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

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

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

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

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

As you move into the beginning of a new year, take time to set your goals for 2012. I look forward to working with you, as together we strive to grow in Goodness, Knowledge and Discipline.

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

Our Pastoral Care program, which is taught during Personal and Social Development Education (PSD) lessons each week, supports these ideals. PSD lessons:
- build community with lessons devoted to Sisters’ Activities, St John Fisher Day preparation, shared lunches and community service to others;
- explore such topics as:
  - communication;
  - conflict resolution;
  - organisation and time management;
  - self-esteem;
  - respectful relationships;
  - friendship;
  - bullying and cyber bullying;
  - internet safety;
  - study skills.

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

YEAR EIGHT

UNIT 1 “Just the Beginning” includes:
- making an easy transition from primary school to secondary school;
- identifying students’ own valuable qualities;
- meeting the other girls in the class;
- helping students get organised for the day-to-day tasks of high school; (i.e. colour coding books to timetables);
- preparation for “Getting to Know You” camp;
- learning about the St John Fisher way;
- learning homework and study management techniques;
- problem solving issues around high school routines.

UNIT 2 “Friendship and Team Work ” includes:
- discovering the qualities of friendship;
- helping students decide on the most important characteristics of a friend, clarify which are realistic expectations and helping students to develop these characteristics themselves;
- evaluating the influence of self-esteem on their own and others’ behaviour;
- identifying feelings using a feelings thermometer;
- hygiene issues for adolescents;
- learning about team work and leadership styles;
- preparation for St John Fisher Day.
UNIT 3  “Relationships” includes:
- allowing students opportunities to demonstrate skills and actions that support the rights and feelings of others;
- learning about communication styles;
- recognising and appreciating their own and others’ achievements;
- evaluating the influence of self-esteem on their own and others’ behaviour;
- learning about how to show empathy to others;
- learning about bullying and the differences in subtle and obvious bullying;
- understanding the role of bystanders in bullying;
- preparation for the GR8 Race;
- using social networking pages appropriately.

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

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

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

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

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

RATIONALE: In the study of Business Education, students will gain a number of skills which will help them in their endeavours to become reflective self-directed lifelong learners.

Students will gain an understanding of developments in technology and how it influences and is influenced by social, cultural and environmental factors. Students are given the opportunity to investigate what it means to be a good digital citizen by exploring and generating new ways of viewing and resolving challenges associated with technology and to communicate responsibly in a technological world.

Students will gain an understanding of Career Management skills which will support students in becoming reflective, self-directed learners and citizens. The structure of the course will cover
- Personal Management
- Learning and Work Exploration
- Career Building.

To complement the Careers unit, students will also undertake studies in
- Earning an Income
- Basic Budgeting Skills
- Spending and Saving

The unit will also incorporate the effective and efficient use of technology such as Word 2010 and Excel 2010 to produce class work and activities.

AIMS: To build career management skills, investigate the management of money and integrate technology in an efficient and effective way.

PATHWAY OF STUDY:
In Year Nine – students may undertake studies in the ICT Strand (Technology) or the Business Strand or both.

ICT STRAND
In Year Eight, all students study the Unit, 08BAT Education, in either Semester One or Two.

In Year Nine, students can select the following units:
- Semester One 09ICT 1 - Microsoft Magic
- Semester Two 09ICT 2 - Presentation Plus

In Year Ten, students can select the following units.
- Semester One 10ICT 1 - Present Yourself Professionally
- Semester Two 10ICT 2 - Living in an Online World AND 10ICT 3 - BCT Introduction

10ICT3 - offered in Year Ten Semester Two only and provides transition to Senior Business and Communication Technology (BCT)

BUSINESS STUDIES STRAND
In Year Eight, all students study the Unit, 08BAT Business and Technology, in either Semester One or Two.

In Year Nine, students can select the following units:
- Semester One 09BUS1 - Cash Counts
- Semester Two 09BUS2 - Credit Concerns

In Year Ten, students can select the following units.
- Semester One 10BUS1 - Financial Foundations
- Semester Two 10BUS2 - The Computerised Business World AND 10BUS3 - Accounting Intro

10BUS3 is offered in Semester Two only, provides transition to Senior Accounting
CAREERS STRAND

Career Education at St John Fisher College continues with Options Week (Year Eight), Futures Week (Year Nine) and Careers Week (Year Ten). This career education process leads towards the development of the Senior Education and Training Plan (SETP) for a student’s senior phase of learning.

<table>
<thead>
<tr>
<th>Unit:</th>
<th>08BT: Business Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aim:</td>
<td>To begin the investigation process of the world of work to discover possible career options, develop and recognise good employability skills and how to budget for future needs and wants. Technology will be used to effectively and efficiently produce tasks.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Concepts:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Business</strong></td>
<td><strong>Technology Integration:</strong></td>
</tr>
<tr>
<td>• Needs and wants;</td>
<td>• Occupational health and safety practices;</td>
</tr>
<tr>
<td>• Consumer rights and protection;</td>
<td>• Review of file management and the Windows interface;</td>
</tr>
<tr>
<td>• Budgeting skills</td>
<td>• Basic document formatting:</td>
</tr>
<tr>
<td>• Spending and saving</td>
<td>* Margins and tabs;</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>* Bullets and numbering;</td>
</tr>
<tr>
<td>• Digital Citizenship</td>
<td>* Page breaks;</td>
</tr>
<tr>
<td><strong>Careers</strong></td>
<td>* Effective display tasks</td>
</tr>
<tr>
<td>• Employability skills</td>
<td>• Internet research.</td>
</tr>
<tr>
<td>• Locating and using career information</td>
<td></td>
</tr>
<tr>
<td>• The relationship between work, community, and the economy.</td>
<td></td>
</tr>
<tr>
<td>• The Career building process</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Experiences:</th>
<th>Students will work through a number of teacher directed activities and use computers to effectively and efficiently produce class work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Strategies:</td>
<td>• Written and practical tests</td>
</tr>
<tr>
<td></td>
<td>• Portfolio based on their own experiences which allows students to cater for their own diverse backgrounds, styles and needs.</td>
</tr>
<tr>
<td>Assessment Criteria:</td>
<td>• Knowledge and Understanding</td>
</tr>
<tr>
<td></td>
<td>• Reflecting</td>
</tr>
<tr>
<td></td>
<td>• Investigate, design and produce</td>
</tr>
<tr>
<td>Equipment:</td>
<td>A4 display Folder and A4 exercise Book</td>
</tr>
</tbody>
</table>
Drama

Rationale: Drama focuses on students expressing and communicating understandings about human issues and experience through the enactment of real and imagined events, allowing them to create and recreate scenarios. Students develop confidence and self-awareness as they collaborate to prepare and present drama.

Students gain an understanding of the various forms and styles of Drama, namely:

- Process drama
- Realism
- Documentary drama
- Collage drama
- Clowning and physical theatre
- Children’s theatre
- Improvisation
- Ritual
- Mask and movement
- Monologue
- Script

Aims: Through participating in Drama activities students are provided with opportunities to develop:

- skills that can be used to present themselves, both personally and in role;
- an understanding of the elements and conventions of drama and their purpose;
- an appreciation of a range of dramatic forms, styles and contexts;
- knowledge and understanding of the contribution drama has made in various cultural, social and historical contexts;
- the ability to critically reflect on their own and others dramatic work in writing;
- the ability to rehearse, rework, refine material and understand, manage and communicate ideas, feelings and experiences;
- the ability to research, analyse and evaluate aspects of drama;
- the ability to devise characters in script and from visual and/or audio stimulus.

