

Our Mission

**The St John Fisher College Community
is inspired by God's Spirit and
the Catholic faith tradition
to live, to love and to learn
with respect for truth,
the courage to seek justice,
the gift of peace
and the grace to forgive
as we respond with equal dynamism
to society's challenges today and tomorrow.**

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MESSAGE FROM THE PRINCIPAL

Welcome to the very special St John Fisher College community.

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

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 move into 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 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 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 2023.



Ms Catherine Galvin
PRINCIPAL



YEAR 10 SUBJECTS

All students will study four core subjects and three elective subjects for the duration of the year.

The Core subjects are

- Religious Education
- English
- Mathematics or Mathematics Extension
- Science

Students may choose **THREE** elective subjects from:

- Drama
- Economics and Business
- Design & Technologies - Food and Materials
- Design & Technologies – Engineering and Materials
- Digital Technologies
- French
- Geography
- Health & Physical Education
- Legal Studies
- History
- Music
- Visual Arts

Students in Year 10 may begin courses at a vocational educational provider. This must be negotiated through the school before enrolling in any program or course. Such courses may provide students with opportunities to bank credits towards their Queensland Certificate of Education (QCE).

SUBJECT SELECTION ONLINE (SSO)

In Term 3 the Year 9 students will gather information about the curriculum and requirements of each subject offered in Year 10, 2023. 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. This instruction sheet 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 Tuesday 24th August 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 a parent and submitted to the Student Office by 9am Thursday 26th August.**

If there are any difficulties with SSO please contact Sharon Rowan 3869 8188 or sharon.rowan@bne.catholic.edu.au

SENIOR SCHOOL INFORMATION

SENIOR EDUCATION AND TRAINING PLAN (SET PLAN)

WHAT IS A SET PLAN?

A Senior Education and Training Plan (SET Plan) helps students structure their learning around their abilities, interests and ambitions. The SET Plan maps out how the student will work towards a Queensland Certificate of Education as well as an Australian Tertiary Admission Rank (ATAR), vocational qualification, or a viable work option. All Year 10 students complete a SET Plan.

The SET Plan is designed to:

- work as a 'road map' to help students to achieve their learning goals during the Senior Phase of Learning
- include flexible and coordinated pathway options
- assist students to examine options across education, training and employment sectors
- help students to communicate with parents and staff about their future options.

In the plan, the student will be able to list a variety of different learning pathways, some of which may be accessed outside the current formal structure of a school. This will allow them to create more options and flexibility in learning. The plan can be altered at any time if the student decides to change direction and explore different learning pathways.

The student is responsible for the safekeeping of their copy of the SET Plan. It is their document to assist their planning and goal setting in establishing a bright future.

A SET Plan is more than a piece of paper. It is a 'living document', the end product of a good career education process, which involves four stages:

1. Thinking About the Future
2. Exploring Options
3. Documenting the Plan
4. Implementing the Plan

More information about the SET Plan process is available at <https://myqce.qcaa.qld.edu.au/planning-your-pathway.html>

SET PLANS AT SJFC

At St John Fisher College, students are immersed in Careers Education through the PSD program and Year 10 Careers Days.

All Year 10 students will participate in building their SET plan from June to July. This completed document is then used during the SET plan interview with a staff member in Term Three. The document is designed to be maintained as a living document with much editing as the student matures and develops over the Senior Phase of Learning.

Each student is encouraged to discuss this plan and its components with her family and to seek assistance with any question that may arise. This assistance can be easily gained by visiting the VET and Careers Coordinator, Ms Laura Chapman, in the Careers Office or the Guidance Counsellors, Ms Amy Hodgkinson and Ms Kirsty Magarry, in the Counsellor's Office. The Careers section and website list in this document may also be of assistance.

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

Senior schooling in Queensland gives students the skills for success in work and life in the future. Across senior subjects, students will acquire 21st century skills to support them as lifelong learners, valued employees, innovators and engaged global citizens.

How do I plan my senior study?

In Year 10, your school and family will help you plan what to study in Years 11 and 12. You'll discuss what jobs or careers you are interested in and then choose the subjects and courses that will enable you to achieve a QCE and work towards your goals.

What subjects can I choose?

In the new QCE system, you can study a wide variety of subjects:

- QCAA General subjects
- QCAA Applied subjects
- Vocational Education and Training (VET) courses
- School-based Apprenticeships and Traineeships (SATs)
- University subjects completed while at school (e.g. Head Start programs)
- Workplace learning
- Certificates and awards such as those issued by the Australian Music Examinations Board or Duke of Edinburgh program.

How is senior assessment different?

Each General and Applied subject will require four assessments to count towards your final grade in that subject.

General subject results will be based on your achievement in three internal assessments (developed by your school), and one external assessment that is set and marked by the QCAA. In most General subjects your internal assessment results will count for 75% of your overall subject result. In maths and science subjects, your internal assessment results will generally count for 50% of your overall result.

Applied subject results will be based on your achievement in four internal assessments. Internal assessments might include in-class tests, assignments, essays or some other form. Your work will be marked by your school, and the QCAA will then review samples of student work for every subject in every school to ensure the quality and rigour of assessment and results.

External assessment for each subject will be held on the same day in all schools across the state. Your final subject result will be made up of your external assessment result, plus your three internal assessment results.

How does the QCE work?

Most students should achieve a QCE by the end of Year 12. If you need a bit longer, you can keep working towards it after you leave school.

How do I ensure I am eligible for tertiary entrance?

If you're eligible, you'll be ranked for university using the ATAR.

A broad range of courses can contribute to the ATAR:

- Five General subjects; or
- Four General subjects, and one VET qualification at Certificate III or above; or
- Four General subjects, and one Applied subject.

To be eligible, you'll also need to pass an English subject, but your result will only contribute to your ATAR if it's one of your best five subject results.

Your ATAR will be calculated and issued by the Queensland Tertiary Admissions Centre. Visit its website for details: www.qtac.edu.au/for-schools/atar-information.

More information If you would like more information about the new QCE system, including a list of new and redeveloped syllabuses, please visit the QCAA website <https://www.qcaa.qld.edu.au/senior>

QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

This certificate recognises the schooling achievement of students with difficulties in learning and who are on individualised learning programs.

. The QCIA records educational achievement in two areas:

About the QCE

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.

