St John Fisher College
BRACKEN RIDGE

SUBJECT GUIDE

Year 9

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

MESSAGE FROM THE PRINCIPAL

Our St John Fisher College learning community holds very high expectations of students and the first of these is that they work to the best of their ability. We expect that all our students will strive to do their best at all times in all they do in this wonderful community.

The *John Fisher Way of Learning* helps develop dispositions which will help you with the language, skills and strategies to grow and learn with confidence. Those dispositions are to:

- Be inquisitive
- Be collaborative
- Be reflective
- Be courageous
- Be resilient

These important approaches to learning will allow you to meet the challenge of an increasingly complex 21st century world. We recognise that members of our community need to be able to create, evaluate, effectively use information and manipulate technology. Your course of study will help you learn these skills.

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 and creative thinkers. As you progress through your years of secondary education you also need to become more responsible for the outcomes in your life. Take the initiative and ask the staff at the College to help you with your concerns. Help is available in many forms from our staff.

Our school curriculum, described briefly in this booklet, is designed to enable you 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 the coming years. The emphasis is on each individual taking responsibility for one's own progress.

I hope that your journey with us is both exciting and rewarding and I look forward to working with you, as together we strive to grow in *Goodness, Knowledge and Discipline* in 2024*.*

Ms Britt Gurnett
Principal

YEAR 9 SUBJECTS

All Year 9 students study core units in:

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

Students may choose FOUR elective subjects from the list below. Each subject will be studied for one semester, i.e. two electives in Semester One and two electives in Semester Two:

- Design and Technologies – Engineering & Materials
- Design and Technologies – Food and Materials
- Digital Technologies
- Drama
- Economics and Business
- French*
- Music
- Visual Arts

*Students selecting French will be studying French in both semesters, therefore will only study three electives in total across the year.

SUBJECT SELECTION ONLINE (SSO)

In Term 3 the Year 8 students will gather information about the curriculum and requirements of each subject offered in Year 9, 2024. Students will be required to select their subjects through the online process:

1. Students will be emailed their SSO (Subject Selection Online) information. This will include a link to the SSO site, username and password. Please note this is the only method that subject preferences will be received.

2. The instructions will include an individual Student Access Code and Password.

3. Students do have the opportunity to change their preferences once entered, but the final selection must be completed by Wednesday 6th September at 11pm.

4. All students are required to print their Selections Report on completion of the online process. This will need to be signed by parents and submitted to the Student Office by 9am Friday 8th September.

If there are any difficulties with SSO please contact Sharon Rowan 3269 8188 or sharon.rowan@bne.catholic.edu.au

SUBJECT PATHWAYS YEARS 7 TO 12

(G) – General   (A) – Applied   (C) – Compulsory   (V) – VET Certificate

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
Religious Education (C)	Religious Education (C)	Religious Education (C)	Religious Education (C)	Study of Religion (C) (G) Religion and Ethics (C) (A)	Study of Religion (C) (G) Religion and Ethics (C) (A)
English (C)	English (C)	English (C)	English (C)	English (C) (G) Essential English (C) (A)	English (C) (G) Essential English (C) (A)
Mathematics (C)	Mathematics (C)	Mathematics (C)	Mathematics (C) Mathematics Extension (C)	General Mathematics (C) (G) Mathematical Methods (C) (G) Specialist Mathematics (C) (G) Essential Mathematics (C) (A)	General Mathematics (C) (G) Mathematical Methods (C) (G) Specialist Mathematics (C) (G) Essential Mathematics (C) (A)
Science (C)	Science (C)	Science (C)	Science (C)	Biology (G) Chemistry (G) Physics (G) Cert II in Sampling & Measurement (V)	Biology (G) Chemistry (G) Physics (G) Cert III in Laboratory Skills (V)
History (C) Geography (C)	History (C) Geography (C)	History (C) Geography (C)	Legal Studies History	Legal Studies (G) Modern History (G) Cert IV in Crime & Justice (V)	Legal Studies (G) Modern History (G) Cert IV in Crime & Justice (V)
Economics and Business (C)	Economics and Business	Economics and Business	Economics and Business	Business (G) Cert III in Business (V)	Business (G) Cert III in Business (V)
Digital Technologies (C)	Digital Technologies	Digital Technologies	Digital Technologies	Digital Solutions (G)	Digital Solutions (G)

SUBJECT PATHWAYS YEARS 7 TO 12

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
Design & Technologies - Food and Materials (C) Design & Technologies – Engineering & Materials (C)	Design & Technologies – Food and Materials Design & Technologies – Engineering & Materials	Design & Technologies - Food and Materials Design & Technologies – Engineering & Materials	Design & Technologies - Food and Materials Design & Technologies – Engineering & Materials	Design (G) Food and Nutrition (A) Cert II in Hospitality (V)	Design (G) Food and Nutrition (A) Cert II in Hospitality (V)
Visual Arts (C) Drama (C) Music (C)	Visual Arts Drama Music	Visual Arts Drama Music	Visual Arts Drama Music	Visual Art (G) Drama (G) Music (G) Visual Arts in Practice (A)	Visual Art (G) Drama (G) Music (G) Visual Arts in Practice (A)
Health & Physical Education (C)	Health & Physical Education (C)	Health & Physical Education (C)	Health & Physical Education	Physical Education (G) Cert II/III in Sport & Recreation (V)	Physical Education (G) Cert II/III in Sport & Recreation (V)
French (C)	French	French	French	French (G)	French (G)
Personal & Social Development (C)	Personal & Social Development (C)	Personal & Social Development (C)	Personal & Social Development (C)	Personal & Social Development (C)	Personal & Social Development (C)

DESIGN AND TECHNOLOGIES – FOOD AND MATERIALS

Why choose Design and Technology - Food and Materials?

Design and Technology - Food and Materials equips students with vital knowledge and understanding to design good food products for their heath and others. It challenges students to think about, respond to, and create solutions for contemporary issues in food and nutrition.

