St John Fisher College
BRACKEN RIDGE

SUBJECT GUIDE

Year 7

2026

ST JOHN FISHER COLLEGE

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OUR MISSION

At St John Fisher College we deliver an education that embraces our Catholic Mercy heritage by:

empowering young women to lead with courage and act justly;

recognising, nurturing, and celebrating the unique gifts of every individual;

committing to excellence and innovation in learning;

respecting the dignity of all;

and valuing the diversity of our community and ensuring all are welcome.

MESSAGE FROM THE PRINCIPAL

Welcome to St John Fisher College!

We are delighted to have you join our community. At St John Fisher College, we believe every student has the potential to achieve great things. Our first expectation is simple: **always strive to do your best**. When you give your best effort, you not only grow as a learner but also contribute to the vibrant life of our College.

One of the ways we support your growth is through the **John Fisher Way of Learning**. This approach helps you develop the skills, strategies, and confidence to succeed. It encourages you to:

- **Be inquisitive** – Ask questions and explore new ideas.
- **Be collaborative** – Work together and learn from others.
- **Be reflective** – Think about your learning and how to improve.
- **Be courageous** – Take risks and try new things.
- **Be resilient** – Keep going, even when things get tough.

As you begin your journey, I encourage you to **get involved**. Join activities, participate in events, and make the most of every opportunity. The more you engage, the more you'll feel connected and confident in your new environment. Every student brings unique gifts and talents, and we value what you have to offer.

Don't be afraid to **step outside your comfort zone**. Often, the greatest learning happens when we challenge ourselves. Be a problem solver, take initiative, and remember that our staff are here to help. If you have questions or concerns, reach out. Support is always available.

Your curriculum in Years 7 and 8 is designed to give you a strong foundation and a taste of different learning areas. This will help you make informed choices for future studies and set you up for success. Ultimately, your progress depends on your effort and responsibility.

I hope your time at St John Fisher College is exciting, rewarding, and full of growth. Together, let's strive for **Goodness, Knowledge, and Discipline**.

"We must strive to do ordinary things extraordinarily well." – Catherine McAuley

Ms Britt Gurnett
PRINCIPAL

PASTORAL CARE

Wellbeing is defined as an ongoing experience of wholeness and hope that is integral to learning and ultimately, to overall health and life success. It relates to the interconnectedness of emotional, physical, cognitive, social and spiritual dimensions within the person. Wellbeing encompasses nurturing the self, giving to others, and building and celebrating community (Brisbane Catholic Education). At St John Fisher College we promote wellbeing through our Pastoral Care program, encouraging growth in each person to help them realise their giftedness.

Our Pastoral Care program centres around the three pillars of Gratitude, Empathy and Mindfulness (GEM). St John Fisher dedicates two lessons per fortnight to GEM to build a sense of identity and community. Lessons informed by research and best practice are devoted to developing positive and respectful relationships, personal organisation, a positive growth mindset, Sister Activities, community service to others and connectedness to our Mercy charism and the Gospel of Jesus.

Pastoral Care is the responsibility of all staff members at St John Fisher College. Our Pastoral Care program is integrated throughout the school program through the teaching and practicing of our College values of *Respect, Care, Integrity, Service, Inclusiveness and Excellence.* In Year 7, the program focuses on helping students transition, connect and belong to the College.

Pastoral Care at St John Fisher College permeates all that we say and do to give students the opportunity to flourish and become the people that God has called them to be. Together we are all working to assist our girls to develop into confident, resilience, independence and help them to succeed in an ever-changing world.

The Year 7 Pastoral Care program is currently under review. Elements may be altered to best serve the interests of the students. For up-to-date information please refer to the Portal.

Year 7: Connection and Belonging The purpose of this program is to welcome and connect our new members to the St John Fisher College community in an authentic way to encourage them to adopt the John Fisher Way, Mercy charism and help establish connections within the community.	
Induction to the College	• making an easy transition from primary school to secondary school • identifying student's own valuable qualities • meeting the other girls in the class and in Sister Group • helping students get organised for the day-to-day tasks of high school • preparation for "Getting to Know You" camp • learning about the St John Fisher Way of behaving and learning • learning about Catherine McAuley and our Mercy charism • learning organisation, homework and study management techniques • problem solving issues around high school routines
Personal organisation	• daily/weekly school routines • use of Student Planner • use of Assessment Calendar • creation of a study timetable • use of study skills and strategies • forming effective homework habits

Respect and healthy relationships	• allowing students opportunities to demonstrate skills and actions that support the rights and feelings of others • learning about communication styles • recognising and appreciating their own and others' achievements • evaluating the influence of self-esteem on their own and others' behaviour • learning how to show tolerance, respect and empathy to others • learning about bullying and empowering students to respond appropriately to it • understanding the role of bystanders in bullying • importance of feeling safe • cyber safety and using social networking sites appropriately
Positive Growth Mindset	• encouraging students to unleash their personal potential • learning about the importance of grit and resilience • teaching positive habit creation
Friendships and self esteem	• discovering the qualities of friendship • helping students decide on the most important characteristics of a friend, clarify which are realistic expectations and helping students to develop these characteristics themselves • changing friendship groups • diversity and difference • evaluating the influence of self-esteem on their own and others' behaviour • identifying feelings using a feelings thermometer • hygiene and wellbeing issues for adolescents • preparation for St John Fisher Day
Service and giving to others	• community service initiatives • discovering and experiencing the importance of thankfulness • random acts of kindness

GENERAL SUBJECT INFORMATION

Year 7 Subjects

Students in Year 7 study subjects that have been developed from the Australian Curriculum.

