



St John Fisher College
BRACKEN RIDGE

SUBJECT GUIDE

Year 7



ST JOHN FISHER COLLEGE

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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.

MESSAGE FROM THE PRINCIPAL

Welcome to our 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 is to develop dispositions which will help our students 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

As a new student I would encourage you to become fully involved in the life of the College. There is much that happens here and you will meet people and feel comfortable more quickly if you are involved. When you are fully involved you will gain more rewards and satisfaction and our community will be a far richer one for your contributions. All girls have special gifts and talents to share and every one of you is valued.

While you are here in this place of learning, I encourage you to step out of your comfort zone, for it is here that you will have your greatest achievements. I also challenge you to become problem solvers. As you move into 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



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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

<p>Respect and healthy relationships</p>	<ul style="list-style-type: none"> • 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
<p>Positive Growth Mindset</p>	<ul style="list-style-type: none"> • encouraging students to unleash their personal potential • learning about the importance of grit and resilience • teaching positive habit creation
<p>Friendships and self esteem</p>	<ul style="list-style-type: none"> • 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
<p>Service and giving to others</p>	<ul style="list-style-type: none"> • 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
- History/Geography/Economics & Business
- Learning to Learn

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

- Digital Technologies
- Design and Technologies: Food and Materials
- Design and Technologies: Engineering and Materials
- 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)	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 Modern History	Legal Studies (G) Modern History (G) Cert IV in Crime & Justice (V)	Legal Studies (G) Modern History (G) Cert IV in Crime & Justice (V)
Economics and Business (C)	Economics and Business (C)	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 (C)	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 and Materials (C) Design & Technologies – Engineering and Materials (C)	Design & Technologies - Food and Materials (C) Design & Technologies – Engineering and Materials (C)	Design & Technologies - Food and Materials Design & Technologies – Engineering and Materials	Design & Technologies - Food and Materials Design & Technologies – Engineering and 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 (C) Drama (C) Music (C)	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 (C)	French	French	French (G)	French (G) French Extension (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?

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 and Materials

- 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 – ENGINEERING AND MATERIALS

WHY STUDY DESIGN AND TECHNOLOGIES – ENGINEERING AND MATERIALS?

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 – Engineering and Materials

- 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 (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 – Engineering and Materials in Year 9 and 10 as one of their electives. The study of Design and Technology – Engineering and Materials prepares students for the study of Design in Year 11 and 12.

DIGITAL TECHNOLOGIES

WHY STUDY DIGITAL TECHNOLOGIES?

Digital Technologies is central to life in today's technologically advanced world. The field of digital technologies is highly dynamic and is subject to unpredictable transformations by emerging technology, which requires constant adaptation by those who engage with it directly, or by those whose lives and communities are affected by its innovations.

The subject Digital Technologies will provide you with opportunities to explore, experience and learn practical skills that are highly valued across work, business, government, education and leisure contexts.

COURSE CONTENT

Introduction to Computer Programming

- How do computers represent information?
- Designing a user interface
- Design of algorithms
- Introduction to block programming with Microsoft MakeCode:
 - Sequencing instructions
 - Loops
 - Events driven programming
 - Branching – IF, THEN, ELSE
 - Sensing – key presses, touching/proximity to other sprites
 - Variables and lists
 - Functions

ASSESSMENT

Assessment is largely practical. Students will complete a set task to demonstrate their learning of programming skills and concepts.

Students are assessed in Processes and Production Skills, specifically the following dimensions:

- Investigating and Defining
- Designing
- Implementing and Testing
- Evaluating

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 subject Digital Solutions, which prepares 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
<p>Introduction to Elements of Drama through Role Play</p> <ul style="list-style-type: none">• Elements of Drama<ul style="list-style-type: none">○ Roles – attitude, purpose and status of a character○ Relationships – with other characters and their situation <p>Performing</p> <ul style="list-style-type: none">• Reading a contemporary Indigenous script• Rehearsing roles within a script• Performing extracts of a published script• Reflecting on performances and classwork(written)

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.

