> <li>• impact on market demand</li> </ul> <p><b>Topic Five – Introduction to the Accounting Process</b></p> <ul style="list-style-type: none"> <li>• the role of Accountants in business</li> <li>• the Accounting rules</li> <li>• the Accounting equation</li> <li>• double-entry method</li> <li>• the General Journal, General Ledger and Trial Balance</li> </ul>	<p><b>'Wealthy and Wise'</b></p> <p><b>Topic One – Where to Begin?</b></p> <ul style="list-style-type: none"> <li>• concept of business source documentation</li> <li>• type of source documents for operational and legislative purposes within the business industry</li> <li>• the Organisational Policies and Procedures Manual (OPPM)</li> <li>• introduction to Auditing</li> </ul> <p><b>Topic Two – Dare to Share</b></p> <ul style="list-style-type: none"> <li>• Concept of share and share trading</li> <li>• types of shares</li> <li>• concept of supply and demand</li> <li>• sharemarket trends</li> <li>• process of buying and selling shares</li> <li>• introduction to investment portfolios</li> </ul> <p><b>Topic Three – Let the Share Trading Begin</b></p> <ul style="list-style-type: none"> <li>• ASX School's Sharemarket Game</li> <li>• introduction to syndicate trading</li> <li>• market vs limit orders</li> <li>• price chart analysis</li> <li>• introduction to Accounting for share trading</li> </ul> <p><b>Topic Four – Wealth Creation is Serious Business</b></p> <ul style="list-style-type: none"> <li>• fundamental analysis (dividends yield)</li> <li>• technical analysis (resistance and support lines; moving averages)</li> </ul>

**Assessment**

Students' work will be assessed in the following dimensions - Knowledge and understanding, Reasoning Processes and Skills and Procedures.

Students will engage with a range of assessment techniques throughout the course, including objective short answer response items, extended response items, practical application items, response to stimulus materials, assignments and presentations.

**Note:**

Students considering Accounting or Business Management in Senior are encouraged to study Business in Years Nine and Ten; however it is not a prerequisite.

# DRAMA

## Why study Drama?

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 Nine and Ten Drama course has been designed to immerse students into a safe and supportive environment helping students to develop their creativity, confidence, interpersonal skills and greater self-awareness.

## Course Content

The Year Nine course provides opportunities for students to create drama as they examine real life, issues and entertainment for young people. In the process, a range of texts are used including fairy tales and scripts written especially for teenagers.

The Drama course covers a range of Theatre styles. Students delve into the world of role play, improvisation, children's theatre and working with scripts. Students are encouraged to use their knowledge of the world around them to support connections to the wider world and make meaning of their environment.

Semester One	Semester Two
<p><b>Topic One – Elements of Drama</b></p> <ul style="list-style-type: none"> <li>• Introduction to Elements of Drama (in particular roles, relationships, mood, tension)</li> <li>• Creating role plays which clearly communicate the Elements of Drama</li> </ul> <p><b>Topic Two – Fractured Fairytales</b></p> <ul style="list-style-type: none"> <li>• Examine conventions and acting techniques used in children's theatre</li> <li>• Examine well known fairytales focusing on theme, characters and structure</li> <li>• Rewrite well known fairytales</li> <li>• Develop appropriate acting style</li> <li>• Rehearse and present performance for a primary school audience</li> </ul>	<p><b>Topic One – From Page to Stage</b></p> <ul style="list-style-type: none"> <li>• Reading and exploring published scripts written specifically for teenagers</li> <li>• Developing acting skills</li> <li>• Rehearsing and presenting script extracts</li> <li>• Using video footage in performance</li> </ul> <p><b>Topic Two – Verbatim Theatre</b></p> <ul style="list-style-type: none"> <li>• Exploring Verbatim Theatre scripts</li> <li>• Researching Brisbane based stories</li> <li>• Writing scripts based on real life experiences and recorded dialogue.</li> <li>• Presenting student devised scripts</li> </ul>
<p><b>In both Semester One and Two students will write an analytical essay in response to a live (or recording of a live) theatre performance.</b></p>	

## Assessment

Students' work will be assessed within three dimensions - Presenting (acting skills), Creating (making and shaping drama) and Responding (responding to drama, how and why was it created).

Students will engage with a range of assessment techniques throughout the course including group performance, analytical essays and scriptwriting. Although most assessment items require students to work as part of a group they are marked individually. Students may not have strength in all three areas; however each dimension is weighted equally.

## Note:

Students considering Drama in senior are encouraged to study Drama in Years 9 and 10; however it is not a prerequisite.

Due to the physical nature of the subject, theatre blacks are required. Theatre blacks are comfortable black shirt and pants. Blacks should be modest and allow for movement without requiring students to constantly adjust their clothes.



# 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.

## Course Content

The Year Nine English course challenges students' perceptions and allows them to develop understanding and empathy through a study of world issues and an exploration of the themes of human experience and cultural significance, interpersonal relationships and ethical and global dilemmas.

Students will also participate in Readers' Circles which provide them with the opportunity to engage in reading for enjoyment and to develop an appreciation of literature.