The following subjects are studied for the whole year in Year 7:

- Religious Education
- English
- Mathematics
- Science
- Health and Physical Education
- French
- Humanities: Geography / History
- Learning to Learn

The following subjects are each studied on a rotational basis across the year:

- Digital Technologies
- Design and Technologies: Food Specialisation
- Design and Technologies: Materials and Technologies
- Drama
- Music
- Visual Arts

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) Literature (C) Essential English (A)	English (C) (G) Literature (C) (G) Essential English (C) (A)	English (C) (G) Literature (C) (G) Essential English (C) (A)
Mathematics (C)	Mathematics (C)	Mathematics (C)	Mathematics (C) (G) Mathematical Methods(C) Essential Mathematics (C) (A)	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) STEM	Science (C)	Biology (G) Chemistry (G) Physics (G) Psychology (G)	Biology (G) Chemistry (G) Physics (G) Psychology (G)
History (C) Geography (C)	History (C) Geography (C)	History (C) Geography (C)	Legal Studies History	Legal Studies (G) Modern History (G) Business (G) Social & Community Studies (A) Cert IV in Justice Studies (V) Cert III in School Based Education Support Diploma in Business (V)	Legal Studies (G) Modern History (G) Business (G) Social & Community Studies (A) Cert IV in Justice Studies (V) Cert III in School Based Education Support Diploma in Business (V)
Digital Technologies (C)	Digital Technologies	Digital Technologies	Digital Technologies	Digital Solutions (G)	Digital Solutions (G)

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
Design & Technologies - Food Specialisation (C) Design & Technologies – Materials and Technologies (C)	Design & Technologies - Food Specialisation (C) Design & Technologies – Materials and Technologies (C)	Design & Technologies - Food Specialisation (C) Design & Technologies – Materials and Technologies (C)	Design & Technologies - Food Specialisation (C) Design & Technologies – Materials and Technologies (C)	Design (G) Food and Nutrition (G) Cert III in Hospitality (+ Cert II in Hospitality) (V)	Design (G) Food and Nutrition (G) Cert III in Hospitality (+ Cert II in Hospitality) (V)
Visual Arts (C) Drama (C) Music (C)	Visual Arts Drama Music	Visual Arts Drama Music	Visual Arts Drama Music	Visual Art (G) Drama (G) Music (G) Drama in Practice (A) Visual Arts in Practice (A)	Visual Art (G) Drama (G) Music (G) Drama in Practice (A) Visual Arts in Practice (A)
Health & Physical Education (C)	Health & Physical Education (C)	Health & Physical Education (C)	Health & Physical Education	Physical Education (G) Cert III in Fitness (+ Cert II in Sport and Recreation)	Physical Education (G) Cert III in Fitness (+ Cert II in Sport and Recreation)
French (C)	French French Immersion	French French Immersion	French French (G)	French (G)	French (G) French Extension (G)

Last Updated September 2025

DESIGN AND TECHNOLOGIES – FOOD SPECIALISATION

WHY STUDY DESIGN AND TECHNOLOGIES – FOOD SPECIALISATION?

This unit introduces students to designing and making food products for preferred futures with specific emphasis on the environment. Students make simple food decisions to create their own formulations by modifying set recipes and other strategies that reduce our carbon footprint. They are encouraged to research issues within our current food system and propose changes in specific scenarios. Much of the unit will involve working collaboratively in teams. Students will prepare food products using safe and hygienic practices.

COURSE CONTENT

Year 7 Design and Technologies - Food Specialisation
• Food Safety and hygiene • Risk management in the kitchen • Develop food preparation skills • Create food products by modifying set recipes to minimise our carbon footprint • Propose and adapt food products to enhance sustainability • Design, maintain and harvest the College Garden. Using produce in practical food lessons • Collaborate in teams • Develop time management and organisational skills

ASSESSMENT
Students will be assessed according to the following dimensions: Knowledge and Understanding and Skills.

Students will engage with a range of assessment techniques including assignments (with written and practical components).

FURTHER STUDY
Students can elect to study Design and Technologies – Food and Materials in Year 9 and 10 as one of their electives. The subject prepares students for the study of Food and Nutrition and/or Hospitality Practices in Years 11 and 12.

DESIGN AND TECHNOLOGIES –MATERIALS AND TECHNOLOGIES

WHY STUDY DESIGN AND TECHNOLOGIES – MATERIALS AND TECHNOLOGIES?

This unit actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative designed concepts.