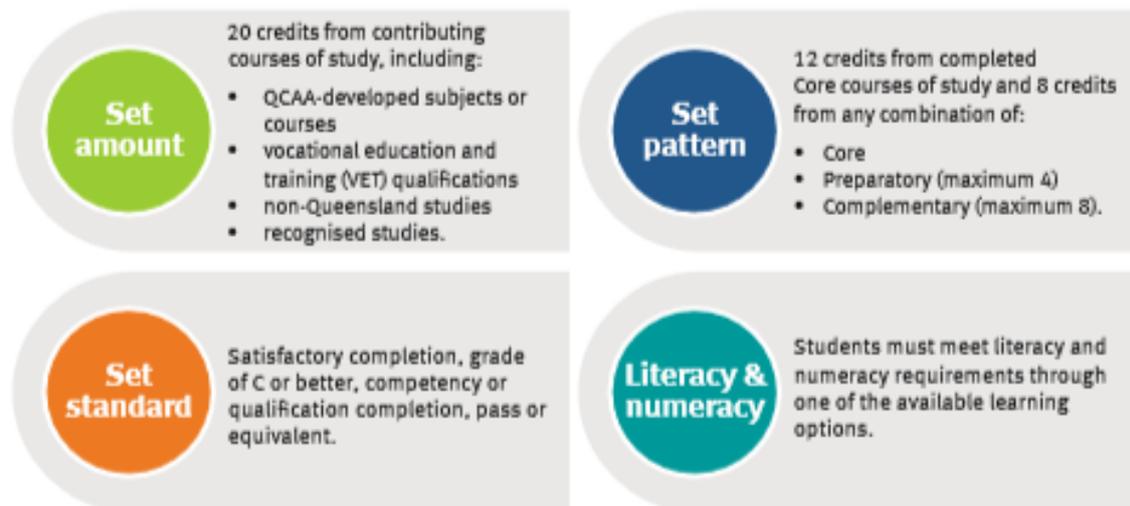
The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Their school will help them develop their individual plan and a QCAA learning account will be opened.

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.



QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.



More information

For more information about the QCE requirements, see the following factsheets, which are available on the QCAA website at www.qcaa.qld.edu.au:

- QCE credit and duplication of learning
- QCE credit: completed Core requirement
- QCE literacy and numeracy requirement.

- **The Statement of Achievement** provides description of the student's demonstrated knowledge and skills in areas of study and learning.
- **The Statement of Participation** lists activities that a student has undertaken such as extra-curricular activities or work experiences.

The QCIA recognises the unique individual achievements that cannot generally be credited to a learning account for a QCE. It is an official record of completion of at least twelve years of education. It can be shown to employers as a summary of knowledge and skills gained. It can also be used by training providers to help them decide the best training options they can provide for a particular student.

Students or parents wishing to find out more about the QCIA should talk to the Support Teacher – Inclusive Education (Ms Kerry Peacey), the Guidance Counsellors (Ms Amy Hodgkinson & Ms Kirsty Magarry) or the Deputy Principal (Ms Britt Gurnett). The QCAA website also has a section dealing with the certificate under Certificates and Qualifications.

SENIOR SUBJECTS @ SJFC

The following Senior subjects are in line with current offerings at SJFC. Additional subjects and VET certificates may be added to our list of offerings in the future.

General Subjects:

- Biology
- Business
- Chemistry
- Design
- Digital Solutions
- Drama
- English
- Food and Nutrition
- French
- French Extension
- Legal Studies
- General Mathematics
- Mathematical Methods
- Specialist Mathematics
- Modern History
- Music
- Music Extension
- Physical Education
- Physics
- Study of Religion
- Visual Art

Applied Registered Subjects:

- Essential English
- Essential Mathematics
- Hospitality
- Religion and Ethics
- Visual Arts in Practice

VET Certificate Courses:

- Cert III in Business
- Cert II in Sampling and Measurement/Cert III in Laboratory Skills
- Cert II/III in Sport & Recreation
- Cert IV in Crime and Justice (online)

RECOMMENDED PRE-REQUISITES FOR SENIOR SCHOOLING

| Yr. 11/12 Subject | Yr. 10 Subject | Minimum Yr. 10 Result |
|------------------------|---------------------------------|-----------------------|
| General Mathematics | Mathematics | C |
| Mathematical Methods | Mathematics Extension | B |
| Specialist Mathematics | Mathematics Extension | B |
| General English | English | C |
| Business | English | C |
| | OR Economics and Business | C |
| Legal Studies | Legal Studies or Modern History | C |
| | English | C |
| Modern History | Legal Studies or Modern History | C |
| | English | C |
| Study of Religion | Religious Education | B |
| | English | B |
| Design | English | C |
| Digital Solutions | English | C |
| | Mathematics | C |
| Food & Nutrition | English | C |
| Physical Education | Health & Physical Education | C |
| Biology | Science | B |
| Chemistry | Science | B |
| | Mathematics Extension | C |
| Physics | Science | B |
| | Mathematics Extension | B |
| French | French | B |
| | English | B |
| Drama | English | C |
| | Drama | C |
| Music | English | C |
| | Music | B |
| Visual Arts | English | C |
| | Year 9 or 10 Visual Arts | C |

- ❖ Students wanting to study Specialist Mathematics must also study Mathematical Methods.
- ❖ Students wanting to study Physics are **required** to study Mathematical Methods.
- ❖ Students wanting to study Chemistry are **encouraged** to study Mathematical Methods.

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 Geography | 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 (G) Hospitality (A) | Design (G) Food and Nutrition (G) Hospitality (A) |
| 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) |

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DESIGN AND TECHNOLOGIES – FOOD AND MATERIALS

Why study Design and Technologies - Food and Materials?

Design and Technologies - Food and Materials challenges students to think about, respond to, and create solutions for contemporary issues in food and nutrition. Students apply their food science, nutrition and technologies knowledge and skills to solve real world food with particular focus on emerging food trends, health and nutrition, and sustainability. Design and Technologies – Food and Materials develops skills in practical food preparation and food experimentation producing enterprising students who can make discerning decisions about food and the development of new food products.

