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.
CONTENTS

Our Mission 2
Message from the Principal 4
Year 9 Subjects 5
Subjects Offered 6
- Business
- Drama 8
- English 9
- French 10
- Geography 11
- Health and Physical Education 12
- History 13
- Home Economics 14
- Information Communication and Technology (ICT) 16
- Mathematics 17
- Religious Education 18
- Science 19
- Visual Art 20
Careers 21
Useful Internet Sites for Career Planning 22
Inclusive Education 24
Homework Guidelines 25
Contact Details 26
MESSAGE FROM THE PRINCIPAL

We hope your Year 8 was a great experience and you are looking forward to Year 9. 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 11 and 12. The Year 9 cohort of 2014 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)
- Visual Art
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 make 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, as well as participate in a virtual business world simulation.

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

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Money Management’</td>
<td>‘Wealthy and Wise’</td>
</tr>
<tr>
<td><strong>Topic One – Introduction to Globalisation</strong></td>
<td><strong>Topic One – Where to Begin?</strong></td>
</tr>
<tr>
<td>• multinational and trans-national organisations</td>
<td>• concept of business source documentation</td>
</tr>
<tr>
<td>• ‘glocalisation’ (what it means to be competitive in a global marketplace)</td>
<td>• type of source documents for operational and legislative purposes within the business industry</td>
</tr>
<tr>
<td>• the nature of economics systems</td>
<td>• the Organisational Policies and Procedures Manual (OPPM)</td>
</tr>
<tr>
<td><strong>Topic Two – The Nature of Economics Systems</strong></td>
<td>• introduction to Auditing</td>
</tr>
<tr>
<td>• economic thinking (cost vs benefit analysis)</td>
<td><strong>Topic Two – Dare to Share</strong></td>
</tr>
<tr>
<td>• the economic challenge of satisfaction</td>
<td>• Concept of share and share trading</td>
</tr>
<tr>
<td><strong>Topic Three – Types of Business Organisations</strong></td>
<td>• types of shares</td>
</tr>
<tr>
<td>• business industries</td>
<td>• concept of supply and demand</td>
</tr>
<tr>
<td>• the internal and external business environments</td>
<td>• sharemarket trends</td>
</tr>
<tr>
<td><strong>Topic Four – Introduction to Entrepreneurship</strong></td>
<td>• process of buying and selling shares</td>
</tr>
<tr>
<td>• concept of entrepreneurship</td>
<td>• introduction to investment portfolios</td>
</tr>
<tr>
<td>• characteristics and motives of entrepreneurs</td>
<td><strong>Topic Three – Let the Share Trading Begin</strong></td>
</tr>
<tr>
<td>• impact on market demand</td>
<td>• ASX School’s Sharemarket Game</td>
</tr>
<tr>
<td><strong>Topic Five – Introduction to the Accounting Process</strong></td>
<td>• introduction to syndicate trading</td>
</tr>
<tr>
<td>• the role of Accountants in business</td>
<td>• market vs limit orders</td>
</tr>
<tr>
<td>• the Accounting rules</td>
<td>• price chart analysis</td>
</tr>
<tr>
<td>• the Accounting equation</td>
<td>• introduction to Accounting for share trading</td>
</tr>
<tr>
<td>• double-entry method</td>
<td><strong>Topic Four – Wealth Creation is Serious Business</strong></td>
</tr>
<tr>
<td>• the General Journal, General Ledger and Trial Balance</td>
<td>• fundamental analysis (dividends yield)</td>
</tr>
<tr>
<td></td>
<td>• technical analysis (resistance and support lines; moving averages)</td>
</tr>
</tbody>
</table>
**Assessment**
Student's 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 9 and 10; 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 9 and 10 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 9 course provides opportunities for students to create drama as they examine real life, issues relating to teenagers 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.