COURSE CONTENT

Year 7 Design and Technologies –Materials and Technologies
• Introduction to the design process • Solving a design challenge • Design sketching • Ideas generation • Design evaluation • Organisational skills • Decision making • Divergent thinking • Working collaboratively • Creating prototypes of design solutions, using TinkerCAD and 3D printing

ASSESSMENT
Students will be assessed according to the following dimensions: Knowledge and Understanding and Skills.

Students will engage with project-based assessment. It will include a written component and the production of prototypes using 3D printing.

FURTHER STUDY
Students can elect to study Design and Technologies – Materials and Technologies in Year 9 and 10 as one of their electives. The study of Design and Technologies –Materials and Technologies prepares students for the study of Design in Year 11 and 12.

DIGITAL TECHNOLOGIES

WHY STUDY DIGITAL TECHNOLOGIES?

Technologies enrich and impact on the lives of people and societies globally. They can play an important role in transforming, restoring and sustaining societies and natural, managed and constructed environments.

By applying their knowledge and practical skills and processes when using technologies and other resources, students create innovative solutions. In creating solutions, as well as responding to the designed world, students consider desirable sustainable patterns of living, and contribute to preferred futures for themselves and others. They work independently and collaboratively to develop knowledge, understanding and skills to respond creatively to current and future needs and opportunities.

COURSE CONTENT

Year 7 Digital Technologies
Students in Year 7 will: • Use computational thinking to investigate, design, plan, develop and evaluate a digital solution • Confidently use digital systems to efficiently and effectively automate the transformation of data into information, and creatively communicate ideas in a range of settings • Engage confidently with and responsibly select and manipulate appropriate technologies – processes, data, systems and components − when designing and creating solutions • Analyse and evaluate needs, opportunities or problems to identify and create solutions

ASSESSMENT

Assessment is largely practical. Students will complete a set task to demonstrate their learning.

Students are assessed in Knowledge and understanding and Processes and production skills, specifically the following strands:

- Digital Systems
- Data Representation
- Acquiring, managing and analysing data
- Investigating and defining
- Generating and designing
- Producing and implementing
- Evaluating
- Collaborating and managing
- Privacy and security

FURTHER STUDY

Students may choose to undertake studies in Digital Technologies as part of their elective subjects in Years 9 and 10. This may also lead into the Senior subjects, which prepare students for work or further study in the Digital Technologies field.

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 7 Drama course has been designed to introduce students to the subject in a safe and supportive environment helping students to develop their creativity, confidence, interpersonal skills and greater self-awareness.

COURSE CONTENT

As Year 7 students study Drama for one term, units of work are very much an introduction to the subject. The course of study will provide students with learning experiences that will lay foundation for further development in Years 8, 9 and 10 and in fact through to Senior Drama. Throughout the unit of study, the students will work both individually and as a member of a group.

Year 7 Drama

Introduction to Elements of Drama through Role Play
• Elements of Drama
  ○ Roles – attitude, purpose and status of a character
  ○ Relationships – with other characters and their situation
Performing
• Reading a contemporary Indigenous script
• Rehearsing roles within a script
• Performing extracts of a published script
• Reflecting on performances and classwork(written)

***Please note that this course is currently under review and course content is subject to change.*

ASSESSMENT
Students will be assessed within the Performing dimension.

Students will have the opportunity to demonstrate the dimension through small group performances. This technique allows for students to perform as a group whilst being assessed individually. Students will also individually complete written reflections on performances and classwork.

FURTHER STUDY
Students may choose to study Drama as one of their elective subjects in Years 9 to 12.

NOTE
Students will require theatre blacks - conservative black pants and shirt which allows for movement and in which the student will be comfortable.

ENGLISH

WHY STUDY ENGLISH?

Junior English at St John Fisher College provides a foundation for successful, lifelong learning and participation in the Australian community and equips students to face the challenges that will continue to shape their learning in the future. The Junior English course is designed to create confident communicators, imaginative thinkers and informed citizens and aims to ensure that students learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts. To become effective communicators in Australian society, secondary students need to learn to analyse, understand, communicate with and build relationships with others and with the world around them.

COURSE CONTENT

The Year 7 English course aims to prepare students with the skills needed to analyse texts and to become proficient in the three main genres of writing: persuasion, exposition and narrative. Through their exploration of the English language students come to understand how language can be used to inform, persuade and tell stories.

Topic One	Topic Two	Topic Three
Telling Tales* • Explore the English language • Examine how language and grammar is used differently in different modes and media • Engage with elements of Chaucer's *Canterbury Tales* • Engage in writing on demand activities to prepare for NAPLAN • Examine narrative structure • Respond and create to produce a portfolio of work. *This unit is designed to promote student preparedness for NAPLAN and includes revisiting foundational spelling, grammar, reading comprehension and writing skills.	***Wonder*: Choose Kind** • Read, discuss and analyse the novel *Wonder* • Engage in activities on characters and themes • Examine essay structure • Develop an expository response to the novel	**Diverse Voices in Picture Books** • Discuss how personal identity can be shaped by culture • Read, view and listen to various perspectives told through stories • Identify morals and messages in stories • Develop visual literacy skills • Examine persuasive spoken structure • Plan, write, draft and edit a persuasive speech
Throughout the year students will engage in embedded literacy skills instruction which will enable them to further develop their spelling, grammar and comprehension skills.		