Design and Technology - Food and Materials develops enterprising skills as students design new food products that consider health, nutrition, sustainability and emerging trends in the food industry. It also develops practical food preparation skills to enable students to independently prepare food to enhance their own wellbeing and develop food solutions.

Skills and knowledge attained in Design and Technology - Food and Materials are useful for everyone as food is a daily need and food selection has impacts on our health and our world. Current food habits are not sustainable and require change.

The subject is also useful for pathways into the areas of health (e.g. dietetics, nursing, nutrition, community health) or food science (e.g. food technologist, production manager, food chemist, nutritional therapist, food production designer) or hospitality (e.g. chef, function management, caterer).

Course Content

Unit – Food by Design	Unit 2 – Eat Well, Be Well
In this unit, students build on their nutritional knowledge and apply it when designing new food formulations for specific groups. Students engage in creative problem solving and learn how to use seasonal and sustainable ingredients. Students will test and trial formulations and iterate to improve new food products. This will involve learning about the basic functional and nutritional properties of food. Sensory profiling to judge the satisfaction of food products is also covered as another way to respond to consumer needs. Use of the design process to investigate, generate, plan, manage, produce, and evaluate to make a product that best suits consumer's needs will be integral to the unit.	In this unit students will investigate how to live more sustainably to keep the earth healthy for future generations. They will design and make food products for preferred futures with specific emphasis on food trends. Students will make simple food decisions to create their own formulations by modifying set recipes to reduce our carbon footprint. They will investigate the food system and current food trends. Students will critically analyse factors (including social, ethical and sustainability considerations) that impact on designed solutions for global preferred futures and apply design thinking as they develop a specialised food product.

Assessment

Students' work will be assessed under two criteria:

- o Knowledge and Understanding
- o Skills

Students will engage in a range of assessment tasks, such as:

- o folio (written and practical components)
- o entry into a national recipe challenge competition

Note

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

DESIGN AND TECHNOLOGIES – ENGINEERING AND MATERIALS

Why choose Design and Technologies: Engineering and Materials?
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 producing a textile product or 3D printed prototype solution. Students will develop design skills, creativity, enterprise, problem solving, decision making and organisational skills working independently and collaboratively.

The skills developed in Design and Technologies – Engineering and Materials are essential in our ever changing world. The use of 3D printers is an integral part of the design units, along with producing a textile item which can also provide students with problem solving skills, a great sense of accomplishment and lessons in perseverance.

Students work within a design process of exploring needs and wants; developing ideas; using drawing and practical construction skills and evaluating design ideas. They use divergent and convergent thinking in order to develop design solutions.

Course Content

Unit 1 – Interior Design Styles	Unit 2 – Australian Fashion Design
This unit actively engages students in creating designed solutions for identified needs and opportunities. The context of the design challenge is interior design, based on a recognised design style. Students will manage projects independently and collaboratively from conception to realisation. They apply design thinking strategies including diverse and converse thinking strategies. Students use the Develop phase of the double diamond design process to generate ideas, test ideas through prototyping possible solutions, refine ideas by iterating and propose designed solutions. Proposed design solutions are presented to an audience. Through this unit students develop a sense of pride, satisfaction and enjoyment from their ability to create a design solution to fulfill a design opportunity and develop innovative design concepts.	This unit actively engages students in creating designed solutions for identified needs and opportunities. The context of the unit is fashion design. Students explore the Australian fashion industry in terms of its relevance in the Australian economy, employment opportunities and predictions of the industry's future growth based on consumer trends on the industry. Students will also explore the emergence of ecommerce - online shopping market. They will identify new opportunities in creating their own career journey into the Australian Fashion Industry. Students will consider how social messages can be shared through fashion. Students will have a range of design challenges including creating their own fashion line that includes clothing and accessories based on a specific market or consumer driver. They will use divergent thinking to generate ideas, synthesise to develop an innovative collection, evaluate, refine ideas by iterating and propose designed solutions. Proposed design solutions are presented to an audience.

Assessment
Students' work will be assessed under two criteria:

- o   Knowledge and Understanding
- o   Skills

Students will engage in a range of assessment tasks including:

- o   Design Projects (written design project and practical components).

Note
As a requirement of the course students are expected to provide fabric, patterns and sewing notions for practical textile items in Unit 1 (requirements will be advised at the beginning of each Semester). The cost is dependent on the student's choice of patterns and materials.

DIGITAL TECHNOLOGIES

Why study Digital Technologies?
The Digital Technologies Curriculum empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures. Digital Technologies provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These are all necessary when using and developing information systems to make sense of complex ideas and relationships in all areas of learning. Digital Technologies helps students to be regional and global citizens capable of actively and ethically communicating and collaborating.

Course Content
Digital Technologies is largely practical, but also incorporates some theory elements. Communication is also an essential aspect of the study and involves language education, therefore comprehension and composition skills are developed in various genres.

Semester One – The Web of Life	Semester Two – I am in Control
Game Design – MakeCode Arcade *Design and develop a platformer game and play it on a handheld gaming device.* - Game Design: Basics of mechanics, dynamics, and aesthetics. - Introduction to MakeCode Arcade - Game Design Concepts: Goals, rules, challenges, rewards, and genres. - Creating Game Assets - Programming player controls, collisions, and physics. - Level Design: Using MakeCode Arcade's level editor - Game Testing and Iteration: Playtesting, feedback, and improvements. **Design and Develop a Website** *Develop and use your design skills to come up with a great user experience.* - Designing for accessibility & Usability Principles - Principles and elements of visual design - Designing websites with sketches and wireframes - User acceptance testing - Website Development - HTML and CSS	**Coding Minecraft** *3D Printing buildings is no longer science fiction – use Minecraft to design and code a building.* - Introduction to coding concepts such as variables, conditionals, and loops. - Minecraft API: Exploring Minecraft's API for modding and scripting. - Manipulate Minecraft blocks programmatically. - Building a Home: Creating a program to build a customized home structure in Minecraft. - Utilizing redstone circuits for automation and interactivity. - Event Handling and Triggers - Incorporating design principles to create visually appealing homes. **Microprocessors** *Explore the world of microprocessors and design your own fun use.* - Blinking LED's! - SOS Beacon - Alarm & Temperature Alarm - Servo, Light dimmer and Fan - Ifrared, LED matrix - Design and create your own projects

Assessment
Students' work will be assessed in the following strands: Knowledge and Understanding, Processes and Production Skills. Results will be awarded on a balanced judgement of the student's assessment folio.