Skills and knowledge attained in Design and Technologies - Food and Materials are useful for life. The units are also useful for career 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

| Semester One | Semester Two |
|---|--|
| <p>Unit 1 – Protein This unit introduces Australia's food system as it ensures safe, affordable, high quality and nutritious food supply is available to all consumers. Students investigate food and how it sustains life, with a focus on protein - an essential macronutrient. Students recognise the specific groups of people that require extra protein and investigate the role protein plays in good health. Food sources of proteins are explored with a particular focus on alternate sources of protein as traditional sources become unsustainable in today's world. Students experiment with the functional properties of protein (denaturation, coagulation and maillard browning). Students regularly engage in food experimentation and practical food lessons including high protein formulations (eg egg foam - meringue, lemon meringue pie, caramel meringue pie, aquafaba, buttermilk pancakes and muffins, meat free formulations and cooking with alternate protein sources).</p> <p>Unit 2 – Carbohydrates The focus of this unit is the macronutrient, carbohydrate. Function, food sources, GI and sensory properties are investigated in this unit. Students examine the classifications of carbohydrates as monosaccharides, disaccharides and polysaccharides and the varying functions each has. Students investigate the health impacts of over and under consumption of carbohydrate and the role of energy in maintaining weight, with chronic disease being a major public health issue. The functional properties of carbohydrates is investigated by experiments and practical food activities (eg gelatinisation - sauce, dextrinisation - biscuits, caramelisation - caramel slice, crystallisation - honeycomb).</p> | <p>Unit 3 – FAT In this unit students review the food nutrients with a focus on fat. In a society where diet related disease is prevalent students investigate the role fat plays in a healthy diet. A focus of this unit is enhancing nutritional outcomes by reducing saturated fat. Students develop food solutions using the chemical and physical properties of fat-based food. The assessment task focuses on development of a line extension of baked goods with the aim to improve the fat content and thus enhance the nutritional value, whilst retaining positive sensory properties.</p> <p>Unit 4 – Nutrition consumer markets Considering the role macronutrients and micronutrients play in maintaining good health, students investigate the varying nutritional needs of various groups. This includes those with extra demands for specific nutrients like elite sportspeople, pregnancy, elderly, adolescence, lifestyle diseases. This allows students to identify and plan suitable food choices to maximise good health. Developing food solutions for a range of scenarios including experimentation and practical food preparation will be a key part of the unit.</p> |

Assessment

Students' work will be assessed using the following assessment objectives:

- Recognising and explaining
- Analysing and determining
- Synthesising, generating and evaluating
- Communicating

Students will engage in a range of assessment tasks including:

- Exam
- Project-Folio (written, experimental and practical components)

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 each unit). At times students will be required to choose their own recipes and thus cost of ingredients will vary.

DESIGN AND TECHNOLOGIES – ENGINEERING & MATERIALS

Why study 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. Students will develop design skills, creativity, enterprise, problem solving, decision making, organisational skills and 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 provides students with a great sense of accomplishment and lessons in perseverance and problem solving. Students work within a design process of exploring needs and wants; developing ideas; using drawing and practical construction skills, evaluating design ideas in order to develop design solutions.

Course Content

| Semester One | Semester Two |
|---|--|
| <p>Unit 1: The Denim Rethink Students recognise the increasing demands of fast fashion on our environment. They identify that at each stage of production, textiles are unsustainable and unethical, and the industry must move from a linear production to a closed the loop in the textile production cycle. Students design and construct a textile item upcycled from remnants and used textiles.</p> <p>Unit 2: Wool4School design challenge Students complete the Woolmark Company's Wool4School design project. Wool4School is an annual online student design project teaching and supporting skills in fashion design. It educates students about the natural benefits of Australian wool and the innovative applications it has in fashion design. The focus is on researching the theme (which changes yearly), developing end-user profiles, inspiration boards, drawing fashion croquis, incorporating sustainability elements into design, fashion drawing and writing a creative statement supporting the final design. The format is self-paced, thus promoting student responsibility for their learning, using independent or collaborative work modes. The 2022 design challenge encourages students to develop an innovatively designed outfit that celebrates sustainability for a hero in their life whether that be a fashion icon, athlete, artist or even a family member.</p> | <p>Unit 3: Graphic design challenge In this Graphic Design unit students develop a slogan and/or logo that promotes safe behaviours in the sun to a teenage audience. They investigate existing marketing campaigns, slogans and logos to establish a set of criteria for success. The production of an end-user profile provides insight to the adolescent target audience. A design concept is created by ideating, synthesising, evaluating and refining the design concept. Students digitally transfer the design concept to a readymade textile item such as t-shirt, beach bag or hat. The slogan and/or logo must have a clear message and be presented in such a way to engage the target audience.</p> <p>Unit 4: Industrial design In this unit students will respond to a design challenge that requires them to develop a design concept. In this challenge they will use the Double Diamond Design Process, including prototyping to test and refine the product. Prototyping will be done using the laser cutter and engraver. Design sketching skills will make a key component of this unit as well as schematic sketching which will prepare students for Senior Design.</p> |

Assessment

Students' work will be assessed under the following dimensions: Exploring, Devising, Synthesising and Evaluating, and Representing and Communicating. Students will engage in assessment tasks including Exams and Projects (written design journal and practical components).

Note As a requirement of the course students are expected to provide fabric, patterns and sewing notions for practical textile items (requirements will be advised at the beginning of the unit). 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 | Semester Two |
|--|---|
| <p>Designing and Building Web Applications</p> <p>Designing for web</p> <ul style="list-style-type: none"> • Designing websites with sketches and wireframes • Principles and elements of visual design • Usability Principles • User acceptance testing <p>Introduction to text-based development in Python <i>Learn how to program in Python with fun projects:</i></p> <ul style="list-style-type: none"> • Rock, Paper, Scissors • Turtle Race • Colourful Creations • Secret Messages. <p>Building Interactive Web Applications</p> <p>Now that you've designed a beautiful web app, let's build it!</p> <ul style="list-style-type: none"> • Revision of HTML and CSS • Using Flask • Storing information in a database | <p>Don't Worry, Be Appy!</p> <p>Extend your coding skills Fun projects such as:</p> <ul style="list-style-type: none"> • Modern Art • Popular Pets • Role Play Game • 'Where is the Space Station?' • CodeCraft <p>User interface design for mobile apps <i>Develop and use your design skills to come up with a great user experience.</i></p> <ul style="list-style-type: none"> • How smartphone features affect app design • Using interactive and visual features • Principles of visual design • Identifying and solving problems • Design screens and architecture of an app with storyboards and mockups • Produce clickable prototypes from your sketches and test them • Design for accessibility • Testing your design <p>App development Using Python and Kivy framework. <i>Now you've learned how to design a great app, let's build it!</i></p> <p>Learn how to build:</p> <ul style="list-style-type: none"> • Clock App • Paint App • Sound recorder • Games • Design and create your own apps |

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 studying Digital Solutions in Senior are encouraged to study Digital Technologies in Years Nine and Ten, however it is not a prerequisite.