Semester One	Semester Two
<p><b>Topic One – Here and Beyond: The Big Wide World</b></p> <ul style="list-style-type: none"> <li>Brainstorm, discuss and investigate current issues of global significance</li> <li>Interpret, analyse and evaluate various media texts</li> <li>Research and investigate a global issue</li> <li>Identify, analyse and use a variety of persuasive techniques</li> <li>Prepare a persuasive, multimodal speech</li> </ul> <p><b>Topic Two – World Lens: Eyes Wide Open</b></p> <ul style="list-style-type: none"> <li>Explore the elements of visual language</li> <li>View, analyse and evaluate films</li> <li>Discuss issues in film</li> <li>Express opinions on films</li> <li>Write a film review</li> </ul>	<p><b>Topic Three – Wordplay: The World in Words</b></p> <ul style="list-style-type: none"> <li>Listen to and analyse song lyrics</li> <li>Read, discuss and analyse poetry</li> <li>View and discuss poetry performances</li> <li>Identify and use a variety of poetic techniques</li> <li>Write and perform protest poetry</li> <li>Transform poetry into narrative form</li> </ul> <p><b>Topic Four – Utopian Dreams: Dystopian Nightmares</b></p> <ul style="list-style-type: none"> <li>Explore the concepts of utopia and dystopia</li> <li>Identify the features of dystopian fiction</li> <li>Discuss issues explored in dystopian fiction</li> <li>Read dystopian texts/novel/s</li> <li>Develop an essay response to the novel</li> </ul>

## Assessment

Students' work will be assessed using the ACARA Australian Curriculum English Achievement Standard Descriptors under two modes - Receptive (listening, reading and viewing) and Productive (speaking, writing and creating)

Students will engage with a range of assessment tasks, these may include writing and presenting a persuasive speech, producing a film review, writing poetry of protest and participating in a group poetry performance. They may also create literary transformations of poems into narratives and write an analytical essay in response to a novel during a seen exam.

## NAPLAN - National Assessment Program – Literacy preparation

Students are given extensive preparation for the National Assessment Program Literacy test in the areas of grammar / spelling / punctuation, writing skills, proofreading and editing, and reading comprehension.

**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?

Competence in a language other than English is essential for young Australians who wish to take their proper place in a world where globalisation is the reality of life.

Learning a second language develops attributes of a lifelong learner. It fosters the development of the student, not only as a language user, but as a person. It provides students with an alternative way of expressing themselves and an opportunity to participate more fully in the global community.

French at St John Fisher College provides students with opportunities to develop their communication skills and confidence which are useful in all areas of their school life and beyond. It also enables students to approach problems and concepts using different thought processes.

## Course Content

Year Nine French continues to develop students' skills in reading, writing, speaking and listening and deepens their understanding of the French culture. The skills of reading, writing, listening and speaking are developed throughout the unit. Students become acquainted with the French speaking people and their cultures in different parts of the world.

Semester One	Semester Two
<p><b>Topic One – Beginning Introductions</b></p> <ul style="list-style-type: none"> <li>• Develop the vocabulary to greet someone</li> <li>• Read, discuss and analyse texts in French concerning beginning conversations and greeting</li> <li>• Write personal descriptions</li> <li>• Read, discuss and analyse French texts</li> <li>• Investigate other French speaking countries</li> <li>• Develop vocabulary to give and receive information about people and things</li> <li>• Develop grammar skills</li> <li>• Perform introductions</li> </ul> <p><b>Topic Two – Festivals and Celebrations</b></p> <ul style="list-style-type: none"> <li>• Develop language to disagree and agree</li> <li>• Read, discuss and analyse French texts about friends and celebrations</li> <li>• Explore celebrations in France and other French speaking countries</li> <li>• Listen, discuss and analyse French conversations about festivals</li> <li>• Prepare an oral presentation using spontaneous language</li> </ul>	<p><b>Topic One – Telling the Time, Family and Pets</b></p> <ul style="list-style-type: none"> <li>• Review numbers and develop vocabulary to tell the time</li> <li>• Investigate time zones</li> <li>• Read, discuss and analyse French texts concerning time</li> <li>• Write a description of family members and pets</li> <li>• Develop grammar skills</li> <li>• Prepare a speech describing a pet</li> <li>• Examine the symbolism of certain animals for certain countries</li> </ul> <p><b>Topic Two – Food, Culture and School Life</b></p> <ul style="list-style-type: none"> <li>• Investigate French cuisine</li> <li>• Develop vocabulary within a new topic</li> <li>• Read, discuss and analyse French texts, including recipes</li> <li>• Examine the different cuisines from various French speaking countries</li> <li>• Investigate the differences in school life</li> <li>• Write about typical personal diet</li> <li>• Describe personal likes and dislikes</li> </ul>

## Assessment

Students' work will be assessed within five dimensions based: Reading, Writing, Speaking, Listening, Intercultural Competence

Students will engage with a range of assessment tasks focusing on the four macro skills: reading, writing, speaking and listening. They will demonstrate their interpretative abilities by engaging in listening and reading exams. Students will also demonstrate their writing skills in various exam contexts and their French speaking skills by participating in role plays and interviews. For some spoken tasks, students will respond to and prepare for unseen questions and scenarios.