Note Students considering an information technology subject (e.g. Digital Solutions) in Senior are encouraged to study Digital Technologies 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 Nine and Ten Drama course has been designed to immerse students into a safe and supportive environment helping students to develop their creativity, confidence, interpersonal skills and greater self-awareness.

Course Content
The Year Nine course provides opportunities for students to create drama as they examine real life issues and entertainment for young people. In the process, a range of texts are used including fairy tales and scripts written especially for teenagers. The Drama course covers a range of Theatre styles. Students delve into the world of role play, improvisation, children's theatre and working with scripts. Students are encouraged to use their knowledge of the world around them to support connections to the wider world and make meaning of their environment. Studying Drama helps students to develop a wide range of skills that are applicable "outside" of the classroom eg communication skills, creative thinking skills, problem-solving skills and the ability to work in a group to name just a few.

Semester Unit
Topic One – Elements of Drama   • Introduction to Elements of Drama (in particular roles, relationships, mood, tension)   • Creating role plays which clearly communicate the Elements of Drama   • Developing improvisation skills   **Topic Two – Fractured Fairytales**   • Examine conventions and acting techniques used in children's theatre   • Examine well known fairytales focusing on theme, characters and structure   • Rewrite well known fairytales   • Develop appropriate acting style   • Rehearse and present   • Analyse a recording of a live theatre production

Please note the above units are currently under review.

Assessment
Students' work will be assessed within three criteria - Presenting (acting skills), Forming (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 and analytical essays. 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 criteria are weighted equally.

Note
Students considering Drama in Senior are encouraged to have studied a minimum of two semester units in Years 9 and 10.

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.

ECONOMICS AND BUSINESS

Why study Economics and Business?

Economics and business develops knowledge, understanding and skills that enable students to accumulate and manage finances and participate and contribute to the sustainability of the economy, environment and society. It fosters enterprising individuals who think critically and creatively, work with others, show initiative and flexibility, use technology; plan, organise and manage risk; and use resources efficiently. Economics and business will better place students to actively and effectively participate in economic and business activities, now and in the future.

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

Program
Option #1 – Economics 101 • Identifying participants in the open Australian economy • Explaining the objectives of the Australian economy to satisfy needs and wants through the production and distribution of goods and services • Identifying Australia's major trading partners in the Asia region and the items of trade • Global events that impact on economic activity **Option #2 – Money makes the world go round** • Exploring Australia's interdependence with other economies • Examining the implications of participating in an interdependent global economy for consumers, workers, businesses and government • Investigating the activities of multinational corporations in supply chains and global business activities	**Option #3 - Girls just want to have funds** • Investigating different types of investment that enable people to accumulate savings for the future • Debating the difference between good and bad debt, how to manage debt, the risks of over-indebtedness, and the importance of having a savings buffer • Identifying ways consumers can protect themselves from risks • ASX School's Sharemarket Game **Option #4 – It's a competitive world** • Identifying the reasons businesses seek to create a competitive advantage • Investigating the different strategies businesses use to create competitive advantage • Exploring emerging techniques businesses can use to gain an advantage

Assessment
Students' work will be assessed in the following criteria – Business Knowledge and Understanding and Business Skills.

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 Business in Senior are encouraged to study Business in Years 9 and 10 however, it is not a prerequisite.

ENGLISH

Why study English?
Year 7 - 10 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 understand, analyse, and communicate and build relationships with others and with the world around them.

Course Content
The Year 9 English course challenges students' perceptions and allows them to develop understanding and empathy through an exploration of the themes of human experience and cultural significance, interpersonal relationships and ethical and global dilemmas.

Unit One *The Art of Storytelling*	In this unit, students read, discuss and analyse a range of poetry addressing contemporary issues. They produce a literary transformation of a poem into a narrative. Students develop an understanding of narrative structure and stylistic features including figurative language devices, characterisation and dialogue.
Unit Two *Utopian Dreams and Dystopian Nightmares*	Students will read the dystopian novel *The Declaration* and discuss the issues in contemporary society that have been foreshadowed or commented upon by the text. They will consider the type of world and future that awaits the next generation by thinking critically about both the world and the issues it faces, and the nature of humanity that ultimately prevails in times of darkness.
Unit Three *Humanity vs Technology*	This unit focuses on an exploration of humanity's relationship with technology. Students will be given the opportunity to identify current stakeholders in a technological society and examine varying viewpoints in a multitude of rich texts. Students will engage in in-depth research and will need to present a clear and sustained point of view. They will study the language and techniques of persuasion.

Assessment
Students' work will be assessed using the ACARA Australian Curriculum English Achievement Standard Descriptors under two modes - Receptive (listening, reading and viewing) and Productive (speaking, writing and creating). Students will engage with a range of assessment tasks. They will present a persuasive speech, create a narrative literary transformation based on poetry and write an analytical essay in response to a novel during a seen exam.

NAPLAN - National Assessment Program – Literacy preparation
Students are prepared for the NAPLAN tests in the areas of grammar, spelling, punctuation, writing skills, proofreading and editing, and reading comprehension.

FRENCH

Why study French?
Competence in a language other than English is essential for young Australians who wish to take their proper place in a world where globalisation is the reality of life. Learning a second language develops attributes of a lifelong learner. It fosters the development of the student, not only as a language user, but as a person. It provides students with an alternative way of expressing themselves and an opportunity to participate more fully in the global community.