Pathway of Study:

In Year Eight, all students study 08DR1: In a World of Pure Imagination, for one term.

Currently in Year Nine, students can select the following units:
- Semester One 09DRA 1 - Fractured Fairytales
- Semester Two 09DRA 2 - Performance and Design

Currently in Year Ten, students can select the following units.
- Semester One 10DRA 1 - Physicalising Shakespeare and Improvisation
- Semester Two 10DRA 2 - Documentary and Collage

Although it is not compulsory preparation for Years Eleven and Twelve Drama, it is certainly helpful to have studied three or four semesters of Drama through Years Nine and Ten as it creates a solid foundation for their learning.
<table>
<thead>
<tr>
<th><strong>Unit:</strong> 08DR1: In a World of Pure Imagination</th>
</tr>
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<tbody>
<tr>
<td><strong>Aim:</strong></td>
</tr>
</tbody>
</table>
| • To develop an appreciation of drama as an art form and introducing students to the basic drama concepts and skills;  
• To develop communication and performance skills;  
• To foster self-confidence and develop social skills. |

**Key Concepts:**

This unit introduces students to drama as a specialist subject in high school. Students begin with different capabilities and skills. The main aim of this initial exposure to drama is to allow students to develop their communication skills and foster their self-confidence. The unit begins with picture books, a style of text with which they are familiar, and use these texts as a stimulus to explore the worlds created within and apply the Dramatic Languages. The unit also encourages students to question different theatrical techniques, and the specific choices made. By engaging the students in a picture book we are able to explore what is stated, silenced and suggested.

This unit allows students an opportunity to explore their physical and vocal skills, and creating realistic and surreal scenes, encouraging the students to experiment with their body as a tool.

**Learning Experiences:**

• Understanding the drama space through activities and improvisation;  
• To partake in process dramas stimulated by visual and/or audio texts, largely picture books  
• Use a picture as a stimulus – students to recreate the scene or 'what is happening'.  
• Explicitly explore the different Elements and how each can be used within Drama.  
• To develop both realistic and unrealistic characters  
• Write reflective journal entries – on what they learnt, but also how the students feel they went when attacking the different experiences.

**Assessment Strategies:**

A variety of assessment strategies will provide students with multiple opportunities to demonstrate progress achievement. These could include:  
• Forming tasks e.g. improvisations, role-play, process drama, devising their own dramas and creating their own script  
• Presenting tasks e.g. performing in small groups;  
• Responding tasks e.g. discussion and written reflections.

**Assessment Criteria:**

• Forming  
• Presenting  
• Responding  
• Knowledge and Understanding

**Equipment:**

A4 exercise book; access to basic costumes and props.  
Theatre blacks – conservative black pants and top which allows for movement and in which the student will be comfortable.
RATIONALE: 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. It 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 across a growing range of contexts with accuracy, fluency and purpose.

AIMS: A course of study in Junior English at St John Fisher College aims to provide students with the opportunity to:

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- Understand how Standard Australian English works in its spoken and written forms to create meaning
- Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

PATHWAY OF STUDY: Each year of the course revolves around a central conceptual thread. Learning is then sequenced so as to build on students’ prior knowledge and challenge and extend their thinking about the world around them.

Year Eight

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

Year Nine

The Year Nine course is entitled ‘Bursting the Bubble’ and through a focus on the world aims to broaden students’ perspectives. This course challenges students’ perceptions about the world around them 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 ultimately journey towards an exploration of the nature of humanity. Students will also participate in ‘Readers’ Circles.’ These ‘Readers’ Circles’ provide students with the opportunity to engage in reading for enjoyment and to develop interest and skills in inquiring into the aesthetic aspects of texts so as to develop an appreciation of literature.
Year Ten

The Year Ten course builds on the final unit of study undertaken in Year Nine, in which students question the future of the human race and identify what is at the very core of our humanity. In Year Ten students will explore how despite the changes that have taken place in society we are, in essence, human by nature. Students will explore the universal nature of humanity. They will also participate in ‘Readers’ Circles’. These ‘Readers’ Circles’ provide students with the opportunity to engage in reading for enjoyment and to develop interest and skills in inquiring into the aesthetic aspects of texts so as to develop an appreciation of literature.

<table>
<thead>
<tr>
<th>Unit: 8EN – My Story; Her Story</th>
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</thead>
<tbody>
<tr>
<td><strong>Aim:</strong></td>
</tr>
<tr>
<td><strong>Key Concepts:</strong></td>
</tr>
<tr>
<td><strong>Learning Experiences:</strong></td>
</tr>
<tr>
<td><strong>Assessment Strategies:</strong></td>
</tr>
</tbody>
</table>
| **Assessment Criteria:** | English is organised into three interrelated strands that support students’ growing and understanding and use of English:  
  - Language  
  - Literature  
  - Literacy  

All student work is assessed on an A-E scale using the assessment criteria:  
  - Writing  
  - Speaking |
<p>| <strong>Equipment:</strong> | A4 exercise book; display folder and The Australian School Dictionary/Thesaurus (Oxford University Press). The dictionary/thesaurus is to be retained for following years. |</p>
<table>
<thead>
<tr>
<th>Unit:</th>
<th>8EN – Our Stories; A Heroes Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aim:</td>
<td>In Year Eight students will develop knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.</td>
</tr>
<tr>
<td>Key Concepts:</td>
<td>In Term Three, students will examine how both personal and cultural stories can communicate shared values and beliefs. They will discover that the narrative form can be used to convey important messages and morals and analyse how language enables people to construct stories. In Term Four students will examine the concept of success and explore the life or aspects of the life of a successful person and consider how that person has contributed to the world around them.</td>
</tr>
<tr>
<td>Learning experiences</td>
<td>The Term Three unit further extends the study of identity to other cultures. Students will explore the concepts of culture and cultural identity and will engage with a wide range of stories from various cultures, including stories from Asia, with a particular focus on the oral storytelling tradition of Indigenous people. The final unit continues the year-long exploration of stories by providing students with the opportunity to investigate the life story of a successful person. Students will explore the notion that it is through the life stories of others that we can be inspired and begin to steer our own life story. Students will engage in independent learning and deep exploration and research on a successful person.</td>
</tr>
<tr>
<td>Assessment Strategies:</td>
<td>Students will draw on their knowledge of the narrative form to construct their own stories and will engage in the research process and develop their written and oral presentation skills.</td>
</tr>
</tbody>
</table>
| Assessment Criteria: | English is organised into three interrelated strands that support students’ growing and understanding and use of English:  
  - Language  
  - Literature  
  - Literacy  
  All student work is assessed on an A-E scale using the assessment criteria:  
  - Writing  
  - Speaking |
| Equipment: | A4 exercise book; display folder and The Australian School Dictionary/Thesaurus (Oxford University Press). The dictionary/thesaurus is to be retained for following years. |
RATIONALE: Learning a second language widens horizons and leads ultimately to the capacity to look out from the new language and culture and, in effect, to develop a soundly based world view. This, in turn, fosters cross cultural understanding and empathy with people of other languages and cultures, whether they be members of the multicultural Australian society or from other countries.

The core unit of French, 08 FR1, introduces students to the language and life of the French speaking community. The skills of reading, writing, listening and speaking develop throughout the unit. Students become acquainted with the French speaking people and their cultures in different parts of the world.

Students are issued with a workbook which includes many of the language learning activities and exercises which link with the textbook. They engage in many interesting technology-based activities to enhance learning.

AIMS: A course of study in French at St John Fisher College aims to introduce students to the language and life of the French speaking community.