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic One – Elements of Drama</strong></td>
<td><strong>Topic One – From Page to Stage</strong></td>
</tr>
<tr>
<td>• Introduction to Elements of Drama (in particular roles, relationships, mood, tension)</td>
<td>• Reading and exploring published scripts written specifically for teenagers</td>
</tr>
<tr>
<td>• Creating role plays which clearly communicate the Elements of Drama</td>
<td>• Developing acting skills</td>
</tr>
<tr>
<td></td>
<td>• Rehearsing and presenting script extracts</td>
</tr>
<tr>
<td><strong>Topic Two – Fractured Fairytales</strong></td>
<td></td>
</tr>
<tr>
<td>• Examine conventions and acting techniques used in children’s theatre</td>
<td><strong>Topic Two – Verbatim Theatre</strong></td>
</tr>
<tr>
<td>• Examine well known fairytales focusing on theme, characters and structure</td>
<td>• Exploring Verbatim Theatre scripts</td>
</tr>
<tr>
<td>• Rewrite well known fairytales</td>
<td>• Researching Brisbane based stories</td>
</tr>
<tr>
<td>• Develop appropriate acting style</td>
<td>• Writing scripts based on real life experiences and recorded dialogue.</td>
</tr>
<tr>
<td>• Rehearse and present performance for a primary school audience</td>
<td>• Presenting student devised scripts</td>
</tr>
</tbody>
</table>

In both Semester One and Two students will write an analytical essay in response to a live (or recording of a live) theatre performance.

Assessment
Student’s 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 essay and journals. 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.
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.

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic One – Here and Beyond: The Big Wide World</strong></td>
<td><strong>Topic Three – Wordplay: The World in Words</strong></td>
</tr>
<tr>
<td>• Brainstorm, discuss and investigate current issues of global significance</td>
<td>• Listen to and analyse song lyrics</td>
</tr>
<tr>
<td>• Interpret, analyse and evaluate various media texts</td>
<td>• Read, discuss and analyse poetry</td>
</tr>
<tr>
<td>• Research and investigate a global issue</td>
<td>• View and discuss poetry performances</td>
</tr>
<tr>
<td>• Identify, analyse and use a variety of persuasive techniques</td>
<td>• Identify and use a variety of poetic techniques</td>
</tr>
<tr>
<td>• Prepare a persuasive, multimodal speech</td>
<td>• Write and perform protest poetry</td>
</tr>
</tbody>
</table>

** Topic Two – World Lens: Eyes Wide Open **
• Explore the elements of visual language
• View, analyse and evaluate films
• Discuss issues in film
• Express opinions on films
• Write a film review

** Topic Three – Wordplay: The World in Words **
• Explore the concepts of utopia and dystopia
• Identify the features of dystopian fiction
• Discuss issues explored in dystopian fiction
• Read dystopian texts/novel/s
• Develop an essay response to the novel

** Topic Four – Utopian Dreams: Dystopian Nightmares **
• Explore the concepts of utopia and dystopia
• Identify the features of dystopian fiction
• Discuss issues explored in dystopian fiction
• Read dystopian texts/novel/s
• Develop an essay response to the novel

Assessment
Student’s 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.
**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.

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic One – Beginning Introductions</strong></td>
<td><strong>Topic One – Telling the Time, Family and Pets</strong></td>
</tr>
<tr>
<td>• Develop the vocabulary to greet someone</td>
<td>• Review numbers and develop vocabulary to</td>
</tr>
<tr>
<td>• Read, discuss and analyse texts in French</td>
<td>tell the time</td>
</tr>
<tr>
<td>concerning beginning conversations and</td>
<td>• Investigate time zones</td>
</tr>
<tr>
<td>greeting</td>
<td>• Read, discuss and analyse French texts</td>
</tr>
<tr>
<td>• Write personal descriptions</td>
<td>• Write a description of family members and</td>
</tr>
<tr>
<td>• Read, discuss and analyse French texts</td>
<td>pets</td>
</tr>
<tr>
<td>• Investigate other French speaking</td>
<td>• Develop grammar skills</td>
</tr>
<tr>
<td>countries</td>
<td>• Prepare a speech describing a pet</td>
</tr>
<tr>
<td>• Develop vocabulary to give and receive</td>
<td>• Examine the symbolism of certain animals for</td>
</tr>
<tr>
<td>information about people and things</td>
<td>certain countries</td>
</tr>
<tr>
<td>• Develop grammar skills</td>
<td></td>
</tr>
<tr>
<td>• Perform introductions</td>
<td></td>
</tr>
<tr>
<td><strong>Topic Two – Festivals and Celebrations</strong></td>
<td><strong>Topic Two – Food, Culture and School Life</strong></td>
</tr>
<tr>
<td>• Develop language to disagree and agree</td>
<td>• Investigate French cuisine</td>
</tr>
<tr>
<td>• Read, discuss and analyse French texts</td>
<td>• Develop vocabulary within a new topic</td>
</tr>
<tr>
<td>about friends and celebrations</td>
<td>• Read, discuss and analyse French texts,</td>
</tr>
<tr>
<td>• Explore celebrations in France and other</td>
<td>including recipes</td>
</tr>
<tr>
<td>French speaking countries</td>
<td>• Examine the different cuisines from various</td>
</tr>
<tr>
<td>• Listen, discuss and analyse French</td>
<td>French speaking countries</td>
</tr>
<tr>
<td>conversations about festivals</td>
<td>• Investigate the differences in school life</td>
</tr>
<tr>
<td>• Prepare an oral presentation using</td>
<td>• Write about typical personal diet</td>
</tr>
<tr>
<td>spontaneous language</td>
<td>• Describe personal likes and dislikes</td>
</tr>
</tbody>
</table>