ASSESSMENT
All student work is assessed using the ACARA English Achievement Standard Descriptors in the areas of Reading and Viewing, Writing and Creating, and Speaking and Listening.

Students will engage with a range of assessment tasks, including both spoken and written tasks. There is a focus on analytical expository writing, with students producing an essay response to a text. They will also have opportunities to present their work and to perform a persuasive oral.

FURTHER STUDY
Students undertake studies in English as part of their core subjects in Years 8 to 12.

FRENCH

WHY STUDY FRENCH?

Learning a second language broadens horizons, improves students' working memory, and their ability to focus; and deepens their understanding of how all languages work. It fosters cross cultural understanding and empathy with people of other languages and cultures, whether they be members of the multicultural Australian society or from other countries.

COURSE CONTENT

Year 7 French Semester 1	Year 7 French Semester 2
UNIT 1: Story in Action - The Three Little Pigs **Unit description** Students will be immersed into the French language through the AIM (Accelerating Implementation Methodology) program. This unit is a semester program where the use of French in lessons will accelerate speaking skills as well as develop proficiency in writing, reading and listening. They will be engaged in developing language skills in authentic situations in addition to storytelling. Language Acquisition will include: • Alphabet • Greetings • Functional classroom language i.e. instructions • Numbers-10 The unit will culminate in the production of the play, "Les Trois Petits Cochons" in Term 2.	**UNIT 2: Story in Action - Salut Mon Ami** **Unit description** Students will continue to be immersed into the French language through the AIM program. This unit is a semester program where the use of French in lessons will accelerate speaking skills as well as develop proficiency in writing, reading and listening. They will be engaged in developing language skills in authentic situations in addition to storytelling. Language Acquisition will include: • Age & birthday • Where you live • Family • Likes • Days/months • Weather The unit will culminate in the production of the play, "Salut Mon Ami" in Term 4.

ASSESSMENT
Students will be assessed according to the following dimensions: Listening, Speaking, Reading and Writing.

FURTHER STUDY

Students will continue to study French in Year 8. Some students will be invited to participate in the Language Immersion Program from Year 8. **Students will be required to meet prerequisites to be eligible for this and for subsequent accelerated offerings.** Core French will continue to be offered up to Senior where numbers allow.

Students in the Language Immersion Program will study French but also study Religious Education in the French Language. Senior General French Syllabus is taught from Year 10 with the option to complete French Extension in Year 12.

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.

Geography aims to foster a sense of wonder, curiosity, and knowledge about the diverse environments, peoples, cultures, and places around the world. This subject provides students with a solid understanding of their own place, Australia, and the broader world. It encourages students to delve into geographical thinking, exploring its perspectives, concepts, and explanatory methods. Geography aims to cultivate thoughtful and active citizens at local, national, and global levels, helping them understand how they can shape the future of various places. It also develops students' abilities to ask geographical questions, plan inquiries, collect and analyse information (especially through fieldwork and spatial technologies), draw evidence-based conclusions, and effectively communicate their findings. Additionally, Geography builds students' confidence and creativity in using geographical skills, enabling them to extend their knowledge, make sense of new situations, and solve problems.

COURSE CONTENT
In Year 7 and 8, students will complete 14 weeks of Geography.

Year 7 Geography
Unit 1: Water in the World and Liveability • The classification of environmental resources and the way that water connects and changes places as it moves through environments. • The location and distribution of water resources in Australia, their implications, and strategies to manage the sustainability of water. • The economic, cultural, spiritual and aesthetic value of water for people, including First Nations Australians and the cultural connectedness of people to places and how this influences their identity, sense of belonging and perceptions of place. • The causes and impacts of an atmospheric or hydrological hazard, and responses from communities and governments. • Factors that influence the decisions people make about where to live, including perceptions of liveability of places and influence of environmental quality. • The location and distribution of services and facilities, and implications for liveability. • Strategies used to enhance the liveability of a place.

ASSESSMENT
Students will be assessed according to the following dimensions: Geographical Knowledge and Understanding and Geographical Skills. Students will engage with a range of assessment techniques to cater for different learning styles. These techniques include formal and informal tasks including presentations, demonstrations and exhibitions, writing on demand, fieldwork, inquiry tasks and short response tests.

FURTHER STUDY
Students undertake studies in Geography as part of their compulsory core subjects in Year 8 and 9. In Year 10 Geography becomes a year-long elective.

NOTE Students are required to attend the compulsory fieldwork component of the course. The cost of the excursions is covered by levies.

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

COURSE CONTENT

Unit 1	Unit 2	Unit 3
Adolescence & Me **+** **Striking & Fielding** *i.e. cricket, softball, kickball, t-ball, yard ball, modified games.*	**Being Safe Online** **+** **Expressive Movement**	**Summer Safety** **+** **Lifesaving & Aquatics**

ASSESSMENT
Students will engage with a range of assessment techniques including: written exams, reflections, assignments, digital brochures and practical performance.