PATHWAY OF STUDY:

<table>
<thead>
<tr>
<th>Year</th>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Eight</td>
<td>08FR1</td>
<td>Bonjour</td>
<td>Semester One or Semester Two</td>
</tr>
<tr>
<td>Year Nine</td>
<td>09FR1</td>
<td>Je me présente</td>
<td>Semester One</td>
</tr>
<tr>
<td>Year Nine</td>
<td>09FR2</td>
<td>C’est la vie</td>
<td>Semester Two</td>
</tr>
<tr>
<td>Year Ten</td>
<td>10FR1</td>
<td>La France et les Français</td>
<td>Semester One</td>
</tr>
<tr>
<td>Year Ten</td>
<td>10FR2</td>
<td>Vive la France</td>
<td>Semester Two</td>
</tr>
</tbody>
</table>

In order to meet the demands of Year Ten French, it is advisable to complete both Semester One and Semester Two units of Year Nine French.
<table>
<thead>
<tr>
<th>Unit:</th>
<th>08FR1 – Bonjour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aim:</td>
<td>This course is designed to introduce students to the language and life of the French speaking community.</td>
</tr>
</tbody>
</table>
| Key Concepts: | Students are introduced to cultural aspects of France, including the geography of France and a study of French speaking people and their cultures in different parts of the world. Topics covered include:  
  - greetings;  
  - introductions;  
  - talking about yourself and others;  
  - talking about the date and the weather;  
  - talking about families;  
  - numbers;  
  - colours;  
  - parts of the body. |
| Learning Experiences: | The skills of reading, writing, speaking and listening are developed through a range of activities including:  
  - role play;  
  - singing;  
  - reading simple stories;  
  - listening to simple dialogues;  
  - writing simple statements;  
  - technology-based activities;  
  - board games and TV programmes. |
| Assessment Strategies: | Assessment is continuous over the two sub-strands of Comprehending and Composing:  
  - Role play;  
  - Listening exercises;  
  - Reading comprehension;  
  - Writing exercises;  
  - Activity sheets. |
| Assessment Criteria: | A student's work is assessed on an A-E scale, using the following criteria:  
  1. Knowledge and understanding  
  2. Comprehending texts  
  3. Composing texts  
  4. Intercultural competence  
  5. Reflecting |
| Equipment: | A4 exercise book; display folder |
HEALTH AND PHYSICAL EDUCATION

RATIONALE: 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.

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

PATHWAY OF STUDY: In Year Eight, all students study the Unit, 08HPE, in either Semester One or Two.

In Year Nine, students can select the following units:
- Semester One 09HPE1 - Safety First – Harm Minimisation
- Semester Two 09HPE2 - Around the World

In Year Ten, students can select the following units:
- Semester One 10HPE1 - The Human Body
- Semester Two 10HPE2 - Sport is for everyone AND 10HPE3 - Show me the money

10HPE3, offered in Year Ten Semester Two only, provides transition to Senior Physical Education.

<table>
<thead>
<tr>
<th>Unit: 08HPE1: It’s All About Me!</th>
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<tbody>
<tr>
<td><strong>Aim:</strong></td>
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<tr>
<td><strong>Key Concepts:</strong></td>
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<tr>
<td><strong>Learning Experiences:</strong></td>
</tr>
<tr>
<td><strong>Assessment Strategies:</strong></td>
</tr>
<tr>
<td><strong>Assessment Criteria:</strong></td>
</tr>
<tr>
<td><strong>Equipment:</strong></td>
</tr>
</tbody>
</table>

**NB:** students are required to wear supportive cross trainers that are predominantly white in colour. Canvas shoes are not appropriate for physical activity.
<table>
<thead>
<tr>
<th><strong>Unit:</strong></th>
<th><strong>08HP2: Fair Fitness</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aim:</strong></td>
<td>To identify the benefits of fitness and examine the roles and responsibilities within the sporting arena.</td>
</tr>
</tbody>
</table>
| **Key Concepts:** | Benefits of physical activity  
Types of fitness  
Reasons why people want to be fit  
Components of fitness  
Fitness in Australia  
Evaluate personal fitness  
Types of fitness  
Team roles and responsibilities  
Codes of ethics  
Fair play  
Team work  
Strategies and tactics  
Sports skill – kicking, passing, throwing, defensive and offensive strategies |
| **Learning Experiences:** | Investigate the fitness industry  
Develop an image of fitness  
Analyse the benefits of fitness  
Conduct personal fitness tests  
Personal fitness folio  
Access codes of conduct  
Examine behaviour in the sporting arena |
| **Assessment Strategies:** | Personal fitness reflection  
Short answer exam  
Practical performance |
| **Assessment Criteria:** | Knowledge and Understanding  
Investigating and Planning  
Implementing and Applying  
Reflecting |
| **Equipment:** | Sports uniform, water bottle, A4 exercise book, text book  
**NB:** students are required to wear supportive cross trainers that are predominantly white in colour. Canvas shoes are not appropriate for physical activity. |
RATIONALE: History and Geography are disciplined processes of inquiry that develops students' curiosity and imagination. Awareness of history and geography is an essential characteristic of any society, and is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements, environments 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.

AIMS: History aims to ensure that students develop:
- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

Geography aims to ensure that students 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.

PATHWAY OF STUDY: In Year Eight, all students study the following units:
- 08GEO The World Around Us
- 08HIS The Ancient to the Modern World

In Year Nine and 10 students complete ONE Semester each of History and Geography. Students will complete the following units:

Year Nine
- 09GEO Landscapes, resources, livelihoods and lifestyles
- 09HIS The Making of the Modern World

Year Ten
- 10GEO Environmental Sustainability and Human Wellbeing
- 10HIS The Modern World and Australia

All of the above subjects lend themselves to the Humanities subjects currently offered in Years Eleven and Twelve such as:
- Legal Studies
- Modern History
- Geography
- Tourism
<table>
<thead>
<tr>
<th>Unit:</th>
<th>08GEO: The World Around Us</th>
</tr>
</thead>
</table>

### Aim:

To allow students:
- to gain knowledge and understanding of their own place and of Australia,
- support student’s development as active and engaged citizens by promoting
- to debate and foster informed decision-making on a range of current local, state and national issues,
- to gain knowledge of the world, as the foundation for understanding international events and trends,
- to see ways in which they can positively influence their world as
- to be active local, national and global citizens by encouraging them to question why things are the way they are,
- to investigate issues and to evaluate alternative, more sustainable futures.

Through exploration and discussion, students develop an informed view of their responsibilities towards the environment and to people throughout the world.

### Key Concepts:

#### Strand 1 - Environmental Characteristics

In Year Eight the focus is on biotic life, which links with Year Eight science. This includes studies of climate, world biomes, biodiversity, soil and food production. The study of biomes recognises that they have been extensively transformed by people, through land clearing, terracing, irrigation, grazing, new planting and other impacts, and that humans extract an average of nearly a quarter of net growth in plan biomass from them each year. Other topics could be a study of a major world biome or an extreme environment, or of bushfires, vegetation clearance and its consequences, agriculture, land degradation or suburban gardens.

#### Strand 2 - Human Characteristics

The focus is on settlement; the distribution of population; the reasons for cities and towns, and trends in rural settlement. Additional topics could include comparative studies of settlements similar to a school’s locality, urbanisation, coastal settlement and its consequences, the future of housing, the sustainability of small towns, the prospects for closer settlement in northern Australia, or whether Australia’s high level of urban concentration is a sensible or sustainable settlement pattern.