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. As every need and want cannot be satisfied with available resources, economic choices must be made as to how the resources are allocated most effectively. The market system, through the forces of demand and supply, allocates resources based on the actions of consumers, producers and government.

The nature of work has changed significantly in the last generation and the nature and type of jobs available to young people is changing faster than ever. To maximise opportunities for healthy, productive and rewarding futures, an understanding of the contemporary and changing work environment is vital. Consequently, the development of skills, attitudes and knowledge is essential to effectively manage and make informed decisions in life, learning and work roles.

COURSE CONTENT

In Year 7 students will complete **One** term of Economics and Business.

Year 7

The key inquiry question at this year level:

- How does entrepreneurial behaviour contribute to a successful business?

Unit One – Who wants to be an entrepreneur?

- Identifying the behaviours and skills that successful entrepreneurs bring to their business
- Observing local businesses to identify factors that contribute to their success

ASSESSMENT

Students are assessed according to the following dimensions – Business Knowledge and Understanding and Business Skills. Various assessment techniques may be used throughout the course including: objective short answer response tasks, extended response tasks, practical application tasks, response to stimulus materials, assignments and presentations.

FURTHER STUDY

Students may choose to undertake studies in Economics and Business as part of their elective subjects in Years 9 and 10.

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
<p>Telling Tales*</p> <ul style="list-style-type: none"> Explore the English language Examine how language and grammar is used differently in different modes and media Engage with elements of Chaucer's <i>Canterbury Tales</i> Engage in writing on demand activities to prepare for NAPLAN Examine narrative structure Develop and create a narrative text <p>*This unit is designed to further prepare students for NAPLAN and includes an extensive focus on spelling, grammar, reading comprehension and writing.</p>	<p>Wonder: Choose Kind</p> <ul style="list-style-type: none"> Read, discuss and analyse the novel <i>Wonder</i> Engage in activities on characters and themes Examine essay structure Develop an expository response to the novel 	<p>Diverse Voices in Picture Books</p> <ul style="list-style-type: none"> 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
<p>Throughout the year students will engage in integrated Literacy Lessons which will enable them to further develop their spelling, grammar and comprehension skills.</p>		

ASSESSMENT

All student work is assessed using the ACARA 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, 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.

NOTE

In order to improve and develop their understanding and use of vocabulary, students will need a dictionary and a thesaurus. Students may use a combined dictionary/thesaurus.

FRENCH

WHY STUDY FRENCH?

Learning a second language broadens horizons, improves students' working memory, their ability to focus and also 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 Seven Semester 1	Year Seven Semester 2
<p>Unit 1: Story in Action: The Three Little Pigs</p> <p>Unit description</p> <p>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.</p> <p>Language Acquisition will include:</p> <ul style="list-style-type: none"> • Alphabet • Greetings • Functional classroom language i.e. instructions • Numbers-10 <p>The unit will culminate in the production of the play, "Les Trois Petits Cochons" in Term 2.</p>	<p>Unit 2: Story in Action: How to Get There</p> <p>Unit description</p> <p>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.</p> <p>Language Acquisition will include:</p> <ul style="list-style-type: none"> • Age • Birthday • Family <p>The unit will culminate in the production of the play, "Comment Y Aller" in Term 4.</p>

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, based on academic prerequisites and student numbers, will be invited to participate in the Language Immersion Excellence Program. Students in this program will study French but also study Religious Education in the French Language.

Students can continue to undertake studies in French as part of their elective subjects in Year 9, or alongside the Language Immersion Excellence Program as a core subject. Students will then begin the Senior General French Syllabus in Year 10 with the option to complete French Extension in Year 12.

Students will be required to meet prerequisites to be eligible for these offerings.

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 their own place, of Australia, and of the world
- enable students to explore and gain a good understanding of geographical thinking including its perspectives, concepts and ways of explaining
- enable students to become thoughtful and active local, national and global citizens, and to understand how they can influence the futures of places
- develop students' ability to ask geographical questions, plan an inquiry, collect and analyse information, (particularly through fieldwork and spatial technologies), reach conclusions based on evidence and logical reasoning, and communicate their findings in effective ways
- build the confident and creative use of geographical skills, and to enable students to use these skills to extend their knowledge, make sense of new situations, and to solve problems.