**Note:** The course is designed to provide students with the foundational concepts necessary for studying French through to Senior.

# 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 Nine students will complete ONE semester of Geography

*The key inquiry questions at this year level are:*

- What are the causes and consequences of change in places and environments and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

There are two units of study in the Year Nine curriculum for Geography:

Semester One or Two
<p><b>Unit 1 - Biomes and food security</b></p> <ul style="list-style-type: none"><li>• Biomes and food security focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world</li></ul>
<p><b>Unit 2 - Geographies of interconnections</b></p> <ul style="list-style-type: none"><li>• Geographies of interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world</li></ul>

## Assessment

Students will be assessed according to the following dimensions:

- . Geographical knowledge and understanding, and
- . Geographical inquiry and skills.

**Note:**

An opportunity for an excursion may arise which will be relevant to the students' study. The cost of the excursion is covered by levies. Students will be required to attend.

# 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.

Students are encouraged to act, individually or collectively, in culturally appropriate ways, to enhance health and wellbeing and to promote structures in society which support their own and others' health and wellbeing.

Active engagement in physical activity is a major emphasis of this subject. This recognises that participation in physical activity promotes health and it also acknowledges the unique role of physical activity as a medium for learning. A significant amount of time is allocated to learning experiences that actively engage students in physical activity.

## Course Content:

Semester One	Semester Two
<p><b>Topic One – Harm Minimisation</b></p> <ul style="list-style-type: none"> <li>• common causes of harm to adolescents</li> <li>• strategies to minimise harm</li> <li>• physical activities to develop skills and teamwork)</li> </ul> <p><b>Topic Two – Keep calm and perform first aid</b></p> <ul style="list-style-type: none"> <li>• emergency situations</li> <li>• assessing situations</li> <li>• basic first aid</li> <li>• sports injuries</li> <li>• physical activities to develop skills and teamwork (eg AFL)</li> </ul>	<p><b>Topic One – State of the Nation</b></p> <ul style="list-style-type: none"> <li>• major health concerns in Australia</li> <li>• causes of common health issues</li> <li>• Australia's health statistics</li> <li>• participation in a range of physical activities</li> </ul> <p><b>Topic Two – Global Citizen</b></p> <ul style="list-style-type: none"> <li>• comparison of health status with other countries</li> <li>• comparison of participation rates with other nations</li> <li>• comparison of physical activities popular in other nations</li> <li>• participation in a range of physical activities</li> </ul>

## Assessment:

Students' work will be assessed under five dimensions – Knowledge and understanding, Investigating, Planning, Implementing and applying, Reflecting.

Students will engage with a range of assessment tasks, such as Written exam, Multimodal presentation, Practical performance, Panel Presentations, Ethnography, and Practical performance.

## Note:

Students are required to wear their sports uniform and 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 Nine students will complete one semester of History.

Semester One or Two
<p><b>'The Making of the Modern World (1750 to 1918)'</b></p> <p><b>Overview</b></p> <ul style="list-style-type: none"><li>• The Industrial Revolution – its nature and significance</li><li>• Movement of Peoples – its nature and extent (slaves, convicts and settlers)</li><li>• European Imperial expansion and responses, including the Asian region</li><li>• The emergence of significant economic, social and political ideas</li></ul> <p>The key inquiry questions at this year level are:</p> <ul style="list-style-type: none"><li>• What were the changing features of the movements of people from 1750 to 1918?</li><li>• How did new ideas and technological developments contribute to change in this period?</li><li>• What was the origin, development, significance and long-term impact of imperialism in this period?</li><li>• What was the significance of World War I?</li></ul> <p><b>Depth Study 1</b></p> <p>The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialization of Britain (the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding empire) and of Australia.</p> <p><b>Depth Study 2 - World War 1 (1914 – 1918)</b></p> <p>Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history.</p> <ul style="list-style-type: none"><li>- An overview of the causes of World War I and the reasons why men enlisted to fight in the war</li><li>- The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign</li><li>- The impact of World War I, with a particular emphasis on Australia (such as the use of propaganda to influence the civilian population, the changing role of women, the conscription debate)</li><li>- The commemoration of World War I, including debates about the nature and significance of the Anzac legend</li></ul>

## Assessment

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

and Historical Skills

Students will engage with assessment techniques which cater for different learning styles and give them opportunities to demonstrate progress. These techniques include written research task and a short response test.

**Notes**

An opportunity for an excursion may arise which will be relevant to the students' study. The cost of the excursion is covered by levies. Students will be required to attend.

# HOME ECONOMICS

## Why choose Home Economics?

The central focus of Home Economics is the wellbeing of people within the context of their personal, family, community and work roles. Home Economics encourages personal independence in situations related to food and nutrition, human development and relationships, living environments and textiles.

In Year Nine and Ten, the Home Economics units available are **Food Technology** and **Textiles**.

## FOOD TECHNOLOGY

### Why choose Food Technology?

Food Technology equips students with vital knowledge and understanding to make good food choices for health. It also develops practical cookery skills to enable students to independently prepare food to enhance their own wellbeing and the wellbeing of others.