### Learning Experiences:

- Various written and non-written tasks
- Various skill based activities including compulsory field work
- Analysing audio-visual materials
- Completing individual primary and secondary inquiry
- Using technology to analyse, interpret and present findings.

### Assessment Strategies:

A variety of assessment strategies will be used to cater for students’ diverse backgrounds, learning styles and needs. This will give students more opportunities to demonstrate progress. These could include: observations; conferencing; portfolios; writing and work samples; performances; demonstrations and exhibitions; as well as assignments and tests.

### Assessment Criteria:

1) Geographical knowledge and understanding
2) Geographical inquiry and skills

### Equipment:

2 X A4 exercise books (Workbook: 128 pages and research book: 48 pages), colouring pencils, biro (red, black, blue only), ruler, pencil, calculator, protractor, headphones with microphone.
<table>
<thead>
<tr>
<th>Unit: 08HIS: The Ancient to the Modern World</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aim:</strong> To ensure that students develop:</td>
</tr>
<tr>
<td>• interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens</td>
</tr>
<tr>
<td>• knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society</td>
</tr>
<tr>
<td>• understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability</td>
</tr>
<tr>
<td>• the capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.</td>
</tr>
<tr>
<td><strong>Key Concepts:</strong> Depth Study: Medieval Europe (c.590 – c.1500)</td>
</tr>
<tr>
<td>The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in Society</td>
</tr>
<tr>
<td>The key inquiry questions at this year level are:</td>
</tr>
<tr>
<td>1) How did societies change from the end of the ancient period to the beginning of the modern age?</td>
</tr>
<tr>
<td>2) What key beliefs and values emerged and how did they influence societies?</td>
</tr>
<tr>
<td>3) What were the causes and effects of contact between societies in this period?</td>
</tr>
<tr>
<td>4) Which significant people, groups and ideas from this period have influenced the world today?</td>
</tr>
<tr>
<td><strong>Learning Experiences:</strong></td>
</tr>
<tr>
<td>• Various written and non-written tasks</td>
</tr>
<tr>
<td>• Participating in role plays and dramatic activities</td>
</tr>
<tr>
<td>• Analysing evidence including primary and secondary sources</td>
</tr>
<tr>
<td>• Using technology to inquire and present findings</td>
</tr>
<tr>
<td><strong>Assessment Strategies:</strong> A variety of assessment strategies will be used to cater for students’ diverse backgrounds, learning styles and needs, and will give students more opportunities to demonstrate progress. These could include observations, conferencing, portfolios, writing and work samples as well as performances, demonstrations and exhibitions, as well as assignments or tests.</td>
</tr>
<tr>
<td><strong>Assessment Criteria:</strong> 1) Historical knowledge and understanding</td>
</tr>
<tr>
<td>2) Historical skills</td>
</tr>
<tr>
<td><strong>Equipment:</strong> 2 X A4 exercise books (workbook-128 pages and research book- 48 pages), colouring pencils, biro (red, black, blue only), ruler, pencil, calculator, protractor, headphones with microphone</td>
</tr>
</tbody>
</table>
HOME ECONOMICS

RATIONALE:
The central focus of Home Economics is the well being of people within the context of their personal, family, community and work roles. Home Economics encourages personal independence, living effectively within the wider society and promoting preferred futures for self and others in situations related to food and nutrition, human development and relationships, living environments and textiles.

AIMS:
The aim of Home Economics is to increase student awareness of the processes of growth and development and to make them take responsibility for their own growth and development through taking actions that enhance wellbeing.

PATHWAY OF STUDY:
Home Economics is broken into two modules – Food Technology and Textiles.

Students may study a combination of both Food Technology and Textiles subjects at the same time.

All units are discrete. Therefore it is not necessary to have completed units in the order shown or all units shown. It is also possible to choose both food and textile units simultaneously.

FOOD TECHNOLOGY STRAND
In Year Eight, all students study the Food Technology unit as part of Home Economics, in either Semester One or Two.

In Year Nine, students can select the following units:
   Semester One  09FTEC1
   Semester Two  09FTEC2

In Year Ten, students can select the following units.
   Semester One  10FTEC1
   Semester Two  10FTEC2

TEXTILES STRAND
In Year Eight, all students study the Textiles unit as part of Home Economics, in either Semester One or Two.

In Year Nine, students can select the following units:
   Semester One  09TEX1
   Semester Two  09TEX2

In Year Ten, students can select the following units.
   Semester One  10TEX1
   Semester Two  10TEX2
### Unit: 08HEC - “Lunch – 2 – Go” (One Term)

**Aim:**
The aim of this unit is to enable students to make good food choices for health; and to practice cookery techniques to enable students to produce healthy food items.

**Key Concepts:**
- The link between food and health;
- Green, Amber and Red food selection strategy;
- Teamwork;
- Challenge, risk and safety;
- Planning;
- Reflecting/evaluating.

**Learning Experiences:**
- Practical cookery;
- Nutritional evaluations;
- Planning;
- Practical cookery;
- Reflecting/evaluating;

**Assessment Strategies:**
Individual assignment involving a written and a practical component.

**Assessment Criteria:**
- Knowledge and understanding
- Producing

**Equipment:**
A4 exercise book, ingredients for practical lessons. (List supplied at start of unit)

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### Unit: 08HEC – “Designing and Creating” (One Term)

**Aim:**
To develop skills and knowledge related to textiles which will enable students to create textile items and give them a sense of achievement and satisfaction.

**Key Concepts:**
- Investigating;
- Designing;
- Planning;
- Creating and constructing;
- Reflecting/evaluating.

**Learning Experiences:**
- Designing for a given design brief;
- Creating a pattern;
- Textile construction;
- Evaluating;
- Practical sewing;
- Fabric dyeing.

**Assessment Strategies:**
Practical textile construction task

**Assessment Criteria:**
- Producing
- Evaluating

**Equipment:**
A4 exercise book, sewing container, pins, marking chalk, needles, quick unpick.
MATHMATICS

RATIONALE: Learning mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and 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.

AIMS: The Australian Curriculum: Mathematics aims to ensure that students:
- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens.
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability.
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

PATHWAY OF STUDY: When choosing the unit of mathematics that students wish to undertake, they will need to carefully consider the following points:
- All students in Year Eight and 9 will follow the National Curriculum Program in Mathematics.
- 10MAT1 and 10MAT2 are designed to help students make a more successful transition from Year Ten to Senior Mathematics A / Prevocational Mathematics.
- 10MATC21 and 10MATC22 are designed to help students make a more successful transition from Year Ten to Senior Mathematics B and Mathematics C.

<table>
<thead>
<tr>
<th>Year Eight</th>
<th>08MAT1 and 08MAT2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Nine</td>
<td>09MAT1 and 09MAT2</td>
</tr>
<tr>
<td>Year Ten</td>
<td>10MAT1 and 10MAT2</td>
</tr>
<tr>
<td>Years Eleven and Twelve</td>
<td>Mathematics A and Prevocational Mathematics</td>
</tr>
<tr>
<td></td>
<td>10MATC21 and 10MATC22</td>
</tr>
<tr>
<td></td>
<td>Mathematics B Mathematics C</td>
</tr>
</tbody>
</table>
### Unit: 08MAT1: Mathematics – Semester One

#### Aim:
For all students to have both an experience in and an opportunity to develop their skills and understanding in the key concepts of Number and Algebra and Measurement and Geometry.