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

Course Content
Year 9 French continues to develop students' skills in reading, writing, speaking and listening and deepens their understanding of the French culture. The skills of reading, writing, listening and speaking are developed throughout the unit. Students become acquainted with the French speaking people and their cultures in different parts of the world.

Semester One	Semester Two
Unit 1	**Unit 2**
Talking about past events and holidays	**Talking about future, holidays & professions**
1. Develop vocabulary needed to describe a holiday in the past.	1. Develop vocabulary needed to describe a holiday in the future
2. Read, discuss, and analyze French texts about holiday activities, weather, accommodation, transport, food	2. Read, discuss, and analyze French texts about a dream holiday
3. Listen to French conversations about a holiday or a past event	3. Listen to French conversations about holiday plans
4. Write an email describing the best or worst holiday experience	4. Develop vocabulary to talk about professions
5. Investigate francophone countries.	5. Develop writing skills with diary entries and job applications.
6. Prepare a multimodal presentation describing a holiday in a francophone country.	6. Prepare weekly blogs describing holiday destinations in francophone countries
7. Develop grammar skills in past and imperfect tense.	7. Develop grammar skills in future and conditional tense.
8. Revise present tense.	8. Revise all tenses
9. Research French festivals.	9. Research Francophone countries
Assessment:	**Assessment:**
1. Reading, Writing & Listening Exam	1. Multimodal presentation
2. Student teacher interview	2. Reading, Writing & Listening Exam

Assessment
Students' work will be assessed within five criteria: 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
Students are **not permitted** to enter the course unless they are already part of the French Immersion stream at Year 8. The course draws on ACARA Australian Curriculum French Years 9 & 10 and is designed to provide students with the foundational concepts necessary for studying Senior French from Year 10. Students wanting to complete Senior French **must** have completed both semesters of French in Years 9.

GEOGRAPHY

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

The aims of Geography are to:
- develop a sense of wonder, curiosity, knowledge and interest about the variety of environments, peoples, cultures and places that exist throughout the world, providing students with a sound geographical knowledge of 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; and
- 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**.** The key inquiry questions at this year level are:

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

Semester Course
Topic One - Biomes   Biomes focuses on investigating the role of the biotic environment. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges for the future.   **Topic Two - Interconnections**   Geographies of interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.

Assessment
Students will be assessed according to Geographical Knowledge and Understanding, and Geographical Inquiry and Skills.

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

HEALTH AND PHYSICAL EDUCATION

Why study Health and Physical Education?
Health and Physical Education provides a foundation for developing active and informed members of society, capable of managing the interactions between themselves and their social, cultural and physical environments in the pursuit of good health. Students are encouraged to act, individually or collectively, in culturally appropriate ways, to enhance health and wellbeing and to promote structures in society which support their own and others' health and wellbeing. Active engagement in physical activity is a major emphasis of this subject. This recognises that participation in physical activity promotes health and it also acknowledges the unique role of physical activity as a medium for learning. A significant amount of time is allocated to learning experiences that actively engage students in physical activity.

Course Content

Semester One	Semester Two
Unit 1 – Risk Taking: Alcohol, Drugs and Harm Minimisation In this unit, students will focus on risk taking behaviours and harm minimisation in relation to alcohol and other drugs. They will plan, rehearse and evaluate options for managing situations where their own or others' health or safety may be at risk. Students will propose and practice a range of realistic responses to scenarios where peers are encouraging them to take unnecessary risks. They will plan and practice responses to emergencies where they may be required to administer first aid to a friend, including CPR. Students will evaluate and apply health information from a range of sources to health decisions and behaviours. They will plan, implement, and critique strategies to enhance health, safety and wellbeing of their friends, families and communities. The practical component of the unit will focus on softball. **Unit 2 – Relationships and Sexuality** In this unit, students identify what respectful relationships are and how empathy and ethical decision making contribute. They examine changes that occur as sexuality and/or identity develops, and the impact these have on relationships. Students investigate the consequences of sexual activity and/or disrespectful relationships on health and wellbeing. They evaluate situations and propose appropriate responses as they reflect on possible outcomes and make decisions in relationship contexts. The practical component of the unit will focus on Oztag.	**Unit 3 – Sustainable Health** In this unit, students critically analyse and apply health information from a range of sources to health decisions and situations. They will examine actions to take greater responsibility in relation to their own health. They will plan, implement and critique strategies to enhance health, safety and wellbeing of their communities and plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments. The practical component is ultimate disc and small field games. **Unit 4 – PT Yourself!** In this unit, students will use technology to gather primary data about their own fitness using heart rate monitors. They will learn about the relevance of heart rate and health. The unit also includes training methods, fitness exercise (eg. circuits, resistance, interval, boxing, bootcamps), the respiratory and circulatory systems. Students, evaluate of programs and exercise based on their end of term heart rate.

Assessment: Students' work will be assessed in two criteria:
- Knowledge and Understanding
- Skills

Students will engage with a range of assessment tasks including:
- Written Exam
- Research Task
- Practical performance
- Multimodal presentations

Note: Students are required to wear their sports uniform and supportive cross trainers that are predominantly white in colour. Canvas shoes are not appropriate for physical activity.

HISTORY

Why study History?
History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations and communicate effectively.

Course Content
In Year 9 students will complete ONE semester of History. A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions for Year 9 are:

- What are the significant events, ideas, individuals and groups that caused change from 1750 to 1918?
- What were the causes, developments, significance and long-term effects of imperialism in this period?
- What were the causes and significance of First World War?
- What were the perspectives of different people at the time?
- What are the contested debates and reasons for different historical interpretations?

Semester Course: The Making of the Modern World (1750 to 1918)
Overview - The Making of the Modern World Depth Study: The Industrial Revolution and the movement of people Depth Study: World War One

Assessment
Students will be assessed according to the following criteria: Historical Knowledge and Understanding and Historical Skills. Students will engage with assessment techniques which cater for different learning styles and give them opportunities to demonstrate progress. These techniques include written research task and a short response test.