**Assessment**
Student’s 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 fieldwork 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 9 students will complete one semester of Geography.

<table>
<thead>
<tr>
<th>Semester One or Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Study</td>
</tr>
<tr>
<td>- Australia’s geographical dimensions/physical characteristics</td>
</tr>
<tr>
<td>- Origins of the continent</td>
</tr>
<tr>
<td>- Patterns of weather, climate, natural resources, vegetation</td>
</tr>
<tr>
<td>- Unique flora &amp; fauna</td>
</tr>
<tr>
<td>Depth Study 1 – Natural Hazards</td>
</tr>
<tr>
<td>- Geographical processes of Natural Hazards</td>
</tr>
<tr>
<td>- Impacts of the natural hazard emphasis on cyclones</td>
</tr>
<tr>
<td>- Responsibilities and responses of individuals, groups and government</td>
</tr>
<tr>
<td>- Geographic skills - interpreting graphs and data; mapping; understanding patterns, reading synoptic charts.</td>
</tr>
<tr>
<td>Depth Study 2 – Footprint Fighting</td>
</tr>
<tr>
<td>- Impact of humans on the environment</td>
</tr>
<tr>
<td>- Global geographical issues – access to/use of resources, climate change</td>
</tr>
<tr>
<td>- Promoting ecological sustainability</td>
</tr>
<tr>
<td>- Fieldwork – The College’s current ecological footprint and assess alternative strategies to reduce its impact on the environment.</td>
</tr>
</tbody>
</table>

Assessment
Students will be assessed according to the following dimensions: Geographical Knowledge & understanding and Geographical skills.

Students will engage with a range of assessment techniques to cater for students’ different learning styles and will give students opportunities to demonstrate progress. These techniques include performances; demonstrations and exhibitions; assignments and tests.
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 which recognises that participation in physical activity promotes health and acknowledges the unique role of physical activity as a medium for learning. A significant amount of time is allocated to learning experiences that actively engages students in physical activity.

Course Content:

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic One – ‘Ouch!’</strong></td>
<td><strong>Topic One – Aussie health</strong></td>
</tr>
<tr>
<td>• common causes of harm to adolescents</td>
<td>• major health concerns in Australia</td>
</tr>
<tr>
<td>• strategies to minimise harm</td>
<td>• causes of common health issues</td>
</tr>
<tr>
<td>• physical activities to develop skills and teamwork (eg European handball)</td>
<td>• Australia’s health statistics compared to other nations</td>
</tr>
<tr>
<td><strong>Topic Two – Keep calm and perform first aid</strong></td>
<td><strong>Topic Two – Sporting Nation?</strong></td>
</tr>
<tr>
<td>• emergency situations</td>
<td>• physical activity participation rates in Australia</td>
</tr>
<tr>
<td>• assessing situations</td>
<td>• type of physical activities popular in Australia</td>
</tr>
<tr>
<td>• basic first aid</td>
<td>• comparison of participation rates with other nations</td>
</tr>
<tr>
<td>• physical activities to develop skills and teamwork (eg AFL)</td>
<td>• comparison of physical activities popular in other nations</td>
</tr>
<tr>
<td></td>
<td>• participation in a range of physical activities</td>
</tr>
</tbody>
</table>

Assessment:
Student’s 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.
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 9 students will complete one Semester of History.