#### Key Concepts:
- Whole numbers and place value
- Estimation and rounding
- Order of operations
- Indices
- Square numbers
- Powers and square roots
- Scientific notation
- Fractions
- Distributive law
- Units of measurement
- Perimeter

#### Learning Experiences:
Students will engage in a variety of activities which may include: textbook exercises; worksheets; assignments; investigations; video presentations; constructions and modelling; games and puzzles.

#### Assessment Strategies:
The assessment program will consist of a variety of tasks that may include tests, assignments, investigations, homework tasks, or in class activities.

#### Assessment Criteria:
Mathematics is organised around the interaction of four proficiency strands. The proficiency strands are Understanding, Fluency, Problem Solving, and Reasoning. They describe how content is explored or developed, that is, the thinking and doing of mathematics. This approach has been adopted to ensure students’ proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

#### Equipment:
Scientific calculator, ruler, Kent set, 360° protractor, 2 x A4 exercise books, grid book.

### Unit: 08MAT2: Mathematics – Semester Two

#### Aim:
For all students to have both an experience in and an opportunity to develop their skills and understanding in the key concepts of Number and Algebra.

#### Key Concepts:
- Cartesian Planes – plotting points
- Linear and non-linear graphs
- Decimals
- Percentages
- Rates
- Ratio and scale factors
- Direct proportion
- Similarity

#### Learning Experiences:
Students will engage in a variety of activities which may include: textbook exercises; worksheets; assignments; investigations; video presentations; constructions and modelling; games and puzzles.

#### Assessment Strategies:
The assessment program will consist of a variety of tasks that may include tests, assignments, investigations, homework tasks, or in class activities.

#### Assessment Criteria:
Mathematics is organised around the interaction of four proficiency strands. The proficiency strands are Understanding, Fluency, Problem Solving, and Reasoning. They describe how content is explored or developed, that is, the thinking and doing of mathematics. This approach has been adopted to ensure students’ proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

#### Equipment:
Scientific calculator, ruler, Kent set, 360° protractor, 2 x A4 exercise books, grid book.
Religious Education at St John Fisher College encompasses teaching students’ religion. It is at the heart of the College curriculum and is an essential ingredient in connecting students with the history and mission of the College, and in their understanding the connection of the school with the wider Church. It aims to develop students’ religious literacy in the light of the Catholic tradition so that they may participate as active lifelong learners within church and social contexts.

Religious Education at St John Fisher College aims to develop students’ religious literacy in the light of the Catholic tradition so that they may participate as active lifelong learners within church and wider society.

There is a compulsory course in each semester of Years Eight, Nine and Ten.

Students moving into the senior school can elect to study the authority course ‘Study of Religion’ or the authority-registered course ‘Religion and Ethics’

<table>
<thead>
<tr>
<th>Unit:</th>
<th>08RE1 – Welcome to the Family/Sacraments and Celebrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aim:</td>
<td>This unit focuses on initiation and human identity. Initiation into a new school is similar to being initiated into the Church through Baptism, Eucharist and Confirmation. Human identity is characterized by its God-given existence and free will.</td>
</tr>
</tbody>
</table>
| Key Concepts: | • Image of God  
• Creed  
• Church and community  
• Stations of the Cross  
• St John Fisher  
• Prayer and rituals  
• Rites of Christian Initiation  
• Signs and symbols |
| Learning Experiences: | Tour of school facilities, research in Resource Centre, analysing printed texts, web-site review, word-processing, designing and creating brochures, class work. |
| Assessment Strategies: | Written and creative project; In class activities. |
| Assessment Criteria: | Knowledge  
Evaluative Processes  
Research and Communication |
| Equipment: | Catholic Youth Bible; A4 exercise book |
**Unit:** 08RE2 – Justice in the Local Community/Jesus: Life and Times

**Aim:** This unit aims to develop students’ understanding of the person of Jesus and the Christian response to issues in contemporary society. Students analyse Scripture for textual features. They make links between the text and cultural contexts. Students analyse the Christian response to environmental issues.

**Key Concepts:**
- Actions and values
- Conscience
- The Ten Commandments
- Environmental issues
- Christian responses to environmental issues
- World of Jesus: Religion, geography and social customs
- Timeline of New Testament
- Titles of Jesus
- Jesus’ life and ministry
- Jesus as a Moral Teacher

**Learning Experiences:** Scriptural research, commentary research, written exercises, analysing media, web-site research.

**Assessment Strategies:** Interactive power point game
- Individual project
- In class activities.

**Assessment Criteria:** Knowledge
- Evaluative Processes
- Research and Communication

**Equipment:** Catholic Youth Bible; A4 exercise book
Humans are innately curious about their world. Science is a ‘way of answering questions’ about the biological, physical and technological world. Science is a dynamic, collaborative and creative human endeavour arising from exploring, investigating, making predictions and solving problems.

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

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

AIMS:
The aims of the Australian Science Curriculum are for students to develop:
- an interest in Science and a curiosity and willingness to explore, ask questions and speculate about the changing world in which they live,
- an ability to investigate questions about the world using scientific inquiry methods,
- an ability to communicate their scientific understandings and findings to a range of audiences, to justify their own ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims whilst respecting alternative viewpoints and beliefs,
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of Science,
- an understanding of historical and cultural aspects of Science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science, and
- a solid foundation in science knowledge and understanding, including being able to select and integrate science understanding in order to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.

The Australian Science Curriculum encompasses three interrelated areas of Science Inquiry Skills, Science as a Human Endeavour and Science Understanding. The three strands of the curriculum are interrelated and their content is taught in an integrated way.

The Science Understanding strand has the following sub-strands:
- Biological Sciences,
- Chemical Sciences,
- Earth and Space Sciences, and
- Physical Sciences.

PATHWAY OF STUDY: Science is compulsory during Years Eight to Ten, and studied as semester units, where all four Science Understanding sub-strands are covered. In Years Eleven and Twelve girls can currently choose from the following Senior Sciences: Physics, Chemistry and Biology.
### 08SC1 – What’s the Matter? and We Will Rock You

**Aim:**
The Year Eight course aims to develop students’ abilities to investigate questions to reach conclusions consistent with scientific knowledge, to describe how science inquiry contributes to an understanding of the world, to measure and control variables, present data and findings that support their conclusions, and describe how improvements to methods could improve the quality of their results.

**Key Concepts:**
- **Intro to the Lab - Safety, Equipment and Bunsen burners**
- **Measuring and recording data**
- **Scientific Method, report writing**

**Chemical Sciences**
- The properties of the different states of matter can be explained in terms of the motion and arrangement of particles
- Differences between elements, compounds and mixtures can be described at a particle level
- Chemical change involves substances reacting to form new substances

**Earth and Space Sciences**
Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales.

**Learning Experiences:**
- Varied inquiry-based class activities; Group work;
- Research; Use of scientific apparatus and technology;
- Experimental work and investigations.

**Assessment Strategies:**
- Multiple choice/short answer tests (supervised assessments);
- Scientific investigations and reports;
- Research/Presentation tasks.

**Assessment Criteria:**
- Knowledge
- Investigating
- Communicating
- Reflecting

**Equipment:**
- A4 exercise book, glue stick, ruler, pencils, coloured pencils, eraser, calculator, pad of graph paper (2mm grid)

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### 08SC2 – Energy for my Lifestyle and Multiplying by Dividing

**Aim:**
The Year Eight course aims to develop students’ abilities to investigate questions to reach conclusions consistent with scientific knowledge, to describe how science inquiry contributes to an understanding of the world, to measure and control variables, present data and findings that support their conclusions, and describe how improvements to methods could improve the quality of their results.