FURTHER STUDY
Students continue to study Health and Physical Education as part of their core subjects in Years 8 and 9 and can elect to study Health and Physical Education in Year 10 as one of their electives. Students can choose to study Physical Education in Years 11 and 12.

NOTE
Students are required to wear supportive cross trainers that are predominantly white in colour. Canvas shoes are not appropriate for physical activity.

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HISTORY

WHY STUDY HISTORY?

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations; and communicate effectively.

COURSE CONTENT

In Year 7 students will complete 14 weeks of History.

Year 7 History
Overview: Deep time history of Australia • How historians and archaeologists investigate history, including excavation and archival research • how First Nations Australians are the world's oldest continuing cultures, displaying evidence of both continuity and change over deep time • The different methods and sources of evidence used by historians and archaeologists to investigate early societies, and the importance of archaeology and conserving the remains, material culture and heritage of the past • The cultural obligations of First Nations Australians about significant heritage sites, including ancestral remains, material culture and artefacts, and the role of collaboration between First Nations Australians and other individuals and groups to ensure cultural preservation **Depth Study: The Ancient World - Egypt** • The physical features of ancient Egypt (such as the River Nile) and how they influenced the civilisation that developed there • Roles of key groups in ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion • The significant beliefs, values and practices of the ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs • Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade, and peace treaties

ASSESSMENT

Students will be assessed according to the following dimensions: Historical Knowledge and Understanding and Historical Inquiry Skills. Students will engage with a range of assessment techniques to cater for different learning styles. These techniques include formal and informal tasks including a written inquiry task and a short response test.

FURTHER STUDY

Students undertake studies in History as part of their compulsory core subjects in Year 8 and Year 9. Student may choose to study Modern History as an elective in Years 10, 11 and 12.

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

MATHEMATICS

WHY STUDY MATHEMATICS?

The study of mathematics is central to the learning, development and prospects of all young Australians. Mathematics provides students with essential mathematical knowledge, skills, procedures and processes in number, algebra, measurement, space, statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

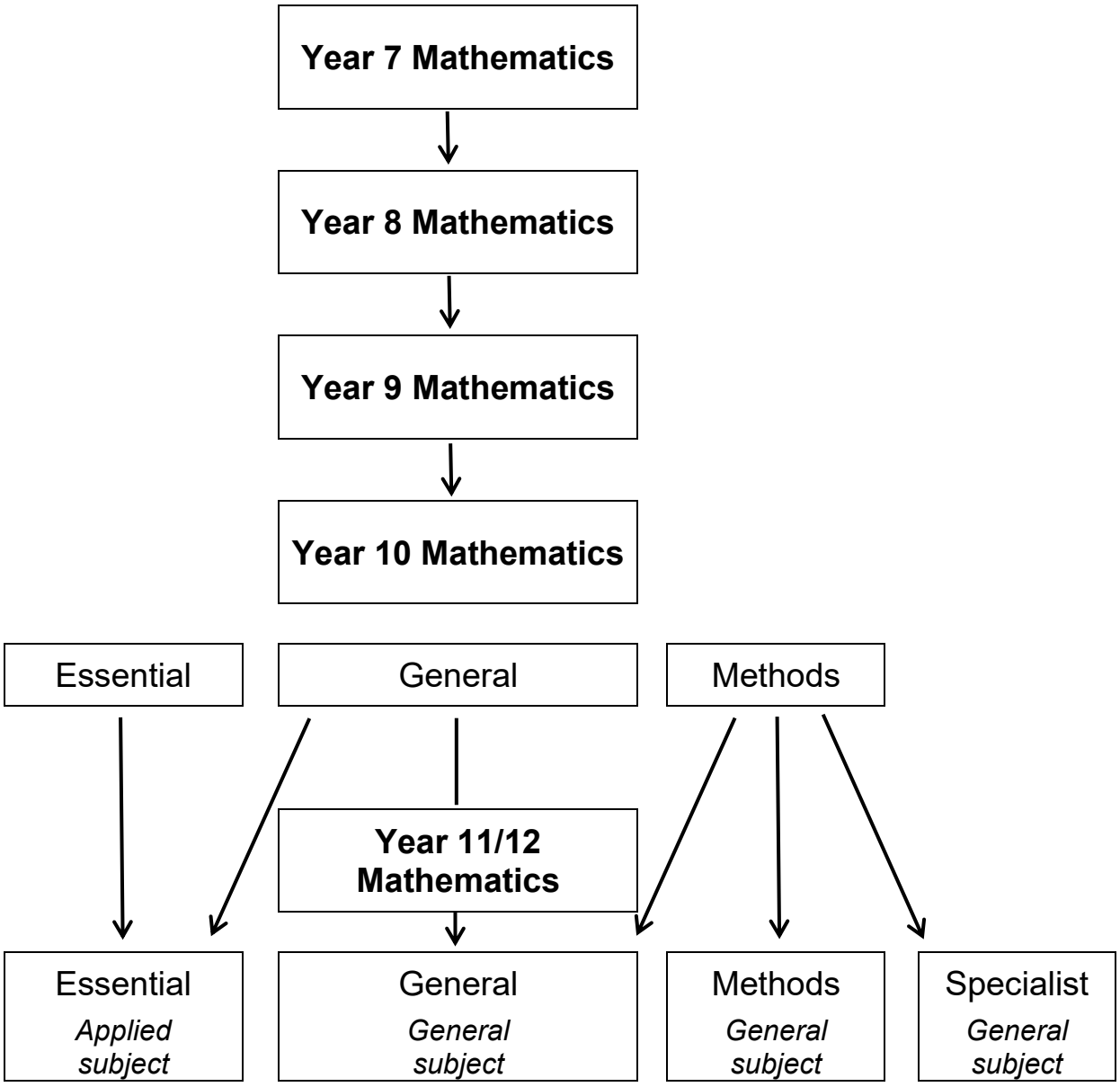
Mathematics provides opportunities for students to apply their mathematical understanding creatively and efficiently. It enables teachers to help students become self-motivated, confident learners through practice, inquiry, and active participation in relevant and challenging experiences.