DRAMA

Why study Drama?

Drama at St John Fisher College provides opportunities for students to express themselves creatively and develop skills which prepare them to be effective communicators and critical thinkers in the future.

The Year 10 Drama course has been designed to immerse students into a safe and supportive environment allowing students to develop their creativity, confidence, interpersonal skills and greater self-awareness and empathy for others. These skills serve students well beyond the classroom.

Course Content

The Year 10 course provides opportunities for students to create and perform drama. Students are given an opportunity to experience a range of styles of Theatre including Shakespearean, Physical Theatre, Improvisation and Monologue. The range of units chosen for Year 10 Drama encourages the students to approach the subject with more maturity and to examine how drama can relate, inform and educate about real events.

| Semester One | Semester Two |
|--|--|
| <p>Topic One – Shakespeare and Physical Theatre</p> <ul style="list-style-type: none"> • Explore a Shakespearean play e.g. Macbeth • Learn physical theatre techniques e.g. Suzuki Walk, Cause and Effect • Devise and present a performance combining Shakespearean text and physical theatre techniques <p>Topic One (B) The Scene Project</p> <ul style="list-style-type: none"> • Participation in an initiative run by Qld Theatre Company which involves students presenting a 15 min performance, for other participating schools, at the Bille Brown Studio. | <p>Topic One (A) – Collage/Documentary Drama</p> <ul style="list-style-type: none"> • Learn how to structure a collage/documentary drama • In groups devise and present a documentary drama which communicates an important message • Learn how to incorporate technology into performance work <p>Topic Two - Gothic Theatre</p> <ul style="list-style-type: none"> • Explore themes and dramatic conventions of Gothic Theatre • Read examples of Gothic Theatre plays e.g. <i>Children of the Black Skirt</i> • Create a dramatic concept for a Gothic Script extract |
| <p>In both Semester One and Two students will write an analytical essay in response to a live (or recording of a live) theatre performance.</p> | |

Assessment

Students' work will be assessed within three dimensions- 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, analytical essays and devising a dramatic concept. Although most assessment items require students to work as part of a group they are marked individually.

Note:

Students considering Drama in Senior are required to have studied a minimum of one semester unit of Year 10 Drama. Due to the physical nature of the subject, theatre blacks are required.

ECONOMICS AND BUSINESS

Why study Economics and Business?

Business activity affects the daily lives of all Australians as they work, spend, save, invest, travel and play. The level of skill required to become an effective business person influences jobs, incomes and opportunities for personal enterprise.

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

Course Content

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

| Semester One | Semester Two |
|---|---|
| <p>Topic One– Agribusiness</p> <ul style="list-style-type: none"> • Indicators of economic performance and how Australia's economy is performing • The links between economic performance and living standards • Investigating economic performance and living standards and discussing how they can mean different things to different people and countries • Investigating the ways living standards can be measured (for example, Gross Domestic Product (GDP), Human Development Index (HDI) or total quality of life index) <p>Topic Two- The Nature of Business</p> <ul style="list-style-type: none"> • Legal ownership structures available to a business • Introduction to the business life cycle • The internal environment of a business (Organisational culture, Employees, structure, management) • External environment (customers, competitors, suppliers, stakeholders) • Introduce analytical tools- SWOT and PEST | <p>Topic Three – Market Day</p> <ul style="list-style-type: none"> • Introduction to marketing • The Marketing Mix- The 4P's • Introduction to production management • Introduction to operations management • Shop design and layout • Supply chain management • Customer service delivery • Inventory controls and banking procedures • Preparation and presentation of financial statements • Introduction to management decision-making • Review of small business management practices |

Assessment

Students will engage with a range of assessment techniques including objective short answer response items, extended response items including real world case studies, practical application items, response to stimulus exams and measuring the feasibility of their own business in report format.

Note: Students considering Business in Senior are encouraged to study Business in Year 10, however it is not a prerequisite.

ENGLISH

Why study English?

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 English course is designed to create confident communicators, imaginative thinkers and informed citizens and aims to ensure that students learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts. To become effective communicators in Australian society, secondary students need to learn to analyse, understand, communicate with and build relationships with others and with the world around them.

Course Content

In Year 10 students think critically about texts that provide comment on social issues and further develop their skills in preparation for Senior English. Students create a range of imaginative, informative and persuasive types of texts including analytical essays, a narrative and a persuasive speech.

| | |
|--|--|
| Unit One <i>Never Stop Dreaming</i> | Students will continue their investigation into the nature of youth through a study of Melina Marchetta's novel, <i>Looking for Alibrandi</i> and Gurinder Chadha's film, <i>Bend it Like Beckham</i> . Students will analyse how the two different texts convey ideas about particular attitudes, values and beliefs underpinning people, places and identities. Students will compare the two texts and draw conclusions using evidence from the texts. They will evaluate how the two authors makes meaning and invite the audiences to view attitudes, values and beliefs. |
| Unit Two <i>Rising Out of Oppression</i> | This unit continues an exploration of the relationship between the texts and the context of the period in which they were written. This leads into an exploration of the lives of men and women who have stood up, and sometimes given their lives, for a cause. The students will then explore protest and issue-based poetry which they will use to inspire their own narrative. |
| Unit Three <i>Macbeth</i> | Students engage in an in-depth study of Shakespeare's <i>Macbeth</i> , exploring the central themes, characters and language elements. They will examine the relevancy of the play's themes to those of their own lives and come to understand how Shakespeare still speaks to a 21 st Century audience. |

Assessment

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

Students will engage with a range of assessment tasks which have been designed to prepare them for the rigours of Years 11 and 12. They will present a persuasive speech, create a narrative literary transformation based on poetry and write two analytical essays.

SENIOR FRENCH (General Subject)

French provides students with the opportunity to reflect on their understanding of the French language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from French-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways

A course of study in French can establish a basis for further education and employment in many professions and industries, particularly

those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

Objectives

By the conclusion of the course of study, students will:

- comprehend French to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of French language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in French.