*"A healthy diet improves quality of life and wellbeing, and protects against chronic diseases. For infants and children, good nutrition is essential for normal growth. Unfortunately, diet-related chronic diseases are currently a major cause of death and disability among Australians."*  
www.eatforhealth.gov.au

Skills and knowledge attained in Food Technology are useful for life for everyone and it is more important than ever when considering the increasing diet-related chronic diseases in Australia. The units are also useful for possible future careers in the areas of health (e.g. dietetics, nursing, nutritionist, community health) or food development (e.g. food chemist, food production designer) or hospitality (e.g. chef, function management, caterer).

### Course Content:

Semester One	Semester Two
<p><b>Topic One – Snacking for Life</b></p> <ul style="list-style-type: none"> <li>• Need for healthy snack foods</li> <li>• Nutritional analysis of snack foods</li> <li>• "Australian Guide to Healthy Eating" food model</li> <li>• Practical preparation of healthy snacks (usually weekly)</li> </ul> <p><b>Topic Two – Fast food? Why not?</b></p> <ul style="list-style-type: none"> <li>• Nutritional analysis of takeaway foods</li> <li>• "Food Choices" dietary analysis (IT) program</li> <li>• Modify recipes to enhance nutritional value</li> <li>• Preparation of healthy versions of typical takeaway foods (usually weekly)</li> </ul>	<p><b>Topic One – Can you eat that?</b></p> <ul style="list-style-type: none"> <li>• Common specialised diets: Vegetarian, Coeliac, Diabetic, Lactose intolerance, Organic</li> <li>• How to manage specialised diets</li> <li>• Recipe selection and modification to cater for specific dietary needs</li> <li>• Practical cookery(usually weekly)</li> </ul> <p><b>Topic Two – Research topic (individual)</b></p> <ul style="list-style-type: none"> <li>• Investigation of flavour forecast.</li> <li>• Practical cookery(usually weekly) recipe development to create a healthy food item reflecting current food trends and flavours</li> </ul>

### Assessment:

Students' work will be assessed under two dimensions – Knowledge and Understanding, and Skills.

Students will engage in a range of assessment tasks, such as: written tests, assignment (written and practical components) and entry into a national recipe challenge competition.

### Note:

As a requirement of the course, students are expected to provide ingredients, trays and containers for practical food preparation (list supplied at start of semester). The cost is dependent on the student's choice of recipes.



## **TEXTILES**

### **Why choose Textiles?**

As students engage in design challenges, they have multiple opportunities of creative input and innovation, as well as the application of technical skill and conceptual understandings in solving a problem or providing a textile product solution. Decision making, time management and organisational skills are also key to the study of these units. The development of creativity, innovation, problem solving, decision making and organisational skills are important for individuals in our ever changing world. Textile units provide a learning environment where these types of skills can be further developed. Of course, producing a textile product can also provide students with a great sense of accomplishment and satisfaction and offer lessons in perseverance along the way.

### **Course content:**

<b>Semester One</b>	<b>Semester Two</b>
<p><b>Topic One – The Original Beanbag</b></p> <ul style="list-style-type: none"><li>• interpreting written/pictorial instructions</li><li>• problem solving</li><li>• time management</li><li>• practical sewing construction skills to produce 3D products (adult size beanbag)</li></ul> <p><b>Topic Two – Me, the Designer</b></p> <ul style="list-style-type: none"><li>• design challenge (cushion)</li><li>• use of the 'Technology Process' (information gathering, designing/ generating ideas, creating and constructing, evaluating end products)</li><li>• devise patterns to achieve designed item (self-designed cushion)</li><li>• practical sewing construction</li></ul>	<p><b>Topic One – 'In the Bag'</b></p> <ul style="list-style-type: none"><li>• fabrics origins</li><li>• fabric characteristics</li><li>• selection of fabric to meet design aims</li><li>• more advanced sewing construction techniques (small duffle bag)</li><li>• refine current sewing construction skills</li></ul> <p><b>Topic Two – Designing for the Market</b></p> <ul style="list-style-type: none"><li>• design challenge (market stall)</li><li>• use of the 'Technology Process' (information gathering, designing/ generating ideas, creating and constructing, evaluating end products)</li><li>• practical sewing construction</li></ul>

### **Assessment:**

Students' work will be assessed under two dimensions – Knowledge and understanding, and Skills.

Students will engage in a range of assessment tasks, such as: written tests, assignment (written design journal and practical components).

### **Note:**

As a requirement of the course students are expected to provide fabric, patterns and sewing notions for semester practical textile items (requirements will be advised at the beginning of the Semester). The cost is dependent on the student's choice of patterns and materials.

# 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 Information and Communication Technologies (ICT) are equipped with the necessary transferrable skills to be able to design products, solve technical problems, and communicate in a dynamic social networking environment. By working technologically, students should be able to demonstrate confidence in navigating their way through various networks, design effective graphic images and short film productions, establish and maintain a user-friendly website, and develop software games for different devices.

## Course Content

ICT involves both theoretical and practical elements. Communication is also an essential aspect of the study and involves language education. Therefore, comprehension and composition skills are developed in various genres.