COURSE CONTENT

Year 7 Semester Course
<p>The Key inquiry questions for Year 7 are articulated below:</p> <ul style="list-style-type: none">- How do people's reliance on places and environments influence their perception of them?- What effect does the uneven distribution of resources and services have on the lives of people?- What approaches can be used to improve the availability of resources and access to services? <p>Introductory Unit: What is Geography?</p> <p>Unit 1: Place and liveability</p> <ul style="list-style-type: none">• The factors that influence the decisions people make about where to live and their perceptions of the liveability of places• The influence of accessibility to services and facilities on the liveability of places• The influence of environmental quality on the liveability of places• The influence of social connectedness, community identity and perceptions of crime and safety on the liveability of places• The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe <p>Unit 2: Water in the world</p> <ul style="list-style-type: none">• The classification of environmental resources and the forms that water takes as a resource• The ways that water connects places as it moves through the environment and the way this affects places• The quantity and variability of Australia's water resources compared with those in other continents• The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa• The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region

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

Year 7 Semester One	Year 7 Semester Two
Unit: Jump Start <ul style="list-style-type: none">• Catching skills• Throwing skills• Striking/Kicking skills• Introduction to athletic field events• Invasion games• Adolescence and positive relationships• Impact of digital technologies on identity• Mental health and wellbeing• Personal safety	Unit: Get Moving <ul style="list-style-type: none">• Fitness training• Fitness activities• Circuit training• Agility activities• Relay games• Minor games• Modified sports• Dance• Teamwork• Health benefits of physical activity• Introduction to health and nutrition• Water, road & sun safety

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.

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 and 8, students will complete one semester of History. A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions which require the use and interpretation of sources.

Year 7 Semester Course

The key inquiry questions at this year level are:

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

Overview: Investigating the ancient past

- How historians and archaeologists investigate history, including excavation and archival research
- The range of sources that can be used in an historical investigation, including archaeological and written sources
- The methods and sources used to investigate an historical controversy or mystery that has challenged historians or archaeologists
- The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples

Depth Study: The Mediterranean 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?

Mathematics is an integral part of a general education. It can enhance understanding of our world and the quality of our participation in a rapidly changing society. Learning Mathematics provides all students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. The mathematics curriculum provides students with carefully paced, in-depth study of critical skills and concepts. It encourages teachers to help students become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences.

The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

COURSE CONTENT

Year 7 Semester One	Year 7 Semester Two
<p>Topic 1: Number and Algebra: Number and Place Value</p> <ul style="list-style-type: none"> Compare, order, add and subtract integers Associative, commutative and distributive laws <p>Topic 2: Number and Algebra: Real Numbers</p> <ul style="list-style-type: none"> Equivalence of fractions Operations involving fractions Rounding Relationship between fractions, decimals and percentages Finding percentages with and without digital technologies Simple ratios <p>Topic 3: Number and Algebra</p> <ul style="list-style-type: none"> Money and Financial Mathematics <p>Topic 4: Measurement and Geometry: Shape</p> <ul style="list-style-type: none"> Perspectives of prisms <p>Topic 5: Measurement and Geometry: Location</p> <ul style="list-style-type: none"> Translations, reflections and rotations of multiples of 90 degrees Rotational symmetries <p>Topic 6: Number and Algebra: Number and Place Value</p> <ul style="list-style-type: none"> Variables and algebraic expressions <p>Topic 7: Number and Algebra: Number and Place Value</p> <ul style="list-style-type: none"> Index Notation and powers of prime numbers Square roots and perfect square numbers 	<p>Topic 8: Measurement and Geometry: Using units of Measurement</p> <ul style="list-style-type: none"> Formulas for area of rectangles, triangles and parallelograms Volumes of rectangular prisms <p>Topic 9: Statistics and Probability</p> <ul style="list-style-type: none"> Investigating secondary data from newspapers, the internet and the Australian Bureau of Statistics Data displays: stem and leaf plots and dot plots Interpretation of mean, median and mode <p>Topic 10: Statistics and Probability</p> <ul style="list-style-type: none"> Sample spaces for single step experiments Equally likely outcomes Probabilities for events <p>Topic 11: Number and Algebra: Patterns and Algebra</p> <ul style="list-style-type: none"> Variables and algebraic expressions Evaluating algebraic expressions using laws and properties of arithmetic <p>Topic 12: Number and Algebra: Linear and Non-Linear Relationships</p> <ul style="list-style-type: none"> Solving simple linear equations Points on a Cartesian plane <p>Topic 13: Measurement and Geometry: Geometric Reasoning</p> <ul style="list-style-type: none"> Angle properties Classification of triangles and quadrilaterals