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

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.

| Year 9 Semester One	Year 9 Semester Two
Topic 1: Number and Algebra • Money and financial mathematics – percentages and simple interest **Topic 2: Number and Algebra** • Index laws and their properties • Scientific notation **Topic 3: Measurement and Geometry** • Very large and very small time scales and intervals **Topic 4: Number and Algebra** • Distributive law • Binomial products • Perfect squares • Difference of two squares • Factorisation **Topic 5: Number and Algebra** • Direct proportion • Rate problems **Topic 6: Number and Algebra** • Sketching linear graphs • Linear rules from graphs and table of values • Gradient • Midpoint and distance of a line segment **Topic 7: Measurement and Geometry** • Ratio and scale factors • Similarity of triangles **Topic 8: Measurement and Geometry** • Pythagoras' Theorem	**Topic 9: Measurement and Geometry** • Areas of composite shapes • Surface area and volume of cylinders and prisms • Unit conversions **Topic 10: Measurement and Geometry** • Sine, cosine and tangent ratios • Applications to solve right-angled triangle problems **Topic 11: Measurement and Geometry** • Sketch linear and non-linear relations with and without use of technology • Quadratic relationships • Solve simple quadratic equations • Circle and hyperbolic relationships **Topic 12: Statistics and Probability** • Techniques for collecting data • Back-to-back stem and leaf plots • Histograms, dot plots and frequency polygons • Shapes of distributions • Categorical and nominal data • Compare mean, median and range **Topic 13: Probability** • Two-step chance experiments • Probability with and without replacement • Relative frequency • Probabilities of events involving 'and' or 'or'

Assessment
Students' work will be assessed in the following criteria: 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 problem-solving and modelling tasks.

FURTHER STUDY
Students undertake studies in Mathematics as part of their core subjects in Years 7 to 12.

In Year 10 the Australian Curriculum Mathematics has two levels:
- 10 Mathematics is designed to help students make a successful transition from Year 10 to General Mathematics and Essential Mathematics.
- 10 Extension Mathematics is designed to prepare students to make a successful transition from Year 10 to Year 11 and 12 Mathematical Methods and Specialist Mathematics.

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                    │   7 MATHEMATICS     │
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                    │   8 MATHEMATICS     │
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    ┌─────────────────────┐       ┌─────────────────────┐
    │   10 MATHEMATICS    │       │    10 EXTENSION     │
    └─────────────────────┘       │    MATHEMATICS      │
              ↓                    └─────────────────────┘
    ┌─────────────────────┐                  ↓
    │    YEAR 11 & 12     │       ┌─────────────────────┐
    │ General Mathematics │       │    YEAR 11 & 12     │
    │         OR          │       │ Mathematical Methods│
    │ Essential Mathematics│      │Specialist Mathematics│
    └─────────────────────┘       └─────────────────────┘
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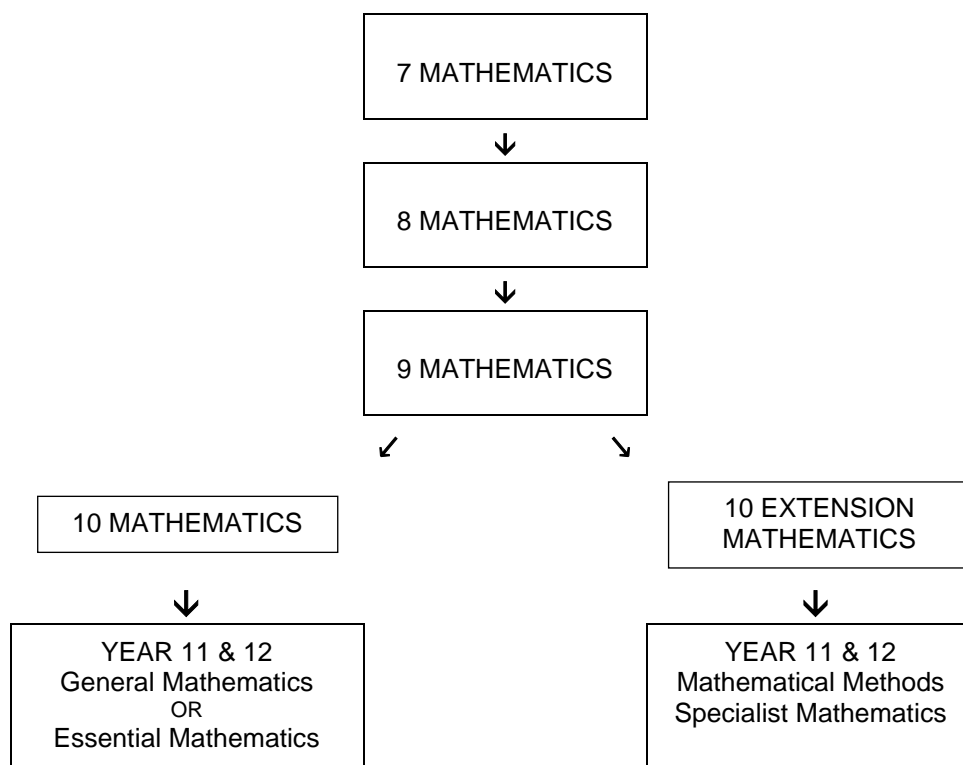
MUSIC

Why study Music?

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

Course Content

Music in Year 9 will introduce students to the three major components of Music: Creating, Presenting and Responding. Students will study a variety of musical genres focusing on film music. This course focuses upon students making music and developing the ability to think and express themselves in sound.