Semester One	Semester Two
<p><b>Topic One – Graphic Design</b></p> <ul style="list-style-type: none"> <li>• concept and importance of meaningful graphic images</li> <li>• graphic design theory, elements and principles</li> <li>• image size and resolution</li> <li>• introduction to layers and filters</li> <li>• enhanced visual representation through Adobe Photoshop features</li> <li>• introduction to project management</li> <li>• client expectations and industry benchmarks</li> </ul> <p><b>Topic Two – Lights, Camera, Action!</b></p> <ul style="list-style-type: none"> <li>• analysis of the current film industry</li> <li>• cinematic techniques – cinematography, mise en scene (the set), camera angles (e.g. dolly, pan, aerial, etc.)</li> <li>• lighting techniques and aesthetics - cameo lighting, lens flare, mood lighting</li> <li>• editing and transitional devices - cross cutting, keying and master shot, sequence shot</li> </ul> <p><b>Topic Three – Creating Short Films</b></p> <ul style="list-style-type: none"> <li>• video file formats</li> <li>• use of timelines and special effects</li> <li>• introduction to storyboarding and design briefs</li> <li>• project management procedures</li> </ul>	<p><b>Topic One – We are the Web</b></p> <ul style="list-style-type: none"> <li>• the concept and functionality of the internet</li> <li>• introduction to networking</li> <li>• types of topologies (bus, ring, star, etc.)</li> <li>• introduction to hacking and firewalls</li> <li>• website domains and hosting</li> <li>• effective search engine listings</li> <li>• website evaluation theory, credentialing and reviews</li> </ul> <p><b>Topic Two – Website Design</b></p> <ul style="list-style-type: none"> <li>• website design elements and principles</li> <li>• site definitions</li> </ul> <p><b>Topic Three – Website Development</b></p> <ul style="list-style-type: none"> <li>• creating HTML pages</li> <li>• creating templates</li> <li>• attaching CSS files to templates</li> <li>• using tables and cells</li> <li>• modifying page properties</li> <li>• inserting a image and editable regions</li> <li>• creating navigation</li> <li>• applying a template to HTML pages</li> <li>• updating a template layout</li> <li>• creating image hotspots and web photo albums</li> <li>• publishing the website</li> </ul>

## Assessment

Students' work will be assessed in the following dimensions: Knowledge and understanding, Producing, and Evaluating.

Students will engage with a range of assessment techniques including objective short answer response items, extended response items, practical application items, response to stimulus materials, assignments and presentations.

## Note:

Students considering a technology subject (Certificate II in Information Digital Media and Technology) in senior are encouraged to study ICT in Years Nine and Ten, however it is not a prerequisite.

# 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.

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

## Assessment

Students’ 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.

# 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. By singing, playing instruments, listening, moving, improvising and composing, students within the music classroom experience satisfaction and enjoyment as they learn. Through aspects such as memory, coordination, concentration and creativity the classroom music program will help the holistic development of the individual.

## Course Content

Music in Year 9 will introduce students to the three major components of Music: Musicology, Composition, and Performance. Students will study a variety of musical genres ranging from film music, music in the media, cover versions to world music. This course focuses upon students making music and developing the ability to think and express themselves in sound.

Through the immersion of repertoire from various cultural and historical contexts, students will learn to aurally and visually identify and respond to the elements of music. Music in Year 9 will ultimately study music as an art form and develop the ability to hear what is seen and see what is heard.

<b>Year Nine – Semester One</b>	<b>Year Nine - Semester Two</b>
<p><b>Topic One – Film Music</b></p> <ul style="list-style-type: none"><li>• Introduction to the Elements of Music (dynamics, form, pitch, rhythm, tempo, texture and timbre).</li><li>• Explore the four functions of film music and analyse the purpose and role of music in films.</li><li>• Compose a piece of film music to accompany a particular scene in a film.</li><li>• Perform either individually, in pairs or small groups a musical piece from a film or film soundtrack.</li></ul> <p><b>Topic Two – Music in the Media</b></p> <ul style="list-style-type: none"><li>• Explore the music used and written for aspects of the media: including radio, television, theatre and advertising.</li><li>• Examine how, when and why popular and classical music are used in the media.</li><li>• Examine the powerful role that music plays in advertisements.</li><li>• Research the impact of music in the media and write a response.</li></ul>	<p><b>Topic One – Cover Versions</b></p> <ul style="list-style-type: none"><li>• Compare and contrast original pop songs with cover versions or remixes.</li><li>• Explore and examine the compositional devices used within cover versions.</li><li>• Arrange an existing popular song into another context, genre or style.</li><li>• Perform either individually, in pairs or small groups existing pop songs as covers.</li></ul> <p><b>Topic Two – World Music</b></p> <ul style="list-style-type: none"><li>• Explore music from different cultures worldwide; including African, Indonesian and South American Music.</li><li>• Explore and examine Australian Indigenous music from its traditional beginnings through to contemporary.</li><li>• Listen, perform and investigate composers/performers which shaped musical cultures around the globe.</li><li>• Research a specific culture of music and write an analytical essay on its music and musical traditions.</li></ul>

## Assessment

Students are assessed within three strands – Performing (musicianship skills), Composing (creating or arranging a musical piece) and Musicology (responding and analysing music and music history). Students may not have strength in all three areas; however each strand is weighted equally.