COURSE CONTENT

Year 7 Semester One	Year 7 Semester Two
Topic 1: Real Numbers • Compare, order, add and subtract integers • Perfect squares and square roots • Exponent notation and products of prime factors • Operations involving fractions, decimals and percentages • Equivalent representations of rational numbers **Topic 2: Rational Numbers and Ratios** • Practical problems involving rational numbers, percentages and ratios • Financial mathematics **Topic 3: Algebraic Expressions** • Variables and algebraic expressions • Evaluating algebraic expressions using substitution • Variables represented in graphs • Manipulate formulas involving several variables **Topic 4: Measurement** • Area of triangles and parallelograms • Volume of rectangular and triangular prisms • Radius, diameter and circumference of a circle	**Topic 5: Equations and Graphs** • Solve simple linear equations • Create tables of values from formulas • Plot relationships on the Cartesian plane **Topic 6: Statistics** • Plan and conduct statistical investigations involving discrete and continuous data • Data displays • Range, median, mean, mode and outliers • Interpret data using distribution and summary statistics to provide insights **Topic 7: Probability** • Sample spaces for single-step experiments • Assign probabilities to outcomes • Relative frequencies of events • Conduct single-step chance experiments and run simulations using digital tools **Topic 8: Space** • Transformations of points in the Cartesian plane using coordinates • Represent objects in two dimensions **Topic 9: Properties of Angles and Shapes** • Angle relationships involving triangles and parallel lines crossed by a transversal • Classification of polygons

ASSESSMENT
Student work will be assessed in the following proficiencies: Understanding, Fluency, Reasoning and Problem Solving. Students will engage with a range of assessments which may include a mid-semester exam, end-semester exam as well as mathematical modelling tasks.

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



To get an ATAR you need to do at least **5 General** subjects
OR
4 General subjects + 1 Applied subject/Cert III or above

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, within the music classroom students 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 will study Music for one rotation in Year 7, and the unit is divided into theory and practical sections (with a focus on practical study). Students will study a variety of Disney music and learn instrument basics on the guitar and keyboard. 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 respond to the elements of music aurally and visually. Music students in Year 7 will ultimately study music as an art form and develop the ability to hear what is seen and see what is heard.

Year 7 Music Disney and Instrument Basics	
Theory: • Introduction to Music and Disney musicals • Introduction to the Musical Elements • Explore and analyse the history of music with a focus on Disney musicals • Evaluate the features and characteristics from various music genres and styles (including Disney musicals) • Evaluate how Disney music has evolved and changed throughout history • Analyse songs (including Disney musicals) from a range of cultures, times and locations using the seven musical elements • Compare and contrast different Disney musical songs using the musical elements	**Practical:** • Explore the history and features of the guitar and keyboard • Learn how to read chords written in the guitar tab, play basic strumming patterns and play the four basic chords on the guitar with correct technique • Learn how to read rhythms and notes written in the treble clef and how to play the keyboard with correct technique • Individually or within pairs, perform a selected song on the guitar or keyboard • Compose, notate, and perform a Disney based composition which reflects a chosen Disney character • Explore recording devices and computer programs to develop their compositional knowledge and skills • Develop vital musicianship skills

***Please note that this course is currently under review and course content is subject to change.*

ASSESSMENT

Students are assessed within two dimensions of music in Year 7:

- Creating (creating or arranging a musical piece)
- Presenting (musicianship skills)

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

FURTHER STUDY

Students may choose to study Music as one of their elective subjects in Years 9 to 12.

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: SJFC – The Place to Be!
In this unit, students will explore the beliefs that are central to life at St. John Fisher College. They will learn about the Trinity through an examination of the creeds of the Church, including the Apostles Creed and the Nicene Creed. They will learn about the life, death and resurrection of Jesus through exploring the Church's liturgical calendar, the Sacraments of the Church and learning key prayers in the Christian tradition. They will learn about important figures in the life of the College including St. John Fisher and Catherine McAuley by examining their writings and key messages. Finally, they will learn about the Catholic Church and the role it plays at both SJFC and throughout Australia.