<table>
<thead>
<tr>
<th>Semester One or Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘The Making of the Modern World (1750 to 1918)’</td>
</tr>
<tr>
<td><strong>Overview</strong></td>
</tr>
<tr>
<td>- The Industrial Revolution – its nature and significance</td>
</tr>
<tr>
<td>- Movement of Peoples – its nature and extent (slaves, convicts and settlers)</td>
</tr>
<tr>
<td>- European Imperial expansion and responses, including the Asian region</td>
</tr>
<tr>
<td>- The immerge of significant economic, social and political ideas</td>
</tr>
</tbody>
</table>

The key inquiry questions at this year level are:
- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World War I?

**Depth Study 1**
- Movement of Peoples – experiences of convicts and free settlers, including the Australian Indigenous experience

**Depth Study 2**
- World War 1 – its nature and significance in the world and Australia

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

Student’s will engage with a range of assessment techniques to cater for students’ different learning styles and will give students 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, 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.

In Year 9 and 10, 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:

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic One – Snacking for Life</strong></td>
<td><strong>Topic One – Can you eat that?</strong></td>
</tr>
<tr>
<td>• Need for healthy snack foods</td>
<td>• Common specialised diets: Vegetarian, Coeliac, Diabetic, Lactose intolerance, Anaphylactic, Organic</td>
</tr>
<tr>
<td>• Nutritional analysis of snack foods</td>
<td>• How to manage specialised diets</td>
</tr>
<tr>
<td>• “Australian Guide to Healthy Eating” food model</td>
<td>• Recipe selection and modification to cater for specific dietary needs</td>
</tr>
<tr>
<td>• Practical preparation of healthy snacks (usually weekly)</td>
<td>• Practical cookery(usually weekly)</td>
</tr>
<tr>
<td><strong>Topic Two – Fast food? Why not?</strong></td>
<td><strong>Topic Two – Research topic (individual)</strong></td>
</tr>
<tr>
<td>• Nutritional analysis of takeaway foods</td>
<td>• Individual investigation of another specialised diet.</td>
</tr>
<tr>
<td>• “Food Choices” dietary analysis (IT) program</td>
<td>• Practical cookery(usually weekly)</td>
</tr>
<tr>
<td>• Modify recipes to enhance nutritional value</td>
<td>• Multimodal presentations</td>
</tr>
<tr>
<td>• Preparation of healthy versions of typical takeaway foods (usually weekly)</td>
<td></td>
</tr>
</tbody>
</table>

Assessment:
Student’s 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 presentations including use of ICT.

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 organizational 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:

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic One – The Original Beanbag</strong></td>
<td><strong>Topic One – ‘In the Bag’</strong></td>
</tr>
<tr>
<td>• interpreting written/pictorial instructions</td>
<td>• fabrics origins</td>
</tr>
<tr>
<td>• problem solving</td>
<td>• fabric characteristics</td>
</tr>
<tr>
<td>• time management</td>
<td>• selection of fabric to meet design aims</td>
</tr>
<tr>
<td>• practical sewing construction skills to produce 3D products (adult size beanbag)</td>
<td>• more advanced sewing construction techniques (small duffle bag)</td>
</tr>
<tr>
<td><strong>Topic Two – Me, the Designer</strong></td>
<td><strong>Topic Two – Designing for the Market</strong></td>
</tr>
<tr>
<td>• design challenge (cushion)</td>
<td>• design challenge (market stall)</td>
</tr>
<tr>
<td>• use of the ‘Technology Process’ (information gathering, designing/generating ideas, creating and constructing, evaluating end products)</td>
<td>• use of the ‘Technology Process’ (information gathering, designing/generating ideas, creating and constructing, evaluating end products)</td>
</tr>
<tr>
<td>• devise patterns to achieve designed item (self-designed cushion)</td>
<td>• practical sewing construction</td>
</tr>
<tr>
<td>• practical sewing construction</td>
<td></td>
</tr>
</tbody>
</table>

Assessment:
Student’s 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), and presentations including use of ICT.

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.