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|---|---|---|
| Ma vie My world <ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education | L'exploration du monde Exploring our world <ul style="list-style-type: none"> • Travel • Technology and media • The contribution of French culture to the world | Notre société Our society <ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Groups in society | Mon avenir My future <ul style="list-style-type: none"> • Finishing secondary school, plans and reflections • Responsibilities and moving on |

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

| Unit 3 | | Unit 4 | |
|--|-----|---|-----|
| Summative internal assessment 1 (IA1): • Examination — short response | 15% | Summative internal assessment 3 (IA3): • Extended response | 30% |
| Summative internal assessment 2 (IA2): • Examination — combination response | 30% | Summative external assessment (EA): • Examination — combination response | 25% |

To study Senior French in Year 10, you must meet the following prerequisites:

- Year 9 French – B
- Year 9 English - B

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

Depth Study 1 - 'Environmental change and management':

- How do people interact with the environment?
 - Is climate change heating up the earth?
 - Can we slow climate change?
 - How can we reduce the impacts of climate change?
 - Is Australia's climate changing?
- Geographical inquiry: Developing an environmental management plan

Depth Study 2 - 'Geographies of human wellbeing':

- How do we measure wellbeing?
 - Does wealth equal wellbeing?
 - How does poverty/gender/access to water/conflict affect wellbeing?
 - The great divide - can we help the bottom billion?
- Fieldwork inquiry: Comparing wellbeing

Depth Study 2 – Based on class interests:

- Natural hazards
 - Ecological hazards
 - Planning sustainable places
 - Megacities
 - Ecotourism
 - Homelessness
- Geospatial Technology

Assessment

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

Note

Students will be required to complete field work experience.

HEALTH AND PHYSICAL EDUCATION

Why study Health and Physical Education?

Health and Physical Education provides a foundation for developing active and informed members of society, capable of managing the interactions between themselves and their social, cultural and physical environments in the pursuit of good health. Students are encouraged to act, individually or collectively, in culturally appropriate ways, to enhance health and wellbeing and to promote structures in society which support their own and others' health and wellbeing.

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

Course Content:

| Semester One | Semester Two |
|---|---|
| <p>Unit 1 – Motor Learning In this unit, students will gain knowledge and understanding of functional anatomy that will build toward the level of knowledge and understanding for Senior PE. Functional anatomy is a field of science that studies how muscles and bones in the body work together to produce movement. Students will learn about the structure and function of bones, joints, and muscles in order to understand how the skeletal system and the muscular system interact in order to produce movement. Integrated through the unit is volleyball as the physical activity.</p> <p>Unit 2 – Training and Fitness In this unit, students will gain knowledge and understanding of fitness and training concepts that will build toward the level of knowledge and understanding for Senior PE. Students will learn about components of fitness, training methods, and principles of training in order to understand how training strategies can be implemented to improve performance. Integrated through the unit are physical activities of training examples and other games/sports to support the unit.</p> | <p>Unit 3 – Motor Learning In this unit, students will gain knowledge and understanding of motor learning concepts that will build toward the level of knowledge and understanding for Senior PE. Students will learn about motor skills, motor learning theories, types of practice, types of feedback, and body and movement concepts in order to understand how motor learning strategies can be implemented to improve performance. The physical activity integrated in this unit is netball.</p> <p>Unit 4 - Ethics and Integrity in Physical Activity In this unit, students will study the role of ethics and integrity in sport. They will look into influences on ethics and integrity and ethical decision making through different scenarios. Again, this unit will prepare students for Senior PE. Integrated throughout the unit will be a range of physical activities to enable practical application of the subject matter in the unit.</p> |

Assessment

Students' work will be assessed across the following dimensions: Explaining, demonstrating, applying, analysing, evaluating, justifying and communicating.

Students will engage with a range of assessment tasks including:

- Practical performance
- Project - Folio
- Investigation – Report
- Exam – Combination response

Note: Students are required to wear their sports uniform and supportive cross trainers that are predominantly white in colour.

HISTORY (Ancient and Modern)

Why study History?

Ancient and Modern History provides students with the opportunity to inquire, investigate and question events which have shaped our modern world. The skills gained from this subject empowers students with multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically. History students become knowledge creators, productive and discerning users of technology, and empathetic, open-minded global citizens.

History complements other humanities-related subjects such as Legal Studies, English, Geography, Study of Religion, Drama and Visual Arts. It helps students understand the how and why of historical events and how this influences the world we live in today.

Senior History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research. The skills developed in History can be used in students' everyday lives — including their work — when they need to understand situations, place them in perspective, identify causes and consequences, acknowledge the viewpoints of others, develop personal values, make judgments and reflect on their decisions.

Ancient History

Key inquiry questions to help guide the course of study are:

- What can archaeological evidence tell us about the lives of ancient peoples?
- How do ancient societies reflect the attitudes, beliefs and behaviours of ancient peoples?

Introduction – Digging up the Past

Depth Study – Ancient Societies (options include Slavery, Art and architecture, Weapons and warfare, Technology and engineering, The family, Beliefs, rituals and funerary practices.

Modern History

Key inquiry questions to help guide the course of study are:

- To what extent did the ideas under investigation help to shape the Modern World?
- How did these ideas influence the development of the Modern World?

Introduction - Movements in the Modern World (options include Women's movement, Environmental movement, LGBTIQ civil rights movement)

Depth Study - International experiences in the Modern World (Genocides and Ethnic Cleansing, Cultural Globalisation, Popular Culture)

Depth Study - Personalities in their times (Ancient or Modern)

Assessment

Students will engage with a range of assessment techniques to cater for students' different learning styles, to give students opportunities to demonstrate progress and to prepare students for Year 11 and 12 History. These may include short response source analysis exams, essay response to stimulus under exam conditions, research tasks and digital story presentations.

Homework

Students are encouraged to read widely in preparation for class and research work.

LEGAL STUDIES

Why study Legal Studies?

Law affects every member of society and it regulates the wide range of political, administrative, business, economic and social activities in society.

Through Legal Studies, students acquire a general understanding of legal principles and an informed appreciation of our legal system and the cases before the courts. It helps them to know their rights and responsibilities for now and the future.

Students will acquire knowledge and develop skills, values and attitudes that will enhance awareness of our democratic society, and allow them to participate as a more informed, critical and active member.

Students are encouraged to understand the impact of the law, the legal system and the legal processes and how this affects their daily life. This is achieved by studying a number of areas of law and giving students the choice to focus on topics of their interest.

The focus is on inquiry, investigation and analysis of the law and the legal system. From here it is hoped they will make informed and constructive assessments of the law and society.