**Key Concepts:**
- **Physical Sciences**
  - Energy appears in different forms including movement (kinetic energy), heat and potential energy, and causes change within systems

- **Biological Sciences**
  - Cells are the basic units of living things and have specialised structures and functions
  - Multi-cellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce

**Learning Experiences:**
- Varied inquiry-based class activities; Group work; Research;
- Use of scientific apparatus and technology;
- Experimental work and investigations.

**Assessment Strategies:**
- Multiple choice/short answer tests (supervised assessments);
- Scientific investigations and reports;
- Research/Presentation tasks.

**Assessment Criteria:**
- Knowledge
- Investigating
- Communicating
- Reflecting

**Equipment:**
- A4 exercise book, glue stick, ruler, pencils, coloured pencils, eraser, calculator, pad of graph paper (2mm grid)
**VISUAL ART**

**RATIONALE:**

The focus of Visual Art is on the building of skills, the appreciation and the enjoyment of art. Students are urged to use their imagination and to create artworks that are expressive of their emotions, intellect, society and individuality.

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

**AIMS:**

Visual Art aims to offer students the opportunity to develop skills that are both specific to the subject as well as being valuable to the development of life long learning. This is achieved through engagement in art experiences to:

- make, display and appraise art works competently;
- express ideas, feelings and experiences;
- communicate with a target audience using the forms and processes of visual arts;
- understand, evaluate and appreciate the impact of art work in constructing meaning;
- respect and value cultural diversity;
- understand that learning in the visual arts is transferable to personal and working lives.

**PATHWAY OF STUDY:**

Year Eight - 08VAR1 - Dragon Dreams

Year Nine
Semester One - 09VAR1 - Going Bush and Living in a Material World  
Semester Two – 09VAR2 - Artists’ Books and Design for the Body

Year Ten
Semester One – 10VAR1 - Looking In, Looking Out and The Object of My Obsession  
Semester Two – 10VAR2 - Virtual Visitor and Community Art

Students intending to study **Senior Art** in Years Eleven and Twelve are encouraged to complete three or four semesters of Visual Art in Years Nine and Ten.
<table>
<thead>
<tr>
<th><strong>Unit:</strong></th>
<th>08VA1 - Dragon Dreaming</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aim:</strong></td>
<td>To explore visual representations from a variety of cultural and historical contexts through a variety of media.</td>
</tr>
<tr>
<td><strong>Key Concepts:</strong></td>
<td>In this unit, students explore myths and rituals from a variety of cultural and historical contexts. Dragons are used as the stimulus to provide students with the opportunity to design and make images and objects and develop an awareness of the importance of context in constructing meaning.</td>
</tr>
</tbody>
</table>
| **Learning Experiences:** | - explore, collect and display images  
- create drawings using dragons as the vehicle of expression  
- create clay dragon sculptures utilizing pinch pot and modelling techniques  
- display artworks  
- discuss and appraise their own work and the work of others |
| **Assessment Strategies:** | - design and creation of a clay dragon  
- student-teacher consultation  
- focused analysis  
- teacher observation  
- reflective worksheets/written tasks  
- folio of drawings, process work, exhibition or collaborative display |
| **Assessment Criteria:** | Visual Literacy  
Application |
| **Equipment:** | A4 visual journal, 2B and 4B drawing pencil, coloured pencils, scissors, eraser. |
**SUBJECT MATERIALS**

Senior students are required to provide their own stationery and writing equipment. A College Planner will be issued, the cost of which is covered by levies. Some subjects have specific material requirements that students are required to purchase. These are listed below:

<table>
<thead>
<tr>
<th>SUBJECT NAME</th>
<th>STATIONERY AND MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Education</td>
<td>A4 display book; A4 exercise book</td>
</tr>
<tr>
<td>Drama</td>
<td>A4 exercise book</td>
</tr>
<tr>
<td>French</td>
<td>A4 exercise book, A4 display book</td>
</tr>
<tr>
<td>Geography</td>
<td>A4 exercise book (48 page); A4 exercise book (128 pages); A4 display book; 360° protractor</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>A4 exercise book</td>
</tr>
<tr>
<td>History</td>
<td>A4 exercise book (48 page); A4 exercise book (128 pages); A4 display book</td>
</tr>
<tr>
<td>Home Economics – Food Technology</td>
<td>A4 exercise book; containers to transport food home. A list of ingredients for practical lessons will be provided at the beginning of the semester.</td>
</tr>
<tr>
<td>Home Economics – Textiles</td>
<td>A4 exercise book; sewing box (ice cream container) with pins, needles for hand sewing, tailor’s chalk. **PLEASE NOTE – Some businesses try to sell sewing kits / boxes to you. These are unnecessary with many products never used. Your daughter will only need the equipment listed above. **</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2 x A4 exercise books; A4 5mm grid book; Kent set; 360° protractor; a Scientific calculator (such as Casio FX82AU)</td>
</tr>
<tr>
<td>Religious Education</td>
<td>A4 exercise book; Catholic Youth Bible (provided by the College through levy)</td>
</tr>
<tr>
<td>Science</td>
<td>A4 exercise book, 2mm graph paper; a Scientific calculator (such as Casio FX82AU)</td>
</tr>
<tr>
<td>Visual Art</td>
<td>A4 visual journal; 2 x 2B and 2 x 4B drawing pencils; coloured pencils; scissors; eraser.</td>
</tr>
</tbody>
</table>

**ALL SUBJECTS**

**Headphones for class use:**

For health reasons, the College does not provide class sets of headphones for use by students. Students are to purchase their own headphones with microphone (suitable for use with computers). It is **not necessary** to purchase an expensive set of headphones - those available for **under $10** are more than sufficient for use at school.

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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 recommenced
- 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. The Commonwealth Department of Education, Employment and Work Relations (DEEWR) distributes the *Jobguide* through schools to all Year Ten students in Australia annually.
Student Connect - www.studentconnect.qsa.qld.edu.au
The CIS includes a website and a freecall service. The website is designed to provide students, teachers and parents with accurate, up-to-date, relevant and useful information. Young people will be able to use their own learning achievements, interests and goals to map out personalised career pathways based on up-to-date career information.

Queensland Tertiary Admissions Centre - www.qtac.edu.au
The Queensland Tertiary Admissions Centre (QTAC) publishes the QTAC Guide. It contains information on tertiary level courses in Queensland and selected interstate universities, institutes and colleges (including full-time diploma and some certificate level TAFE Queensland courses). It also outlines application procedures and selection processes for the major tertiary offer period during December and January each year.

Queensland Studies Authority - Career Information Calendar - www.qsa.qld.edu.au
The Career Information Calendar lists career events and open days organised by universities, TAFE institutes, secondary schools, private training and education providers and employer groups.
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 12 June 2011.