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic One – Graphic Design</strong></td>
<td><strong>Topic One – We are the Web</strong></td>
</tr>
<tr>
<td>• concept and importance of meaningful graphic images</td>
<td>• the concept and functionality of the internet</td>
</tr>
<tr>
<td>• graphic design theory, elements and principles</td>
<td>• introduction to networking</td>
</tr>
<tr>
<td>• image size and resolution</td>
<td>• types of topologies (bus, ring, star, etc.)</td>
</tr>
<tr>
<td>• introduction to layers and filters</td>
<td>• introduction to hacking and firewalls</td>
</tr>
<tr>
<td>• enhanced visual representation through Adobe Photoshop features</td>
<td>• website domains and hosting</td>
</tr>
<tr>
<td>• introduction to project management</td>
<td>• effective search engine listings</td>
</tr>
<tr>
<td>• client expectations and industry benchmarks</td>
<td>• website evaluation theory, credentialing and reviews</td>
</tr>
<tr>
<td><strong>Topic Two – Lights, Camera, Action!</strong></td>
<td><strong>Topic Two – Website Design</strong></td>
</tr>
<tr>
<td>• analysis of the current film industry</td>
<td>• website design elements and principles</td>
</tr>
<tr>
<td>• cinematic techniques – cinematography, mise en scene (the set), camera angles (e.g. dolly, pan, aerial, etc.)</td>
<td>• site definitions</td>
</tr>
<tr>
<td>• lighting techniques and aesthetics - cameo lighting, lens flare, mood lighting</td>
<td><strong>Topic Three – Website Development</strong></td>
</tr>
<tr>
<td>• editing and transitional devices - cross cutting, keying and master shot, sequence shot</td>
<td>• creating HTML pages</td>
</tr>
<tr>
<td><strong>Topic Three – Creating Short Films</strong></td>
<td>• creating templates</td>
</tr>
<tr>
<td>• video file formats</td>
<td>• attaching CSS files to templates</td>
</tr>
<tr>
<td>• use of timelines and special effects</td>
<td>• using tables and cells</td>
</tr>
<tr>
<td>• introduction to storyboarding and design briefs</td>
<td>• modifying page properties</td>
</tr>
<tr>
<td>• project management procedures</td>
<td>• inserting a image and editable regions</td>
</tr>
<tr>
<td></td>
<td>• creating navigation</td>
</tr>
<tr>
<td></td>
<td>• applying a template to HTML pages</td>
</tr>
<tr>
<td></td>
<td>• updating a template layout</td>
</tr>
<tr>
<td></td>
<td>• creating image hotspots and web photo albums</td>
</tr>
<tr>
<td></td>
<td>• publishing the website</td>
</tr>
</tbody>
</table>

Assessment
Student’s 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 9 and 10; 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.

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic One – Number and Algebra</strong></td>
<td>Topic Eight – Number and Algebra</td>
</tr>
<tr>
<td>• Money and Financial Mathematics – Percentages and Simple interest</td>
<td>• Graphing non-linear relationships</td>
</tr>
<tr>
<td><strong>Topic Two – Measurement and Geometry</strong></td>
<td><strong>Topic Nine – Measurement and Geometry</strong></td>
</tr>
<tr>
<td>• Pythagoras’ Theorem and Applications</td>
<td>• Similarity</td>
</tr>
<tr>
<td><strong>Topic Three – Number and Algebra</strong></td>
<td>• Sine, cosine and tangent ratios</td>
</tr>
<tr>
<td>• Index Laws and Properties</td>
<td>• Applications to solve right-angled triangle problems</td>
</tr>
<tr>
<td><strong>Topic Four – Scientific Notation</strong></td>
<td><strong>Topic Ten – Measurement and Geometry</strong></td>
</tr>
<tr>
<td></td>
<td>• Areas of composite shapes</td>
</tr>
<tr>
<td><strong>Topic Five – Number and Algebra</strong></td>
<td>• Surface area and volume of cylinders and prisms</td>
</tr>
<tr>
<td>• Direct and Inverse Proportion</td>
<td>• Unit conversions</td>
</tr>
<tr>
<td>• Simple Rate Problems</td>
<td><strong>Topic Eleven – Measurement and Geometry</strong></td>
</tr>
<tr>
<td></td>
<td>• Similar and Congruent triangles</td>
</tr>
<tr>
<td><strong>Topic Six – Number and Algebra</strong></td>
<td>• Enlarging and reducing</td>
</tr>
<tr>
<td>• Distributive Law</td>
<td>• Solve problems using ratio and scale factors in similar figures.</td>
</tr>
<tr>
<td>• Binomial Products</td>
<td><strong>Topic Twelve – Statistics and Probability</strong></td>
</tr>
<tr>
<td>• Perfect Squares</td>
<td>• Back-to-back stem and leaf plots</td>
</tr>
<tr>
<td>• Difference of two squares</td>
<td>• Histograms, dot plots and frequency polygons</td>
</tr>
<tr>
<td>• Factorisation</td>
<td>• Shapes of distributions</td>
</tr>
<tr>
<td><strong>Topic Seven – Number and Algebra</strong></td>
<td>• Categorical and Population data</td>
</tr>
<tr>
<td>• Linear and Non-linear Relationships</td>
<td>• Collecting data</td>
</tr>
<tr>
<td>• Solving Linear Equations</td>
<td>• Compare mean, median and range</td>
</tr>
<tr>
<td>• Coordinate geometry</td>
<td><strong>Topic Thirteen – Probability</strong></td>
</tr>
<tr>
<td>• Distance and Midpoint Formula</td>
<td>• Two-step chance experiments</td>
</tr>
<tr>
<td>• Plotting Linear Graphs</td>
<td>• Probability with and without replacement</td>
</tr>
<tr>
<td>• Gradient and Intercepts</td>
<td>• Relative frequency</td>
</tr>
<tr>
<td></td>
<td>• Probabilities of events</td>
</tr>
</tbody>
</table>