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

Film and Video Game Music
Theory: • Introduction to the elements of music • Explore and analyse the role music plays in films and video games, the different types of film and video game music and traditional music clichés • Explore and evaluate the four main functions of film and video game music: ○ evoking a time and place ○ creating mood or atmosphere ○ conveying character or ideas ○ expressing emotions • Analyse and compare and contrast film and video game music works from a range of cultures, times and locations using the musical elements • Complete a listening analysis exam on film and video game music	**Practical:** • Perform in small ensembles a musical piece from a film, video game or film soundtrack • Compose a piece of video game music, incorporating a character motif, to accompany a particular scene in a film • Explore recording devices and computer programs to develop their compositional skills • Develop vital musicianship and performance skills • Work collaboratively to compose Film music to accompany a film trailer and perform the creation to the class

Assessment

Students are assessed within the three dimensions of music in Year 9:
- Creating (creating or arranging a musical piece)
- Presenting (musicianship skills)
- Responding (responding and analysing music and music history using the musical elements)

Students may not have strength in all three areas; however, each strand is weighted equally.

Note

If students are considering choosing Music in Year 10 or Senior, is it strongly recommended that they study music in Year 9.

** This course is currently under review and may differ slightly from the units listed.

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, so that they may participate as active lifelong learners within Church and wider community contexts. Through an engaging Religious Education program, students are encouraged to participate critically and authentically in contemporary culture; they are challenged to live the gospel of Jesus Christ in their everyday lives and to be a religious voice in the world.

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 of the Australian Curriculum that requires students to become "active and informed citizens who are committed to equity and justice, while working 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 ideas.

Course Content

Topic 1: Making Sense of Jesus
- Different perspectives on the dignity of the human person and human rights and responsibilities   - Principles of Catholic Social Teaching to real world examples of scientific and technological advances   - Text structures of selected miracle and parable stories using Form Criticism and Narrative Criticism   - Personal and communal prayer   - Foundational beliefs of Christianity – Incarnation, Resurrection and Ascension

Topic 2: The Church response to the modern world
- Key messages of various religious and lay leaders (c.1750 CE-c. 1918 CE) which inspired others to respond to social justice issues   - Examples of good and evil co-existing throughout history   - Different historical interpretations about the Church's past (c.1750 CE-c.!918 CE)   - Different ways that lay people live their Christian vocation   - Catholic Social Teachings – scientific and technological advancement

Topic 3: Learning from the Past
- Selected texts from the Pentateuch including creation, flood, escape from Egypt stories to identify the major themes   - The significance of the Sacraments of Healing (Penance and Anointing of the Sick) in the lives of believers   - The understanding of God/Allah/G*d in monotheistic religions   - Christian meditation and contemplative practices - Maranatha

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

Years 9 & 10 Religious Education Assessment is designed to engage students with genres used in Senior subjects, *Study of Religion* and *Religion and Ethics*. Students will engage with a range of assessment tasks including: a research essay, an extended response and short answer examination.

SCIENCE

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

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

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

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

In Year 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:

Semester One	Semester Two
Topic One - Live and Let Live • Coordinated Body Systems • Disease • Ecosystems **Topic Two – The Changing Earth** • Plate Tectonics	**Topic Three - Investigating Reactions** • The Atom • Important Materials • Reaction Types **Topic Four - Sound and Light** • Electrical energy • Heat, Light and Sound • The Electromagnetic Spectrum

Assessment
Students' work will be assessed under the two criteria:
• 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 Data Tests, Student Experiments, Research Investigations (assignments) and Written Exams.

VISUAL ARTS

Why study Visual Arts?
The arts are core to the development of creative, confident, compassionate and resilient individuals who can think and reflect critically, celebrate and challenge ideas, people and events, and work towards making a difference in sustaining and reimagining their own and their communities' futures.

Students learn to express their ideas, thoughts, questions, understandings and opinions. 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 Arts 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:

- Creativity and critical thinking
- imagine, observe, express, respond to and communicate ideas and perspectives in meaningful ways
- use available resources and materials including digital tools
- empathy for multiple perspectives and understanding of personal, local, regional, national and global histories and traditions through the arts
- engagement with the diverse and continuing cultures, arts works and practices of First Nations Australians
- understanding of local, regional, national and global cultures, and their arts histories and traditions, through engaging with the worlds of artists, arts works, audiences and arts professions.

Course Content

Topic One – Into the Wild!
The Natural Environment
- focus on Australian artists who are inspired by the natural world around them
- observe the natural environment as inspiration for artworks
- develop skills in the media areas 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
Book of Memories
- focus on Australian artists who use artists books to communicate their perspective
- use art language to analyse, interpret and evaluate art works
- reflect on their personal experiences as inspiration for artworks
- develop skills in the media areas of printmaking and artists books

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Assessment
Students' work will be assessed according to two criteria – Responding and Making. Students will engage with a range of assessment techniques including a folio of work and short responses.

Note
Students considering Visual Art or Visual Arts in Practice in Year 11 and 12 are required to complete a minimum of two semesters of Visual Arts over the course of Year 9 and 10.

CAREERS

A career is no longer considered just one job for the course of your life. A career includes a lifetime of experiences including periods of education, training, paid employment, unpaid employment, unemployment, volunteer work and life roles which map your life journey.

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 individual goals whilst still allowing movement with changes to ideas or shifts in goals.

The more information a student gathers about themselves, their strengths, interests, lifestyle preferences and their current career goals, the better equipped they are to making good decisions for the future.

SUBJECT CHOICE

Sometimes we put a great deal of pressure on ourselves to choose 'the right' subjects so we don't disadvantage ourselves with future opportunities. The best way to choose senior subjects is to make considerations in two stages.

The first stage is to choose subjects based on those:

- you enjoy the most,
- in which you have previously felt a sense of achievement
- that reflect your interests and abilities
- that will help you develop skills and abilities useful throughout your life.

The second stage of subject choice is to check

- the essential prerequisite requirements for further careers and tertiary courses
- those subjects which are highly recommended for further careers and tertiary courses.

Remember, the 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 the chosen occupation. Keep your options open and ensure you also consider your wellbeing!