## Note:

If students are considering choosing Music in Year 10 or Senior, it is encouraged that they study Music in Year 9; however it is not a prerequisite.

# RELIGION

## Why study Religion:

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:

Semester One	Semester Two
<p><b>Topic One – Living reconciliation</b></p> <ul style="list-style-type: none"> <li>• The dignity of the human person</li> <li>• Sacrament of penance</li> <li>• Human dignity, penance and global issues</li> </ul> <p><b>Topic Two – Making sense of Jesus</b></p> <ul style="list-style-type: none"> <li>• Jesus in scripture, film, art and music</li> <li>• Jesus, miracles and parables</li> <li>• Jesus, incarnation, resurrection, ascension and advent</li> </ul>	<p><b>Topic Three – Learning from the past</b></p> <ul style="list-style-type: none"> <li>• War/violence in the ancient traditions and Christian writings</li> <li>• Australia, WW1 and the anti-war movement – chaplains, nurses and conscription</li> <li>• Poets, writers and singers – Christian and Muslim perspectives about war</li> </ul> <p><b>Topic Four– A religious response to the making of the modern world</b></p> <ul style="list-style-type: none"> <li>• Religious dystopian writings</li> <li>• Modern world issues</li> <li>• Religious responses to industrial revolution, social Darwinism, white Australia and multiculturalism</li> </ul>

## Assessment

Students' work will be assessed in the following dimensions: Knowledge and Understanding, Skills

Students will engage with a range of assessment techniques including: Research Essay, persuasive presentation, film review and diary entries.

# SCIENCE

## Why study Science?

Humans are innately curious about their world. Science is a 'way of inquiring' used by people to explore and explain their experiences of phenomena of the universe. Science is part of the human quest for understanding and wisdom, and reflects human wonder about the world.

The study of Science can help students reach deeper understandings and make sense of the phenomena they experience as they investigate, understand and communicate.

Science education involves students and teachers working together as they construct new understandings and compare their current ideas with those of the scientific community.

## Course Content

The Australian Science curriculum is taught via three strands - Science Understanding, Science Inquiry Skills and Science as a Human Endeavour. The three strands of the curriculum are interrelated and are taught in an integrated way.

In Year Nine, students will study the four areas of:

Biological Sciences, Earth and Space Sciences, Physical Sciences, and Chemical Sciences.

The units studied across the two semesters include:

Semester One	Semester Two
<b>Topic One - Investigating Reactions</b> <ul style="list-style-type: none"><li>• The atom</li><li>• Important materials</li><li>• Reaction types</li></ul> <b>Topic Two - Sound and Light</b> <ul style="list-style-type: none"><li>• Electrical energy</li><li>• Heat, light and sound</li><li>• The electromagnetic spectrum</li></ul>	<b>Topic Three - Live and Let Live</b> <ul style="list-style-type: none"><li>• Coordinated body systems</li><li>• Disease</li><li>• Ecosystems</li></ul> <b>Topic Four – The Changing Earth</b> <ul style="list-style-type: none"><li>• Plate tectonics</li></ul>

## Assessment

Students' work will be assessed under the two dimensions:

- Knowledge and Understanding including Science Understanding and Science as a Human Endeavour strands.
- Skills including Science Inquiry Skills

Students will engage in a range of assessment tasks including written tests, experimental investigations (practical reports) and extended response tasks (research assignments).

# VISUAL ART

## Why study Visual Art?

The focus of this subject is on the appreciation of art. Students are urged to use their imagination and to create artwork that is expressive of their experiences, intellect and individuality. They 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:

- planning and organising
- solving problems
- working collaboratively with others
- use of tools and technology
- analysing, making judgments, justifying opinions
- communicating ideas and information
- mathematical measurement and space
- aesthetic appreciation
- understanding and tolerance of other cultures.

## Course Content

Semester One	Semester Two
<p><b>Topic One - Going Bush</b> The Natural Environment</p> <ul style="list-style-type: none"> <li>• Focus on Australian artists who work with natural materials and are inspired by the natural world around them</li> <li>• Explore the natural environment as inspiration for artworks</li> <li>• Develop art language to write and talk about art</li> <li>• Develop skills in the media area of drawing, painting, collage, mixed media, and sculpture</li> <li>• Experiment with art media, processes and techniques to create 2D and 3D artworks</li> </ul> <p><b>Topic Two - Living in a Material World</b> Pop artists and popular culture</p> <ul style="list-style-type: none"> <li>• Focus on how art reflects society and the social role of the artist in the modern world of advertising and mass production</li> <li>• Develop art language to make, analyse and evaluate art works</li> <li>• Experiment with skills in the use of digital media to make art</li> </ul>	<p><b>Topic One - Artists' Books</b> Sculptural Books</p> <ul style="list-style-type: none"> <li>• Focus on the works of book artists from various cultural and historical contexts</li> <li>• Experiment with art media to create an sculptural book</li> </ul> <p><b>Topic Two – Design for the Body</b> Wearable Art</p> <ul style="list-style-type: none"> <li>• Focus on the works of relevant artists and links to fashion</li> <li>• Respond to a class theme</li> <li>• Develop a wearable art piece that incorporates the media, techniques and art processes</li> <li>• Experiment with construction techniques: weaving, folding, embellishing</li> </ul>

## Assessment

Students' work will be assessed according to three dimensions - Visual Literacy, Application, and Appraising.