**Assessment**
Student’s 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.
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.” In this sense Religious Education is holistic as its central purpose is to develop the personal and social skills of students in addition to their academic engagement with complex and diverse religious and secular phenomena and ideas.

Course content:

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic One – Living justly</strong></td>
<td><strong>Topic Three – The line in the sand</strong></td>
</tr>
<tr>
<td>• Respect for self and others – human dignity</td>
<td>• Decision making, good and evil</td>
</tr>
<tr>
<td>• Sacrament of penance</td>
<td>• Ancient and modern moral writings</td>
</tr>
<tr>
<td>• Reconciliation, Church, NGOs, founders</td>
<td>• Religious responses to WWI in Australia</td>
</tr>
<tr>
<td><strong>Topic Two – Making sense of Jesus</strong></td>
<td><strong>Topic Four – A religious response to the making of the modern world</strong></td>
</tr>
<tr>
<td>• Jesus in scripture, film, art and music</td>
<td>• Religious dystopian writings</td>
</tr>
<tr>
<td>• Jesus, miracles and parables</td>
<td>• Modern world issues</td>
</tr>
<tr>
<td>• Jesus, incarnation, resurrection, ascension and advent</td>
<td>• Religious responses to industrial revolution, social Darwinism, white Australia and multiculturalism</td>
</tr>
</tbody>
</table>

Assessment
Student’s work will be assessed in the following dimensions: Knowledge and Understanding, Skills

Students will engage with a range of assessment techniques including: Research Essay, Multimedia presentation, Interactive display and Short answer exam
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 is taught in an integrated way.

In Year 9, 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:

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic One - Investigating Reactions</strong></td>
<td><strong>Topic Three - Live and Let Live</strong></td>
</tr>
<tr>
<td>• The atom</td>
<td>• Coordinated body systems</td>
</tr>
<tr>
<td>• Important materials</td>
<td>• Disease</td>
</tr>
<tr>
<td>• Reaction types</td>
<td>• Ecosystems</td>
</tr>
<tr>
<td><strong>Topic Two - Sound and Light</strong></td>
<td><strong>Topic Four – The Changing Earth</strong></td>
</tr>
<tr>
<td>• Electrical energy</td>
<td>• Plate tectonics</td>
</tr>
<tr>
<td>• Heat, light and sound</td>
<td>• The electromagnetic spectrum</td>
</tr>
<tr>
<td>• The electromagnetic spectrum</td>
<td></td>
</tr>
</tbody>
</table>