Course Content

In Year 10 Legal Studies, the units are designed as preparation for Legal Studies in Years 11 and 12:

| Legal Studies |
|--|
| Overview – The Legal System |
| Depth Study options may include: Depth Study: Civil Law and Torts Depth Study: Family and Relationships Law (Mooting) Depth Study: Criminal Law Depth Study: Juveniles and the law. Depth Study: Active Citizens within the Law Depth Study: Human Rights |

Assessment

Students will be assessed according to the following dimensions: Knowing and Understanding the law, Investigating Legal Issues and Responding to the Law.

Students will engage with a range of assessment techniques to cater for students' different learning styles, to give students opportunities to demonstrate progress and prepare students for Years 11 and 12 Legal Studies. These may include short response and response to stimulus tests, extended response under exam conditions, research tasks and multimodal presentation.

Notes

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

Homework

Students are encouraged to read widely concerning current affairs and will spend their time revising concepts, resolving situations by applying the law and researching.

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. 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.

Course Content

The Australian Curriculum – Mathematics has two mathematics courses 10 and 10A. The Australian Curriculum – Mathematics 10A course content is optional and is intended for students who require more content to enrich their mathematical study whilst completing the common Year 10 content. It is **NOT** anticipated that all students will attempt the 10A content but doing so would be necessary for students intending to pursue Mathematical Methods and Specialist Mathematics in the senior secondary years.

10 Mathematics: is designed for all students and prepares for Year 11 study in Essential Mathematics and General Mathematics. The course is based on the Year 10 Australian Curriculum – Mathematics.

10 Mathematics – Extension: is a course that operates at a high academic level. It is designed to prepare for the study of Mathematics Methods and Specialist Mathematics in Year 11. The course is based on the Year 10 Australian Curriculum – Mathematics **AND** Year 10A Australian Curriculum – Mathematics.

| Mathematics– Semester One | Mathematics – Semester Two |
|--|--|
| <p>Topic One – Number and Algebra</p> <ul style="list-style-type: none"> Expand and factorise monic quadratic expressions Use the distributive law and index laws to factorise algebraic expressions Factorise expressions using special binomial products Solve simple quadratic equations Use quadratic formula Solve linear equations and inequalities Make connections between algebraic and graphical representations of relations <p>Topic Two – Measurement and Geometry</p> <ul style="list-style-type: none"> Solve right-angled triangle problems Calculate unknown sides and angles Solve problems involving direction and angles of elevation and depression <p>Topic Three – Number and Algebra</p> <ul style="list-style-type: none"> Substitute values into formulas to determine an unknown Solve equations arising from formula <p>Topic Four – Number and Algebra</p> <ul style="list-style-type: none"> Recognise the connection between simple interest and compound interest Real life applications of simple and compound interest <p>Topic Five – Measurement and Geometry</p> <ul style="list-style-type: none"> Investigate properties of congruent triangles Investigate and angle properties Explore congruency and similarity and their applications <p>Topic Six – Measurement and Geometry</p> <ul style="list-style-type: none"> Solve surface area and volume problems relating to composite solids. | <p>Topic Seven – Statistics and Probability</p> <ul style="list-style-type: none"> Compare data sets by referring to the shapes of various displays Calculate quartiles and interquartile range Draw and interpret box plots and scatterplots Describe bivariate data where independent variable is time Investigate real life statistics Evaluate statistical reports Misleading graphs Evaluate sampling methods and sample size Explore linear regressions and applications <p>Topic Eight– Statistics and Probability</p> <ul style="list-style-type: none"> Determine outcomes for two and three step chance experiments Assign probabilities to outcomes Investigate conditional statements of probability Draw and interpret two-way tables and venn diagrams Use arrays and tree diagram to determine probability <p>Topic Nine – Number and Algebra</p> <ul style="list-style-type: none"> Solve problems using parallel and perpendicular lines Solve linear equations using algebraic and graphical techniques Solve pairs of simultaneous equations <p>Topic Ten – Number and Algebra</p> <ul style="list-style-type: none"> Simplify algebraic products and quotients using index laws |

| Mathematics Extension – Semester One | Mathematics Extension – Semester Two |
|--|--|
| <p>Topic One – Number and Algebra</p> <ul style="list-style-type: none"> • Expand and factorise monic and non-monic quadratic expressions • Use the distributive law and index laws to factorise algebraic expressions • Factorise expressions using special binomial products • Solve simple quadratic equations • Use quadratic formula • Use completion of square method • Solve linear equations and inequalities • Solve pairs of simultaneous equations with and without technology • Make connections between algebraic and graphical representations of relations <p>Topic Two – Measurement and Geometry</p> <ul style="list-style-type: none"> • Solve right-angled triangle problems • Calculate unknown sides and angles • Solve problems involving direction and angles of elevation and depression • Use bearings to solve problems <p>Topic Three – Number and Algebra</p> <ul style="list-style-type: none"> • Substitute values into formulas to determine an unknown • Solve equations arising from formula <p>Topic Four– Number and Algebra</p> <ul style="list-style-type: none"> • Simplify algebraic products and quotients using index laws • Use fractional and negative indices • Use the definition of a logarithm to establish and apply the laws of logarithms • Solve simple exponential equations • Explore logarithmic and exponential functions in real life contexts with and without the use of technology <p>Topic Five – Number and Algebra</p> <ul style="list-style-type: none"> • Define rational and irrational numbers • Perform operations with surds and fractional indices | <p>Topic Six – Number and Algebra</p> <ul style="list-style-type: none"> • Identify non-linear graphs and their equations • Explore linear equations, quadratics, cubic and quartic equations – identify key features and the effect of changing a parameter • Describe, interpret and sketch parabolas, circles, hyperbolas and exponential functions • Apply transformations including translation and reflections • Identify the domain and range of functions <p>Topic Seven – Statistics and Probability</p> <ul style="list-style-type: none"> • Compare data sets by referring to the shapes of various displays • Calculate quartiles and interquartile range • Draw and interpret box plots and scatterplots • Describe bivariate data where independent variable is time • Evaluate statistical reports • Explore linear regressions and applications • Calculate and interpret mean and standard deviation to compare datasets <p>Topic Eight – Statistics and Probability</p> <ul style="list-style-type: none"> • Determine outcomes for two and three step chance experiments • Assign probabilities to outcomes • Investigate conditional statements of probability • Draw and interpret two-way tables and venn diagrams • Use arrays and tree diagram to determine probability <p>Topic Nine– Measurement and Geometry</p> <ul style="list-style-type: none"> • Use Sine and Cosine rules • Solve trigonometric equations • Use radian measure and the unit circle <p>Topic Ten – Number and Algebra</p> <ul style="list-style-type: none"> • Investigate polynomials • Apply the factor and remainder theorem to solve problems <p>Topic Eleven</p> <ul style="list-style-type: none"> • Vectors • Complex numbers |

At the end of term one in year 10, students will be placed in groups to prepare them for their senior pathway. These groups will be identified as Preparation for Essential Mathematics, Preparation for General Mathematics and Preparation for Mathematical Methods.