Students will engage with a range of assessment techniques including experimental folio, oral presentation, and visual diary.

## Note:

Students intending to study Senior Art in Year Eleven and Twelve are encouraged to complete three or four semesters of Visual Art in Years Nine and Ten, however it is not a prerequisite.

# 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](http://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](http://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](http://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](http://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 courses.



# 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 17 May 2014.

## **Career Information**

myfuture

[www.myfuture.edu.au](http://www.myfuture.edu.au)

Student Connect

<https://studentconnect.qsa.qld.edu.au/>

Graduate Careers

[www.graduatecareers.com.au/](http://www.graduatecareers.com.au/)

(select Career Planning & Resources)

The Job Guide

<http://www.jobguide.thegoodguides.com.au/>

Hobsons Course Finder

[www.hobsonscoursefinder.com.au](http://www.hobsonscoursefinder.com.au)

Youth information

[www.youth.gov.au](http://www.youth.gov.au)

## **Occupational information**

Australia's Careers Online

[www.careersonline.com.au/](http://www.careersonline.com.au/)

Enterprise Network for Young Australians

[www.enya.org.au/](http://www.enya.org.au/)

Job Outlook - Information on Occupations and myfuture

[www.myfuture.edu.au](http://www.myfuture.edu.au)

[www.jobsearch.gov.au](http://www.jobsearch.gov.au)

<http://www.oceania.org.au/wwwlinks/stuinfo.html>

[www.wisenet-australia.org/](http://www.wisenet-australia.org/)

Training.gov

<http://www.training.qld.gov.au/>

My Skills – directory of training

<http://www.myskills.gov.au/>

Industry Careers

[www.skillsone.com.au](http://www.skillsone.com.au)

## **Specific occupations**

Accounting

<http://www.charteredaccountants.com.au>

Architecture

[www.architecture.com.au](http://www.architecture.com.au)

Aviation Australia

[www.aviationaustralia.net.au/index.php?home/item/7](http://www.aviationaustralia.net.au/index.php?home/item/7)

Biotechnology

[www.ausbiotech.org](http://www.ausbiotech.org)

Construction industry

[www.constructmycareer.com.au](http://www.constructmycareer.com.au)

Creative Industries Skills Council

[www.cisc.com.au](http://www.cisc.com.au)

Defence Forces

[www.defencejobs.gov.au](http://www.defencejobs.gov.au)

Engineering and manufacturing

[www.ieaust.com.au/](http://www.ieaust.com.au/)

Film & TV Industry

[http://screenaustralia.gov.au/filmmaking/Getting\\_Started.aspx](http://screenaustralia.gov.au/filmmaking/Getting_Started.aspx)

Information technology

[www.acs.org.au/](http://www.acs.org.au/)

[www.austrade.gov.au](http://www.austrade.gov.au)

[www.itcareers.acs.org.au/](http://www.itcareers.acs.org.au/)

Manufacturing

[www.zoom.aigroup.asn.au](http://www.zoom.aigroup.asn.au)

Marine Science

[www.amsa.asn.au/](http://www.amsa.asn.au/)

Mining (Click on Skills and Education)

[www.qrc.org.au](http://www.qrc.org.au)

Music industry

[www.themusic.com.au/](http://www.themusic.com.au/)

Nursing

<http://www.health.qld.gov.au/nursing/>

Queensland Police

[www.police.qld.gov.au/pr/join/default.shtm](http://www.police.qld.gov.au/pr/join/default.shtm)

Retail

[www.retail.org.au/](http://www.retail.org.au/)

Rural

[www.ruralskills.com.au](http://www.ruralskills.com.au)

Science

[www.science.uq.edu.au](http://www.science.uq.edu.au)

Tourism and hospitality

[www.ttnq.org.au](http://www.ttnq.org.au)

[www.qtic.com.au](http://www.qtic.com.au)

### **Working Conditions**

Australian Council of Trade Unions

<http://www.actu.org.au/>

Queensland Working Womens' Service

<http://www.qwws.org.au/>

Fair Work Ombudsman

[www.fairwork.gov.au](http://www.fairwork.gov.au)

Department of Employment

<http://employment.gov.au/>

myfuture (The Facts)

[www.myfuture.edu.au](http://www.myfuture.edu.au)

### **Training sites**

Australian Apprenticeships

<http://www.australianapprenticeships.gov.au/>

Department of Education Training & the Arts

[www.trainandemploy.qld.gov.au/](http://www.trainandemploy.qld.gov.au/)

My Skills – training information

[www.myskills.gov.au](http://www.myskills.gov.au)

Australian Apprenticeships Centres

[www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au)

Training.gov

[www.training.gov.au](http://www.training.gov.au)

TAFE Queensland

[www.tafe.qld.gov.au](http://www.tafe.qld.gov.au)

Group Training Australia

[www.gtalt.com.au](http://www.gtalt.com.au)