Assessment
Student's 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

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
</table>
| **Topic One - Going Bush**  
The Natural Environment  
- Focus on Australian artists who work with natural materials and are inspired by the natural world around them  
- Explore the natural environment as inspiration for artworks  
- Develop art language to write and talk about art  
- Develop skills in the media area of drawing, painting, collage, mixed media, and sculpture  
- Experiment with art media, processes and techniques to create 2D and 3D artworks  
**Topic Two - Living in a Material World**  
Pop artists and popular culture  
- Focus on how art reflects society and the social role of the artist in the modern world of advertising and mass production  
- Develop art language to make, analyse and evaluate art works  
- Experiment with skills in the use of digital media to make art  | **Topic One - Artists' Books**  
Sculptural Books  
- Focus on the works of book artists from various cultural and historical contexts  
- Experiment with art media to create an sculptural book  
**Topic Two – Design for the Body**  
Wearable Art  
- Focus on the works of relevant artists and links to fashion  
- Respond to a class theme  
- Develop a wearable art piece that incorporates the media, techniques and art processes  
- Experiment with construction techniques: weaving, folding, embellishing |

Assessment
Student’s 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 11 and 12 are encouraged to complete three or four semesters of Visual Art in Years 9 and 10.
A career is more than the course or work type you move into after you leave Year 12. 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 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 course).
USEFUL INTERNET SITES FOR CAREER PLANNING

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

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

Occupational information
Australia's Careers Online
Careers Advice
www.careernav.com.au
Enterprise Network for Young Australians
www.enya.org.au/
Job Guide - Occupational profiles
Job Outlook - Information on Occupations
www.myfuture.edu.au
www.wisenet-australia.org/
National Innovation Website - Youth
Skilling Solutions Queensland
Industry Careers
www.skillsone.com.au

Specific occupations
Accounting
http://www.charteredaccountants.com.au
Architecture
www.architecture.com.au
Aviation Australia
www.aviationaustralia.net.au/index.php?home/item/7
Biotechnology
www.ausbiotech.org
Construction industry
www.constructmycareer.com.au

Creative Industries Skills Council
www.cisc.com.au
Defence Forces
www.defencejobs.gov.au
Engineering and manufacturing

Film & TV Industry
Information technology
www.acs.org.au/ (select IT Careers Portal)
Invest Australia - agribusiness, biotechnology, energy industries, environmental industries, financial services, ICT, advanced manufacturing, minerals, nanotechnology, and services
www.austrade.gov.au
www.itecareers.acs.org.au/
www.itskillshub.com.au
Manufacturing
www.zoom.aigroup.asn.au
Marine Science
www.amsa.asn.au/
Music industry
Nursing
www.thinknursing.com/
Queensland Police
Retail
www.retail.org.au/
Rural
www.ruralskills.com.au
Science
www.science.uq.edu.au
Tourism and hospitality
www.ttnq.org.au
www.qtic.com.au

Working Conditions
Australian Council of Trade Unions
www.worksite.actu.asn.au
Young Workers Advisory Service
Employment rights, Pay scale summaries
www.ywas.org/
Fair Work Ombudsman
www.fairwork.gov.au

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

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

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

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

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

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

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

Guide for students with a disability
Australian Catholic University National
www.acu.edu.au
Career Information Service

Griffith University
www.griffith.edu.au/
Queensland University of Technology
www.qut.edu.au
Job Access
www.jobaccess.gov.au
www.myfuture.edu.au (‘The Facts & Career’)
The University of Queensland
www.uq.edu.au/student-services
INCLUSIVE EDUCATION

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

In addition, learning support is offered to identified students to help them achieve to the best of their ability.

Inclusive Education programs may include:

- Lunch time Mathematics tutoring one day a week
- 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

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.
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 9 student is 1½ hours each night.

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

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

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

After an absence from school, it is the student's responsibility to check on missed work. The student who
fails to do homework may be given a penalty in the form of detention or extra work.

A subject teacher will normally communicate with parents through the student's planner if the student fails
to do her homework in a subject.
## CONTACT DETAILS

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

### Key Curriculum Contacts:

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

### Academic Coordinators:

- **Business Technology:** Mr Shane Weir
- **English & French:** Ms Rikki Chandler
- **Drama:** Mrs Suellen Geran
- **Home Economics/Health & Physical Education:** Mrs Michele Tillack
- **Mathematics:** Ms Lyn Hedemann
- **Religious Education:** Mr Gary Conwell
- **Science:** Mr David Hooper
- **Social Science & Art (Acting):** Ms Jade McKenzie

- **Support Teacher (Inclusive Education):** Ms Kerry Peacey
- **Teacher Librarian:** Mrs Frances Zabarauskas