Topic 2: Sharing Similarities, Celebrating Differences
In this unit, students will learn about the shared beginnings of Christianity, Judaism and Islam by learning about the patriarchs and matriarchs, Moses and the prophets that are central to all three religious traditions. They will gain a deeper understanding of the Tanakh (Old Testament) by exploring the context of its creation and recognising the religious truths about God contained within the text. They will explore the way the Decalogue affirms the relationship between God and humankind.

Topic 3: Worthy of Belief
In this unit, students will gain a deeper understanding of the New Testament by exploring the context of its creation. They will recognise that the Gospels contained within the New Testament are not simply eyewitness accounts of the life of Jesus but are post-resurrection texts intended for different audiences which each depict Jesus in a particular way. They will discover the way that early Church communities came to understand Jesus, as well as their role in the world, in the centuries immediately following Christ's life, death and resurrection. They will explore the role the Church in Australia plays today in continuing work of early Church communities.

Topic 4: Inspired to Act
In this unit, students will learn about the way beliefs inform Christian understandings of morality. In particular, they will explore how concern for the common good of the community is a basic principle of Christian morality. They will examine meditative prayer, and explore how concepts around stillness, listening and being receptive to God and others can enhance connection to God and others in pursuit of the common good. They will end the year by looking at the season of advent and how actions performed by Christians at this time of year can highlight and celebrate notions of the common good.

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

Year 7 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 task, a Facebook character profile activity, and a short response examination.

SCIENCE

WHY STUDY SCIENCE?

Science is a 'way of answering questions about the biological, physical and technological world. Science is a dynamic, collaborative, and creative human endeavour arising from exploring, investigating, making predictions, and solving problems.

In Year 7 students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. Students will investigate relationships in the Earth-sun-moon system and use models to predict and explain events. They extend their understanding of the particulate nature of matter and explore how interactions of matter and energy at the sub-microscopic scale determine macroscopic properties. Students will consider the effects of multiple forces when explaining changes in an object's motion. They make accurate measurements and analyse relationships between system components. Students will construct and use models to test hypotheses about phenomena at scales that are difficult to study directly and use these observations and other evidence to draw conclusions. They begin to understand the relationship between science and society and appreciate the need for ethical and cultural considerations when acquiring data.

Inquiry questions can help excite students' curiosity and challenge their thinking. Following are examples of inquiry questions that could be used to prompt discussion and exploration:

- Mosquitoes are so annoying! What would the impact be if we got rid of them?
- What would Australian ecosystems look like without fire?
- How do simple machines make our lives easier?
- Why is being able to separate mixtures important?
- How have systems of classification changed over time? How do they differ across cultures?

COURSE CONTENT

Year 7 Science- Semester One	Year 7 Science - Semester Two
Topic One – Laboratory Safety and Water, Water Everywhere. Introduction to the Lab- Safety, Equipment and Bunsen burners. Measuring and recording data; Scientific Method, report writing Students use particle theory to describe the arrangement of particles in a substance, including the motion of and attraction between particles, and relate this to the properties of the substance. Students use a particle model to describe differences between pure substances and mixtures and apply understanding of properties of substances to separate mixtures.	Topic Three – Classify This! Students explain how biological diversity is ordered and organised. They represent flows of matter and energy in ecosystems and predict the effects of environmental changes. Students investigate the role of classification in ordering and organising the diversity of life on Earth and use and develop classification tools including dichotomous keys.
Topic Two – Forces on the Move Students represent and explain the effects of forces acting on objects. Students investigate and represent balanced and unbalanced forces, including gravitational force, acting on objects, and relate changes in an object's motion to its mass and the magnitude and direction of forces acting on it.	**Topic Four – The Earth in Space** Students model cyclic changes in the relative positions of the Earth, sun and moon and explain how these cycles cause eclipses and influence predictable phenomena on Earth, including seasons and tides.

ASSESSMENT

Students will be assessed according to the following dimensions: Science Understanding, including Science as a Human Endeavour, and Science Inquiry. Students will engage with a range of assessment techniques to cater for different learning styles and to give students opportunities to demonstrate progress. These techniques include Student Experiments, Research Investigations, Data Tests and Exams (multiple choice/short answer and practical).

FURTHER STUDY

Students undertake studies in Science as part of their core subjects in Years 8, 9 and 10. They may also choose to study Biology, Chemistry, Psychology and/or Physics as electives in Years 11 and 12.

VISUAL ARTS

WHY STUDY VISUAL ARTS?

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

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

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 such as:

- planning and organising
- solving problems
- working collaboratively with others
- using tools and technology
- making, displaying and appraising art works
- communicating ideas and information
- expressing ideas, feelings and experiences

COURSE CONTENT

In Year 7 students will complete one term of Visual Arts.

Year 7 Visual Arts
Topic – My Place • Explore storytelling, culture and identity • Create traditional and abstract representations in art making • Create drawings and paintings as a means of expressing a story • Develop art language to write and talk about art • Develop skills and techniques in the areas of acrylic paints and mixed media

***Please note that this course is currently under review and course content is subject to change.*

ASSESSMENT
Students in Year 7 will be assessed according to the Making dimension.