AVAILABLE RESOURCES

There are several staff available at the College to assist you with your career planning. St John Fisher College Careers' Office is home to our Vocational Education and Training (VET) Coordinator, Ms Laura Chapman, who supports students with VET related careers.

Our College Guidance Counsellors, Ms Amy Hodgkinson and Ms Kirsty Magarry, are available for students and parents to access for support with tertiary level careers including university entry.

The Deputy Principal, is available in relation to Curriculum requirements, Access Arrangements and Reasonable Adjustments (AARA) for assessment, and Queensland Certificate of Education (QCE) eligibility discussions.

In addition, the College newsletter and the College Portal are other places to check the latest career information including tertiary course information, careers' resources, employment and market trends as well as upcoming career events.

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 an occupation in mind, it is useful to talk to someone working within that field or to gain some work experience in this field to help you understand the role requirements.

You will need to visit the Careers Office to assist you with organising work experience opportunities as there are insurance requirements.

Most importantly, be prepared to ask for assistance.

SOME USEFUL RESOURCES

Myfuture - www.myfuture.edu.au
myfuture is the on-line national career information service for Australia. The website contains information on occupations, employment opportunities, study/training pathways, financial assistance and many other topics useful for career decision-makers. There is also a very useful section dedicated to helping caregivers to assist their child explore their career options.

Australian Labour Market Insights — https://labourmarketinsights.gov.au/
Job Outlook is a careers and labour market research information site to help you decide on your future career. It provides a wealth of information covering around 350 individual occupations, including job overviews, skill development and job prospects. The Job Outlook website is an initiative of the Department of Employment.

SEEK CAREER ADVICE - https://www.seek.com.au/career-advice/
The SEEK Career Advice website provides an opportunity to explore a range of careers and employment industries to understand employment conditions, expected salary scales, training requirements, projected career growth statistics, reported job satisfaction and current job advertisements related to your chosen field. This is a great place to explore various career opportunities and understand the Australian-specific conditions associated with these roles.

My QCE - https://myqce.qcaa.qld.edu.au/
The My QCE website is designed to provide students, teachers and parents with accurate, up-to-date and useful information about attaining a Queensland Certificate of Education (QCE). The Student Portal gives students secure access to information related to their senior studies. Students can access their subject enrolments, results, track their progress towards a QCE and download their official statement once eligible.

Queensland Tertiary Admissions Centre - www.qtac.edu.au
The Queensland Tertiary Admissions Centre (QTAC) is responsible for the calculation of ATARs for Queensland students and is also responsible for facilitating the process of allocating tertiary offers to students for their post-secondary studies. If you are elibible for an ATAR through your subject selections, you will need to register with QTAC to ensure they calculate an ATAR on your behalf. Access the QTAC ATAR Portal to register for an ATAR, https://www.qtac.edu.au/atar/

The QTAC website and printed 'Guide' contains information on tertiary level courses offered in Queensland (and nearby) through various universities, institutions and colleges. Further information is provided below.

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 15 June 2022.

Career questionnaires
Job Outlook – Career quiz
http://joboutlook.gov.au/careerquiz.aspx
myfuture
https://myfuture.edu.au/login?ReturnUrl=http%3a%2f%2fmyfuture.edu.au%2fmy-career-profile
Career Quest
http://www.careers.govt.nz/tools/

Career planning and exploration
Australia's Careers Online
http://www.careersonline.com.au/
Student Connect
https://studentconnect.qsa.qld.edu.au/
Australian Government Job Guide
https://www.education.gov.au/job-guide
Outlook
http://joboutlook.gov.au/
The Good Careers Guide
https://www.gooduniversitiesguide.com.au/careers-guide
Youth.gov
au http://www.youth.gov.au/
My Future
https://myfuture.edu.au/

Specific occupations
Accounting
http://www.charteredaccountants.com.au/Students
Architecture
http://www.architecture.com.au/
Careers in Health
http://www.myhealthcareer.com.au/
http://health.uq.edu.au/undergraduate
http://healthheroes.health.gov.au/internet/heroes/publishing.nsf
Construction Industry
http://www.constructmycareer.com.au/
Defence jobs
http://www.defencejobs.gov.au/
Engineering
http://www.engineeryourcareer.org.au/
https://www.engineersaustralia.org.au/ (click on 'For students')
Financial planning
http://fpa.asn.au/
Information Technology
http://www.ichoosetechnology.com.au/
Manufacturing
http://www.makeit.net.au/
Mathematics
http://www.mathscareers.org.au/

Mining
http://peopleforthefuture.com.au/
Nursing
http://www.nurseinfo.com.au/
Performing Arts
http://www.aipa.com.au/
http://www.artshub.com.au/
http://stagewhispers.com.au/showcase
Police – State/Federal
http://www.policerecruit.qld.gov.au/
https://www.afp.gov.au/careers
Printing and Graphic Communications
http://www.futureprint.org.au/
Real Estate
http://www.reiq.com/
Sport and Recreation
http://www.youthcentral.vic.gov.au/jobs-careers/industry-profiles/sport-recreation
http://www.australiansportsacademy.edu.au/career-outcomes/
Science
http://www.science.uq.edu.au/career-profiles
http://www.raci.org.au/
http://www.abc.net.au/science/careers/
Surveying
http://www.alifewithoutlimits.com.au/
http://www.destinationspatial.org/
Tourism and Hospitality
http://www.qtic.com.au/news/qtic-launches-tourism-and-hospitality-career-guide
Veterinary Science
http://www.ava.com.au/veterinarians-4

Working conditions
ACTU Worksite
http://worksite.actu.org.au/
Fair Work Ombudsman
http://www.fairwork.gov.au/home/Home
Lawful
http://www.lawstuff.org.au/lawstuff