### Career questionnaires

- **Job Juice**
- **myfuture**
  - [www.myfuture.edu.au](http://www.myfuture.edu.au)
  - (select My Guide)
- **Smart future**

### Career planning

- **Career Information Service**
- **Graduate Careers**
  - (select Industry CareerProfiles)
- **myfuture**
  - (select My Guide)
- **jobjuice**
  - (select Choose a direction)
- **The Good Guides**
  - (select Career)
- **Youth information**
  - [www.youth.gov.au](http://www.youth.gov.au)

### Occupational information

- **Australia's Careers Online**
  - (select Start here/World of career information)
- **Careers Advice Australia - Connect to your future**
- **Enterprise Network for Young Australians**
- **Job Guide - Occupational profiles**
- **Job Outlook - Information on Occupations and myfuture**
  - [www.myfuture.edu.au](http://www.myfuture.edu.au)
  - [www.wisenet-australia.org/](http://www.wisenet-australia.org/)
- **National Innovation Website - Youth**
- **Skilling Solutions Queensland**
- **Skills for the Future**
  - [www.skillsforthefuture.gov.au](http://www.skillsforthefuture.gov.au)

### Industry Careers

- **Industry Careers**

### Specific occupations

#### Accounting
- [http://www.charteredaccountants..com.au](http://www.charteredaccountants..com.au)

#### Architecture

#### Auto careers

#### Aviation Australia

#### Biotechnology

#### Construction industry

#### Creative Industries Skills Council

#### Defence Forces

#### Electrical, electronic and communications

#### Engineering and manufacturing
- [www.engineeraustralia.org.au](http://www.engineeraustralia.org.au)
- [www.zoom.airgroup.asn.au](http://www.zoom.airgroup.asn.au)

#### Film and TV Industry

#### Information technology
- [www.acs.org.au/](http://www.acs.org.au/)
  - (select IT Careers Portal)
- [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

#### Nursing
- [www.thinknursing.com/](http://www.thinknursing.com/)

#### Other specific industries
- [www.skillsforthefuture.gov.au](http://www.skillsforthefuture.gov.au)
Queensland Police
Queensland Public Service
Recreation industry
www.rtg.com.au
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
Pay scale summaries
Young Workers Advisory Service
Employment rights
www.ywas.org/
Wage Net
www.wagenet.gov.au
workplace.gov.au
myfuture (The Facts)
www.myfuture.edu.au

Training sites
Department of Education Training and the Arts
www.trainandemploy.qld.gov.au/
Department of Education, Science and Training
www.dest.gov.au
Australian Apprenticeships Centres
National Training Information Service
www.ntis.gov.au
TAFE Queensland
www.tafe.qld.gov.au
Group Training Australia
www.gtaltd.com.au
Department of Education, Employment and Workplace Relations
www.deewr.gov.au
New Apprenticeships Centres
www.australianapprenticeships.gov.au

Financial assistance
Centrelink
www.centrelink.gov.au
Going to uni
www.goingtouni.gov.au/ (select Fees, loans and scholarships)
Youth Allowance Guide

Job search
Australian workplace
www.workplace.gov.au
Career one
www.careerone.com.au
Youth Pathways
www.youthpathways.dest.gov.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
Australian Govt Undergraduate Scholarships, Fellowships and Grants
www.education.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.acnm.edu.au
Australian tertiary course information (select course information)
www.goingtouni.gov.au
Australian Defence Force Academy
www.defence.gov.au/afca/
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.qld.edu.au
Griffith University
www.gu.edu.au
James Cook University
www.jcu.edu.au
QANTM
Open Learning Australia
www.open.edu.au/wps/portal
Open Learning Institute of TAFE
www.openlearning.tafe.qld.gov.au
Queensland University of Technology
www.qut.edu.au
Queensland Institute of Business and Technology
www.qibt.qld.edu.au
SAE Institute  
www.saecollege.edu.au  
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  
University of New England  
www.une.edu.au  
University of Queensland  
www.uq.edu.an  
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 and Career’ links)  
http://www.deewr.gov.au  

**Guide for students with a disability**  
Australian Catholic University National  
Career Information Service  
Griffith University  
www.gu.edu.au/ua/aa/ss/equity/home.html  
Queensland University of Technology  
http://www.qut.edu.au/about/servdirect/equity  
Job Access  
www.jobaccess.gov.au/JOAC/Home/myfuture  
www.myfuture.edu.au (select ‘The Facts and Career’ links)  
The University of Queensland  
www.uq.edu.au/student-services  

Adapted from the “Useful Internet Sites for Career Planning 2007” Curriculum Brank, Department of training and the Arts, June 2011
GENERAL INFORMATION
For each subject studied, the student is issued with a Semester Subject Guide and a year level Assessment Planner which includes assessment dates. The Subject Guide outlines the learning activities as well as due dates for assessment. These are invaluable sources of information for parents to refer to when assisting their daughter in planning her study time.

PROCEDURES FOR STUDENTS

General procedures
All students are responsible for submitting assessment at the beginning of a scheduled lesson, on or before the due date.

Staged Submission (drafting)
- Students are responsible for ensuring their pre-checks and drafts are completed by the due date and checked by the Subject Teacher.
- Two copies of drafts must be submitted – one for the Subject Teacher to keep until the final assessment task is complete and the other to be returned to the student with feedback on progress.
- All pre-checks and drafts are to be submitted on time. These will be checked and feedback provided to students. This is not a complete marking of the work or to proofread the student’s work. The purpose of submitting drafts is to ensure students understand task requirements.
- Email submissions are not appropriate for submission of work. However, electronic copies of the submitted drafts may be submitted in addition to the hard copy and must be submitted prior to the due date.
- Where a student does not submit a draft when due, it will be treated in the same way as lack of submission of assessment.
- A copy of each draft is to be kept by the Subject Teacher. It is the student’s responsibility to provide two copies of the draft to the Subject Teacher.

Final submission
- Students are required to verify their authorship and effort through evidence of work in progress, drafts, reference lists and signing of the authenticity statement. Students are to bring work in progress to set class lessons and to keep all drafts and notes.
- Drafts and notes must be attached to the final assessment submitted.
- In a situation of a difficulty with a computer, the draft assessment must be submitted on the date due. Computer or printer problems will not be accepted as a valid reason for late work.

Group Assessment
- In the case of group assessment all written documentation and media presentations relating to the task must be submitted on the due date. If one member of the group is absent she must follow the procedures for submission of assessment if absent, as outlined in this document.
- The remaining members of the group must continue with the group assessment on the due date with group members taking on the parts of the missing member if possible. When the absent group member returns, the group will then re-do their assessment at the earliest possible time.
Procedures for ensuring timely submission of final assessments

Lack of submission

- If the student fails to submit the final version of an assessment task at the beginning of the lesson the task is due, the student must spend the remainder of the lesson preparing her submission. This is collected by the Subject Teacher at the end of the lesson.

- Email submissions are not appropriate for submission of work.

- The Subject Teacher will inform the student’s parents of the student’s failure to submit assessment on time and that the student will be required to attend a detention as soon as practical after the due date. Subject Teachers will advise the Academic Coordinator.

- Any assessment task completed in the lesson is marked and evaluated according to the criteria.

Non-attendance at examination

- Non-attendance at an examination without due cause will have similar consequences as lack of submission. The examination may be completed under exam conditions during an after-school session. Lack of submission by absence from school or the subject on the due date requires the student to make an extension request with the appropriate documentation as per the extension policy. This application MUST be made on the morning of the student’s return from absence. Parents of absent students are required to make contact with the College Office.

- The Subject Teacher with the Academic Coordinator will use professional judgement to decide if the exam security has been compromised and/or the student’s result is ‘atypical’.

In all cases, the guiding principle will be justice for all concerned.

Authenticating student work

Students must be able to prove an assessment task is their own work. This is best done through the use of drafts that show the development of the task and by articulating concepts expressed in the assessment task. Only work considered to be the student’s own will be used in determining the grade. Students must sign the authenticity statement on assessment task sheets to verify the ownership and authenticity of the work.

Plagiarism

Plagiarism is the submission of material that is not solely the work of the student, where the original author has not been acknowledged in the accepted manner. It is the act of presenting any other person’s work as one’s own.

- If plagiarism is suspected, for example when research notes have not been quoted or in-text referencing has not been used, the student will be interviewed to determine the origin of the work.

- The parts of the work that have been plagiarised will be ignored when assessing the work, as this does not represent valid evidence of the student’s achievement in this part of the task.