Students will engage with a practical assessment technique to give them opportunities to demonstrate progress.

FURTHER STUDY
Students may choose to study Visual Arts as part of their elective subjects in Years 9 and 10. In Years 11 and 12 they may choose to study Visual Arts or Visual Arts in Practice.

SUBJECT MATERIALS

Design & Technologies (Food Specialisation)	NIL
Design & Technologies (Materials &Technologies)	Artline 210 Medium 0.6 black pen, Artline 204 Fine 0.4 black pen, Display Book - A4 20 Pocket
Digital Technologies	This subject is taught as a paperless class, all work is to be created and stored electronically.
Drama	A4 Exercise Book - 48 Page, Display Book - A4 20 Pocket
Economics & Business	A4 Exercise Book - 48 Page, Display Book - A4 20 Pocket
English	A4 Exercise Book - 96 Page, Display Book - A4 20 Pocket, Oxford Australian School Dictionary/Thesaurus, 2 black & 2 Blue medium dry erase whiteboard markers, 1 small post-it- page markers
French	A4 Exercise Book – 96 Page
Geography	A4 Exercise Book – 96 Page, Display Book – A4 20 Pocket
HPE	A4 Exercise Book - 48 Page
History	A4 Exercise Book - 96 Page, Display Book – A4 20 Pocket
Mathematics	3 x A4 Exercise Books - 128 Pages, A4 Grid Book - 5mm, 2 medium dry erase whiteboard markers, 360-degree protractor, Maths set, ***NB - Scientific calculator – Casio FX100 AU Plus is provided by Book Hire with Textbooks in Year 7 only***
Music	A4 Exercise Book – 48 Page, Display Book – A4 20 Pocket
Religious Education	A4 Exercise Book - 96 Page, Display Book – A4 20 Pocket
Science	A4 Exercise Book – 96 Page, Display Book - A4 20 Pocket
Visual Arts	A4 Visual Arts Diary, Pencils – 1 x 2B, 1 x 4B
Civics & Citizenship	A4 Exercise Book - 48 Page, Display Book – A4 20 Pocket

Students are required to provide consumable materials for their subjects. A College Planner and scientific calculator will be issued by the College, the cost of which is covered by levies. Some subjects have specific material requirements. These requirements are listed below.

General Requirements for All Subjects
Plastic Sleeves – Pack of 10 Pens – 2 x Blue, 2 x Black, 2 x Red Pencil Case Pencils – 2 x HB, 2 x 2B Eraser Coloured Pencils – Pack of 12 Pencil Sharpener Protractor 360 Degree 30cm Ruler USB 8GB Scissors WIRED Earphones (No Bluetooth/wireless connections Glue Stick Stapler & staples White Out Tape Highlighters (5 mixed colours)

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 a Support Teacher – Inclusive Education.

Learning Enhancement programs may include:

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

Some students may find they have specific educational needs and can apply for Access Arrangements and Reasonable Adjustments (AARA) for their assessments. AARA minimise barriers for eligible students to demonstrate their learning, knowledge, and skill in assessment. Reasonable adjustments are action/s taken by the school so that an eligible student with impairment resulting from a 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 and Thursday afternoons, and Tuesday First Break each week in Room C1 – Support Teachers and a Teacher Aide are available to assist with homework.
- Consult with a Support Teacher – by appointment.
- 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 VET Office and talk to Ms Chapman about VET pathways.
- Consult with the Deputy Principal regarding problems that you are experiencing.

GUIDELINES FOR ASSESSMENT – ALL SUBJECTS

We recognise that many students experience difficulties with their assessment and homework load in the transition from primary school to secondary school. To address this issue, the following guidelines are in place for assessment in Year 7:

- In most cases, there will be one assessment item per term in each subject.
- Lesson time will be allocated for the preparation of assessment tasks (there may be some occasions when assessment may be finalised outside of the designated lesson).
- All assessment tasks will appear on the Assessment Calendar for Year 7.

HOMEWORK GUIDELINES

Homework is an important part of the student's schoolwork. Homework may appear in the following formats.

1. Homework: arises from work done in class that day — usually to be finished for the next lesson.

2. Revision: going over the work completed in a week to make sure it is understood. This can mean:
    a. Making summaries/ notes of work done in class
    b. Working some additional examples, drawing diagrams, etc.

3. 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 your own practice tasks (e.g., Mathematics problems or essay topics), rehearse exam strategies and then work at remembering information and applying skills.

Year 7 students should be completing up to 30 minutes of homework at the most each night.

If your child is regularly spending more than one hour on homework, it may be necessary to contact the relevant subject teacher/s. We recognise that students need to have appropriate rest and relaxation time and to spend time on family activities. Whilst homework is important to your child's education, this should not be at the expense of their overall wellbeing.

PLANNING FOR SUCCESS

College Planner: Students are issued with a College Planner for the purpose of recording 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 and Parent Portal, indicating the due date for all assessment tasks. The purpose of this is to assist students with planning and time management. Hence, students should transfer relevant dates into their College Planner. Parents will be notified if there are changes to the Assessment Calendar in any of their daughter's subjects. This would only occur in exceptional circumstances.