Training sites
My Skills
http://www.myskills.gov.au/
TAFE Qld
http://tafeqld.edu.au/
Training Qld
http://www.training.qld.gov.au/
National Apprentice Employee Network
http://www.grouptraining.com.au/
Australian Apprenticeships Pathways
http://www.aapathways.com.au/Home
Australian Apprenticeships
https://www.australianapprenticeships.gov.au/

Financial Assistance
Study Assist
http://studyassist.gov.au/sites/StudyAssist/
Centrelink
http://www.humanservices.gov.au/customer/subjects/payments-for-students-and-trainees
Quality Indicators of Learning and Teaching (QILT) https://www.qilt.edu.au/for-students
('Paying for your studies')

Scholarships
Study Assist
http://studyassist.gov.au/sites/StudyAssist/
myfuture
http://myfuture.edu.au/ (search for 'scholarships')
Commonwealth Relocation Scholarship
http://www.humanservices.gov.au/customer/services/centrelink/relocation-scholarship
Commonwealth Student Start Up Scholarship
http://www.humanservices.gov.au/customer/services/centrelink/student-start-up-scholarship
The Good Universities Guide
https://www.gooduniversitiesguide.com.au/scholarships
The Aspiration Initiative
http://theaspirationinitiative.com.au/
University and college websites

Queensland tertiary institutions
Australian Catholic University
http://www.acu.edu.au/
Bond University
http://www.bond.edu.au/
Christian Heritage College
http://www.chc.edu.au/
CQUniversity
http://www.cqu.edu.au/
Griffith University
http://www.griffith.edu.au/
James Cook University
http://www.jcu.edu.au/
Queensland University of Technology
http://www.qut.edu.au/
TAFE Queensland
http://tafeqld.edu.au/
The University of Queensland
http://www.uq.edu.au/
University of Southern Queensland
http://www.usq.edu.au/
University of the Sunshine Coast
http://www.usc.edu.au/
ACPET member private colleges
http://www.acpet.edu.au/students/acpet-catalogue/

Tertiary admissions centres
New South Wales and the Australian Capital Territory - University Admissions Centre (UAC)
http://www.uac.edu.au/
Queensland - Queensland Tertiary Admissions Centre (QTAC)
http://www.qtac.edu.au/
Victoria – Victoria Tertiary Admissions Centre (VTAC)
http://www.vtac.edu.au/
South Australia and the Northern Territory – SATAC
http://www.satac.edu.au/
Western Australia – Tertiary Institutions Service Centre (TISC)
http://www.tisc.edu.au/
Tasmania - University of Tasmania
http://www.utas.edu.au/

Job search
Australian Job Search
http://jobsearch.gov.au/default.aspx
Australian Public Service
https://www.apsjobs.gov.au/
Career one
http://www.careerone.com.au/
Defence Jobs
http://www.defencejobs.gov.au/
Job Services Australia
http://employment.gov.au/job-services-australia-jsa
Adzuna
https://www.adzuna.com.au/
Queensland Government Employment and Jobs
http://www.qld.gov.au/jobs/
Seek
http://www.seek.com.au/

Sites for students with a disability
Job Access
http://www.jobaccess.gov.au/
Disabilities Employment Services
http://employment.gov.au/disability-employment-services
University disability services – do a search on university websites

Info for indigenous students
Deadly Pathways
https://studentconnect.qcaa.qld.edu.au/pathways.html
Queensland Government
https://www.qld.gov.au/education/schools/student/pages/indigenous.html

LEARNING ENHANCEMENT

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 with disabilities to help them achieve to the best of their ability. This occurs under the direction of their case manager.

Learning Enhancement programs may include:

- Access Arrangements and Reasonable Adjustments (AARA) for classroom learning and exam support for students with disabilities
- Development, implementation, and biannual reviews of a Personalised Learning Plan for a student with a disability
- Consultation and collaboration between the parents of students with disabilities, the student's case manager, and their external carers/ medical supports
- Provision of strategies for teachers of students with disabilities
- Teacher Aide/ Support Teacher support in the classroom (Learning, Literacy, Numeracy)
- English as an Additional Language or Dialect (EAL/D) Teacher/ Speech Pathologist, support (English, Language)
- Assignment help – by appointment with a Support Teacher
- Homework Club two days per week - Monday and Thursday 3 - 4pm in Room C2
- Learning Enhancement Acceleration Program (LEAP) for identified high achieving students in Years 7-10
- Involvement in co-curricular enrichment / extension activities and competitions

Some students may find they have specific educational needs and may apply for Access Arrangements & Reasonable Adjustments (AARA) for their assessments. Reasonable adjustments are action/s taken by the school so that an eligible student with impairment because of disability and/or medical conditions or experiencing other circumstances creating a barrier to the completion of assessment can be assessed. Such AARA minimise barriers for eligible students to demonstrate their learning, knowledge, and skill in assessment.

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

WHERE TO GO FOR HELP

Students experiencing challenges with their studies are encouraged to seek help. The following options are available:
- Ask the subject teacher for help. This is the first and most important step in seeking help.
- Attend subject tutorials if these are available, e.g., Mathematics, Science.
- Approach some older students for assistance or peer mentoring.
- Attend Homework Club – Monday and Thursday afternoons each week in Room C2 – a Support Teacher and a Teacher Aide are available to assist with homework.
- Consult with a Support Teacher – by appointment in Room C2.
- Consult with the Curriculum Middle Leader of the subject if needing advice about continuing in a subject or attend Curriculum Support in Break 1 on Tuesday and Thursday.
- Consult with a Guidance Counsellor, who can provide social emotional support and careers and subject advice.
- Go to the Careers Office and talk to Ms Chapman about VET pathways.
- Consult with the Deputy Principal regarding problems that you are experiencing.

HOMEWORK GUIDELINES

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

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

Recommended time spent on homework for a Year 9 student is 1½ hours each night.

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

PLANNING FOR SUCCESS

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

Assessment Calendars: Each semester, an Assessment Calendar is published on the Student Portal indicating the due date for all assessment tasks for that Year level. The purpose of these documents is to assist students with planning and time management.