- If the entire submission is not the work of the student, then the work is to be treated as being not submitted and the procedures for non-submission of student work will be followed. The Academic Coordinator will inform the student’s parents of the student’s plagiarism and that the student will be required to attend a detention as soon as practical after the due date. Any assessment task completed in the detention is marked and evaluated according to the criteria.

- Where plagiarism involves one or more students using the work of another student, the individual whose work has been used inappropriately will not be subject to the consequences of the other students, as long as the Academic Coordinator is satisfied that this person had no knowledge of the plagiarism taking place.

- Where a student knowingly allows the plagiarism to occur she will face the same disciplinary consequences as others involved. The identified plagiarism will be clearly noted as such on the assessment task and the student profile.
• If references and/or a bibliography were required with an assessment task and this is absent from the submitted task (including drafts), this may constitute plagiarism.

Extensions

Extension requests for all reasons other than illness and unforeseen crisis should be made before the due date.

Extension requests for all reasons other than illness and unforeseen crisis made on or after the day the assessment is due will not be considered. This applies to all assessment tasks, including spoken tasks.

• Extensions must be requested on the Application for Extension form available from the College Office. The student will present the form for comment and signature by the Subject Teacher, the Academic Coordinator and DP. If an extension is granted, this form must be submitted with the assessment.

• Extensions are granted only in exceptional circumstances such as illness or family crisis and in accordance with the QSA statement on “Late submission and non-submission of student responses to assessment instruments in Authority subjects and Authority-registered subjects” (January 2009).

• Subject Teachers are not in a position to grant an extension but will assist students to follow correct procedure.

• Extension requests due to illness or for compassionate reasons occurring on the due date may be negotiated with Academic Coordinator and the Pastoral Care Coordinator, with the completed form being submitted in the usual way. Applications based on illness or compassionate grounds must be accompanied by appropriate documentation e.g. a medical certificate.

If a student is absent on a day assessment is due, parents must call the College Office to inform staff that their daughter is will not be able to meet the assessment deadline. If the student is unable to produce appropriate documentation to explain her absence then her parents are required to speak to the Deputy Principal.

• The decision to grant an extension is made by the Deputy Principal. Teachers are not authorised to grant extensions. In all cases, the guiding principle will be justice for all concerned.

Extensions for Tests, Exams and Spoken/Dramatic Assessment tasks

• If a student fails to complete a spoken assessment task or a written exam on the scheduled date, due cause must be shown.

• In the case of a test or exam completed after the scheduled date, regardless of whether due cause is established, it is up to the Subject Teacher and Academic Coordinator to decide if the integrity of the assessment has been compromised and whether the results should be taken into account in obtaining semester or exit results.

• No exams are to be completed early, before the remainder of the cohort has sat the exam.

In all cases, the guiding principle will be justice for all concerned.
Impact of extension
- In the case of an extension being granted, the Subject Teacher, in consultation with the Academic Coordinator, will determine if the results of the assessment should be included on the student’s profile with notation.

- This will depend on a range of factors. For example, if a student has been ill for a period of time and her performance on the task is not indicative of her ‘typical’ standard, allowances may be made in accordance with the QSA’s Policy on Special Provisions for School Based Assessments (January 2009).

- It is up to the Subject Teacher in consultation with the Academic Coordinator to decide if the integrity of the assessment task has been compromised and whether the results should be taken into account in obtaining semester or exit results.

Special Provisions
Special provisions 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. Schools must strive to identify and minimise barriers that prevent students from doing so.

Special provisions apply to students who have specific educational needs including:
- disabilities that have a physiological basis, such as those of a sensory, motor or neurological nature
- educational disadvantage due to cultural, language or socioeconomic factors
- short term impairments eg glandular fever, broken limbs, extended illness
- educational disadvantage due to other factors eg gifted students, elite athletes, difficult life circumstances.

(QSA Special Provisions Policy, 2009).

Students who wish to apply for special provisions should speak to an appropriate staff member such as the Support Teacher Inclusive Education, Counsellor, Pastoral Coordinator, Academic Coordinator, subject teacher or Deputy Principal.

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.

Appeals
All students have the right to appeal decisions made by a teacher about any assessment task they have completed.
- The College Principal may delegate authority to the Academic Coordinator to determine what action will be taken with respect to any assessment item.
- Students who are unhappy with the decision of the Academic Coordinator have the right of appeal to the Principal.
- Appeals must be lodged to the Principal, in writing, within one working week of the student receiving the Academic Coordinator’s appeal decision.

ACADEMIC REPORTING AND PARENT-TEACHER INTERVIEWS
Interim Reports will be issued at the end of Term One. These will provide information on a student's general progress. Parent-Teacher interviews are scheduled after Interim Reports have been distributed. A second Parent-Teacher interview is scheduled in Semester Two. A report covering all aspects of each subject studied by a student will be issued to parents at the end of each semester.
INCLUSIVE EDUCATION

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

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

Inclusive Education programs may include:

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

HOMEWORK GUIDELINES

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

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

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

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

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

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

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

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

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

A Text Book Hire Scheme operates at St John Fisher College. All textbooks used will be provided by the College and funded through a levy ratified by the Parents and Friends Association. In addition to this Levy, State Government pays a textbook allowance directly to the school.

The enrolment of a student at St John Fisher College is conditional upon parental acceptance of the Textbook Hire Scheme, its funding arrangements and the conditions listed below:

1. Students may retain textbooks for the duration of the unit or part thereof for which the text is prescribed.

2. If a student should leave the College during the term there will be no refund of the Book Hire Levy. However, the government allowance for Book Hire will be adjusted on the final school fee account. The amount of refund is to be a fraction of the total hiring charge paid, determined on the basis of the number of school weeks remaining in the year (basis of 40 week school year),

   e.g. \( \frac{? \text{ weeks}}{40} \times \text{total amount.} \)

3. If a student is enrolled in the College during the term, the full Book Hire Levy for that semester will be charged and the Government Allowance for Book Hire will be charged according to the number of weeks remaining in the school year (as per example above).

4. At the end of each unit of work, students will return all textbooks. If a textbook or calculator is lost or damaged beyond repair, then the parent will be expected to pay an amount of money equivalent to the value of the item when it was issued to the student. The following scale will be used:

   1 year of use - new replacement cost
   2 years of use - two-thirds of new replacement cost
   3 years of use - one half of new replacement cost

5. Students are required to supply any material that is deemed to be consumable, that demands student annotation and cannot be used by other students in successive years. Laboratory manuals, workbooks and stationery are examples of consumable items.

6. Books issued to students are to be kept covered during the period of the loan.

7. Books or calculators negligently damaged or lost are to be replaced by the student before further issues are made.

8. All textbooks or materials provided under the scheme remain the property of the College and must be returned to the College when the student leaves.
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 (Curriculum): Ms Kerry McGuinness
Assistant Principal (Religious Education): Mr Gary Conwell
VET/Careers Coordinator: Mrs Sarah Meder
Guidance Counsellor: Mrs Louise Fiumara

Academic Coordinators:
Business Technology: Mrs Tanya Anderson
English and French: Ms Rikki Chandler
Drama: Ms Claire Prior
Home Economics/Health and Physical Education: Miss Danielle Maluga
Mathematics: Ms Juliana Vasanthakumar
Religious Education: Mr Gary Conwell
Science: Ms Karen Paterson
Social Science and Art: Mrs Megan Pidskalny
Support Teacher (Inclusive Education): Ms Kerry Peacey
Teacher Librarian: Mrs Frances Zabarauskas