Assessment

Students' work will be assessed in the following dimensions: Understanding and Fluency and Problem-solving and Reasoning. Students will engage with a range of assessments which may include a mid-semester exam, end-semester exam and a problem-solving and modelling task.

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

Students in Year 10 Music will experience the three major components of Music: Creating, Presenting and Responding. Students will study a variety of musical genres ranging from music through the ages, musical theatre, jazz music and music therapy. 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 10 will ultimately study music as an art form and develop the ability to hear what is seen and see what is heard.

| Semester One | Semester Two |
|--|--|
| <p>Topic One – Music Through the Ages</p> <ul style="list-style-type: none"> • Introduction to the Elements of Music • Investigate and analyse Western Art Music from the Middle Ages, Renaissance, Baroque, Classical and Romantic Eras to the 20th Century • Examine and evaluate stylistic characteristics and compositional developments from each historical era • Present an integrated project (responding and creating) where they compose a piece of Western Art music and justify how their composition is reminiscent of one of the studied musical eras <p>Topic Two – Musical Theatre</p> <ul style="list-style-type: none"> • Investigate the history of musical theatre and its development over time • Examine and analyse a range of musicals from rock musicals, serious musicals to Disney musicals and adaptations • Evaluate the leading musical theatre composers and compositional devices evident in the different types of musical numbers • Perform individually, as a duo or small ensemble a work from a musical • Complete a listening analysis exam comparing and contrasting a traditional and modern musical | <p>Topic One – Jazz Music</p> <ul style="list-style-type: none"> • Explore and evaluate the history of jazz • Discover and analyse a range of jazz music genres: including Blues, Ragtime, Dixieland, Swing, Bebop, New Orleans Jazz, Cool Jazz, Vocal Jazz and Fusion • Identify and analyse compositional devices evident in Jazz music • Develop vital improvisational skills • Compose a piece of music inspired by one of the genres studied with jazz features • Complete a listening analysis exam comparing and contrasting jazz music <p>Topic Two – Music Therapy</p> <ul style="list-style-type: none"> • Examine and analyse the different contexts, methods, purposes and characteristics of music therapy • Discover how music affects the mind and body and modifies human behaviour, state of mind and health • Investigate and analyse the specific characteristics of music therapy required for different ages and contexts • Present an integrated project (responding and performing) where they perform a piece of music and justify how their chosen song could be used for music therapy |

Assessment

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

Note

To be able to study Year 10 Music, it is strongly recommended that they have studied Music in Year 9. If students are considering choosing Senior Music, it is a requirement that they study Music in Year 10.

** 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: Representations of God |
|--|
| <ul style="list-style-type: none">• The mystery of God through representations in the Old and New Testaments.• Teachings of Jesus in the New Testament.• Major world religions (insights, God and relationships with the Catholic Church)• The importance of the Eucharist in the Catholic Church• Prayer: Centering meditative prayer. |
| Topic 2: Discovering God in the Midst of Human Events |
| <ul style="list-style-type: none">• The development of the early Christian Church.• Church authority based on scriptural origins• Church responses to threats to both human and environmental ecology in modern world (including the role of women in the Church, Indigenous Australians, social/cultural changes, scientific developments, environmental changes)• Prayer: Christian prayers for justice, peace and the environment. |
| Topic 3: Discovering God in Contemporary Moral Issues |
| <ul style="list-style-type: none">• Christian prayers for justice, peace and the environment• Church teachings (Catholic Social Teaching, personal conscience, moral decision making)• Stewardship - <i>See-Judge-Act</i> process of moral decision making• Prayer: Christian prayers for forgiveness and healing. |

Assessment

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

Year 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 world around them. 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 answer questions about the biological, physical and technological world. The Australian Science Curriculum provides opportunities for students to develop an understanding of important science concepts and processes. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues. Science prepares students for their future role in society and develops their understanding of the world around them.

Course Content

This course will cover the three strands of the Australian Science Curriculum: Science Understanding, Science Inquiry Skills and Science as a Human Endeavour.

In Year 10, the Science Understanding strand covers the five areas of: Biological Sciences, Earth and Space Sciences, Physical Sciences, Chemical Sciences and either Forensic Sciences or Senior Science Preparation.

All students will cover Australian Science Curriculum content over the first three terms. During Term Four, students who are not proceeding with a Senior Science in Year 11 will continue with the Forensic Science topic. Students choosing a Senior Science in Year 11 will spend Term Four refining the skills required for the Senior Science subjects.

| Terms 1 – 3 | Term Four |
|--|--|
| <p>Topic One - The Recipe of Life</p> <ul style="list-style-type: none"> • DNA and Genetics • Natural Selection & Evolution • Global systems <p>Topic Two – Chemical Reactions Matter</p> <ul style="list-style-type: none"> • The Periodic Table - Atomic Structure • Chemical Reactions – Balancing <p>Topic Three - Galileo's New Science</p> <ul style="list-style-type: none"> • Motion – Velocity and Acceleration • Newton's Laws and Energy • The Universe - Stars and Galaxies | <p>Topic Four - Forensic Science</p> <ul style="list-style-type: none"> • Advances in technology and understanding • Analysis of evidence (fingerprinting, tracks, autopsy) • Evaluation of claims <p style="text-align: center;">OR</p> <p>Topic Four – Preparation for Senior Science</p> <ul style="list-style-type: none"> • Researching and interpreting scientific journals • Analysis of evidence (identifying trends, patterns, and relationships in data) • Evaluation of claims • Breaking down requirements for Senior Science assessment |

Assessment

Students' work will be assessed under the two dimensions:

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

Students will engage in a range of assessment tasks including Data Tests, Student Experiments, Research Investigations (assignments) and written exams.

VISUAL ARTS

Why study Visual Arts?