Department of Employment

<http://employment.gov.au/>

### **Financial assistance**

Centrelink

[www.centrelink.gov.au](http://www.centrelink.gov.au)

Study Assist

[www.studyassist.gov.au](http://www.studyassist.gov.au)

### **Job search**

Career one

[www.careerone.com.au](http://www.careerone.com.au)

Youth Pathways

[www.jobquest.com.au](http://www.jobquest.com.au)

Seek

[www.seek.com.au/](http://www.seek.com.au/)

The Source

<http://thesource.com.au>

Queensland Government jobs

[www.qld.gov.au/](http://www.qld.gov.au/) (click 'employment and jobs')

Commonwealth Government jobs

[www.apsjobs.gov.au](http://www.apsjobs.gov.au)

Defence Forces

[www.defencejobs.gov.au](http://www.defencejobs.gov.au) (select Careers)

### **Scholarships**

Department of Employment

<http://employment.gov.au/>

### **Tertiary Institutions**

Australian Catholic University National

[www.acu.edu.au](http://www.acu.edu.au)

Australian College of Agriculture

[www.agriculturalcollege.qld.edu.au](http://www.agriculturalcollege.qld.edu.au)

Australian College of Natural Medicine

[www.endeavour.edu.au](http://www.endeavour.edu.au)

Australian Defence Force Academy

[www.defence.gov.au/adfa/](http://www.defence.gov.au/adfa/)

Australian Maritime College

[www.amc.edu.au](http://www.amc.edu.au)

Australian Universities

[www.universitiesaustralia.edu.au](http://www.universitiesaustralia.edu.au)

Bond University

[www.bond.edu.au](http://www.bond.edu.au)

Central Queensland University

[www.cqu.edu.au](http://www.cqu.edu.au)

Christian Heritage College

[www.chc.edu.au](http://www.chc.edu.au)

Griffith University

[www.gu.edu.au](http://www.gu.edu.au)

Hobson's Course Finder

<http://www.hobsonscoursefinder.com.au/>

James Cook University

[www.jcu.edu.au](http://www.jcu.edu.au)

QANTM

[www.qantm.com.au/](http://www.qantm.com.au/)

Open Learning Australia

[www.open.edu.au](http://www.open.edu.au)

Open Learning Institute of TAFE

[www.openlearning.tafe.qld.gov.au](http://www.openlearning.tafe.qld.gov.au)

Queensland University of Technology

[www.qut.edu.au](http://www.qut.edu.au)

Queensland Institute of Business & Technology

[www.qibt.qld.edu.au](http://www.qibt.qld.edu.au)

Queensland Tertiary Admissions Centre

<http://www.qtac.edu.au/>

SAE Institute

<http://www.sae.edu/en-gb/home/>

Skills Tech

[www.skillstech.tafe.qld.gov.au](http://www.skillstech.tafe.qld.gov.au)

Southern Cross University

[www.scu.edu.au](http://www.scu.edu.au)

TAFE Queensland Institutes

[www.tafe.qld.gov.au](http://www.tafe.qld.gov.au)

University of New England

[www.une.edu.au](http://www.une.edu.au)

University of Queensland

[www.youruq.com](http://www.youruq.com)

University of the Sunshine Coast  
[www.usc.edu.au](http://www.usc.edu.au)  
University of Southern Queensland  
[www.usq.edu.au](http://www.usq.edu.au)

**Info for Indigenous students**

myfuture  
[www.myfuture.edu.au](http://www.myfuture.edu.au)  
Queensland Government  
<https://www.qld.gov.au/education/schools/student/pages/indigenous.html>

**Guide for students with a disability**

Australian Catholic University National  
[www.acu.edu.au](http://www.acu.edu.au)  
Griffith University  
[www.griffith.edu.au/](http://www.griffith.edu.au/)  
Queensland University of Technology  
[www.qut.edu.au](http://www.qut.edu.au)  
My Future  
[www.myfuture.edu.au](http://www.myfuture.edu.au)  
Job Access  
[www.jobaccess.gov.a](http://www.jobaccess.gov.a)

## 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 but many student neglect this.
- 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 Academic Coordinator 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) re problems that you are experiencing.

## HOMEWORK GUIDELINES

Homework is an important part of the student's schoolwork. There are four types of "Homework":

1. Homework: arises from work done in class that day — usually to be finished for the next lesson.
2. Assignments: usually to be completed in a few weeks with some class time often provided.  
If the task is not clear, students are encouraged to see their teachers for additional guidance.
3. 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.
4. 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 a Year Nine student is 1½ hours each night.**

**Absences from school:** After an absence from school, it is the student's responsibility to catch up on missed work and homework. 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 (Curriculum):	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 & French	Mrs Rikki Stanton-Cook
Drama	Mrs Suellen Geran
Home Economics/Health & Physical Education	Mrs Michele Tillack
Mathematics	Ms Lyn Hedemann
Religious Education	Mrs Geraldine Swindells
Science	Mr David Hooper
Social Science & Art (Acting)	Ms Jade McKenzie
Support Teacher (Inclusive Education)	Ms Kerry Peacey
Teacher Librarian	TBA