The focus of this subject is on the understanding and evaluation of the visual arts to construct meaning in our lives. Students make, display and appraise artworks to express experiences, intellect and individuality. They communicate with an audience using the forms and processes of visual art, and use their imagination to make artwork that responds to the art concept. All students are encouraged to be creative, inquisitive and able 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:

- planning and organising
- solving problems
- working collaboratively with others
- using tools and technology
- analysing, making judgments, justifying opinions
- communicating ideas and information
- appreciating the aesthetics
- understanding and tolerance of other cultures

Course Content

| Semester One | Semester Two |
|--|---|
| <p>Art as Self – Experimental folio</p> <ul style="list-style-type: none"> • focus on contemporary portraiture, revealing more than just the physical self • explore the concept of self and others • explore identity, physical appearance and cultural heritage • experiment in 2D media: drawing, painting and mixed media <p>Art as Self – Body of Work</p> <ul style="list-style-type: none"> • focus on challenging traditional portraiture • explore personal art making style • resolve a Body of Work through a personal choice of media | <p>Art as Place – Experimental folio</p> <ul style="list-style-type: none"> • focus on dimensions of home to communicate identity and culture • investigate how home is an evolving physical, emotional, spiritual and temporal space • explore the context of art in making and responding to art • experiment with 2D and 3D media: drawing, sculpture, painting and mixed media <p>Art as Object – Body of Work</p> <ul style="list-style-type: none"> • focus on objects as a visual form of communication • extend prior investigations of place to express personal culture and identity • resolve a Body of Work through a personal choice of media |

Assessment

Students' work will be assessed according to two dimensions – Making and Responding.

Students will engage with a range of assessment techniques, for example, short responses, test, folio of work, oral presentation, and visual diary.

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 CHOICES

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, Mrs Britt Gurnett, 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 a particular 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 eligible 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.qcaa.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

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

My Future

<https://myfuture.edu.au/>

Open Universities

<https://www.open.edu.au/your-career/>

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>

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

<https://www.open.edu.au/your-career/information-communication-technology>

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

Manufacturing

<https://www.open.edu.au/your-career/manufacturing>

Mathematics

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

Mining

<https://www.australianfifominingjobs.com.au/>

Nursing

<https://www.myhealthcareer.com.au/nursing-career/>

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>

Real Estate

<http://www.reiq.com/>

Sport and Recreation

<https://youthcentral.vic.gov.au/jobs-and-careers/plan-your-career/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>

Veterinary Science

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

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://naen.com.au/>
<http://www.apprenticeemploymentnetwork.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 Loan
<https://www.humanservices.gov.au/individuals/services/centrelink/student-start-loan>
The Good Universities Guide
<https://www.gooduniversitiesguide.com.au/scholarships>
The Aspiration Initiative (Indigenous)
<http://theaspirationinitiative.com.au/>

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/>

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>
Australian Public Service
<https://www.apsjobs.gov.au/>
Career one
<http://www.careerone.com.au/>
Defence Jobs
<http://www.defencejobs.gov.au/>
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 Service Providers
<https://disabilityemployment.org.au/provider-search/qld/>
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
www.qld.gov.au/education/training/indigenous

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 to help them achieve to the best of their ability. This occurs under the direction of the Support Teacher – Learning Enhancement.

Learning Enhancement programs may include:

- Assessment Access Arrangements and Reasonable Adjustments (AARA) for students with additional needs
- Development and implementation of a Personalised Learning Plan for a student with a disability
- Consultation and collaboration between the Support Teacher, parents of students with additional needs and their external carers/ medical supports
- Provision of strategies for teachers of students with additional needs
- Teacher Aide or co-teaching support in the classroom (English as an Additional Language or Dialect, Literacy, Numeracy)
- Assignment help – by appointment with a Support Teacher
- Homework Club three days per week - Monday, Wednesday, and Thursday 3 - 4pm
- Learning Enhancement Acceleration Program (LEAP)
- Involvement in co-curricular enrichment / extension activities and competitions

Some students may find they have specific educational needs who may apply for Access Arrangements & Reasonable Adjustments (AARA). AARA minimise barriers for eligible students to demonstrate their learning, knowledge, and skill in assessment. Access arrangements are action/s taken by the school so that a student with an eligible impairment that may not be covered by the definition of disability can access assessment. 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.

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.
- Attend Homework Club – Monday, Wednesday, and Thursday afternoons each week in the College Library – teachers and a Teacher Aide are available to assist with homework.
- Consult with a Support Teacher – by appointment in the Student Services Centre.
- Approach some older students for assistance or peer mentoring.
- Consult with the Curriculum Leader of the subject if needing advice about continuing in a subject.
- Consult with the Guidance Counsellor, who can provide careers and subject advice.
- Go to the Careers Office and talk to Ms Chapman about VET pathways.
- Consult with Ms Gurnett (Deputy Principal) regarding problems that you are experiencing.
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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 10 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.

CONTACT DETAILS

| | |
|-----------------|--|
| Postal Address: | John Fisher Drive, Bracken Ridge 4017 |
| Telephone: | 3269 8188 |
| Email: | sjfc@bne.catholic.edu.au |
| Website: | www.sjfc.qld.edu.au |
| Office Hours: | 7.45am – 4.00pm |

Key Curriculum Contacts:

| | |
|--|---------------------------------------|
| Principal: | Ms Catherine Galvin |
| Deputy Principal – Teaching and Learning: | Ms Britt Gurnett |
| Assistant Principal – Wellbeing: | Ms Deanna Turner |
| Assistant Principal - Religious Education: | Mrs Geraldine Swindells |
| VET/Careers Coordinator: | Ms Laura Chapman |
| Guidance Counsellor: | Ms Amy Hodgkinson / Ms Kirsty Magarry |
| Curriculum Officer: | Ms Sharon Rowan |

Academic Coordinators:

| | |
|--|-------------------------|
| Technology | Mr Gregory Egan |
| English & French | Ms Rikki Stanton-Cook |
| Drama, Art & Music | Mrs Suellen Geran |
| Design & Technology, Health & Physical Education | Mrs Michele Tillack |
| Mathematics | Ms Lyn Hedemann |
| Religious Education | Mrs Geraldine Swindells |
| Science | Mr David Hooper |
| Social Science & Business | Ms Megan Pidskalny |
| Support Teacher (Inclusive Education) | Ms Kerry Peacey |
| Teacher Librarian | Ms Kylie O'Brien |