ASSESSMENT

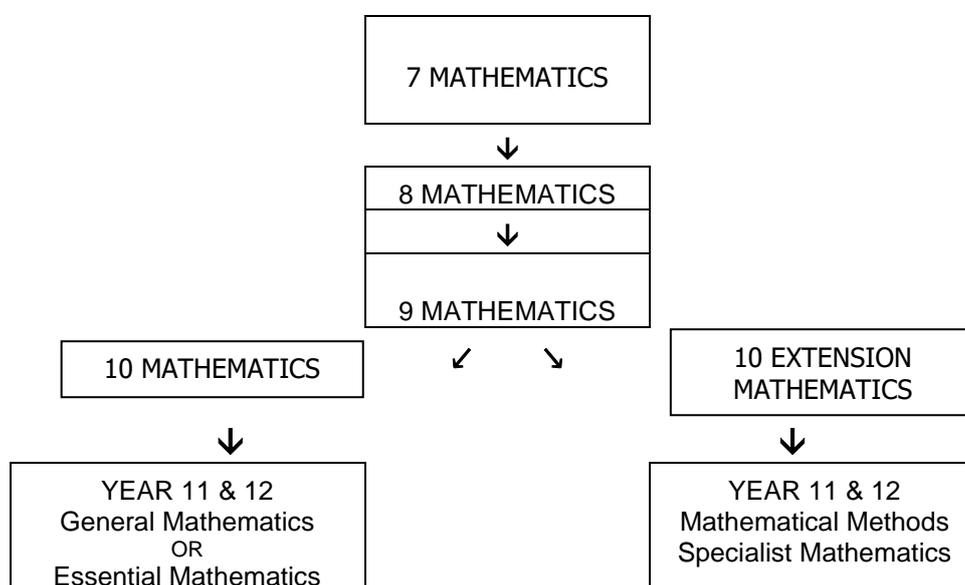
Student work will be assessed in the following dimensions: Understanding and Fluency, Problem Solving and Reasoning. Students will engage with a range of assessments which may include a mid-semester exam, end-semester exam as well as a Problem Solving and Modelling Task.

FURTHER STUDY

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

In Year 10 the Australian Curriculum Mathematics has two levels:

- 10 Mathematics is designed to help students make a successful transition from Year 10 to General Mathematics and Essential Mathematics.
- 10 Extension Mathematics is designed to prepare students to make a successful transition from Year 10 to Year 11 and 12 Mathematical Methods and Specialist Mathematics.



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.

Disney and Instrument Basics	
Theory: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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

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.

NOTE

The program is currently under review and an element could change in response to the changes implemented for the new senior schooling system.

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: Our Faith Story

- Formation of the Gospels - text features, audience & purpose of each Gospel
- Founders of Religious Communities - life story of the founder of the Sisters of Mercy
- Structure of the Catholic Church in Australia - leadership structure of the Catholic Church in Aust.
- Origin and Establishment of Christian Church- significant events in early Church (c. 6 BCE- c. 650 CE)
- Liturgical Year- meaning/themes/colours of the Church's liturgical year and seasons
- Christian Prayer - traditional prayers: Amen, Sign of the Cross, Lord's Prayer and Hail Mary

Topic 2: Christians Living their Faith

- The Decalogue- relationship between God and humankind that is revealed in the 10 Commandments)
- Common Origins of Monotheistic religions- ways in which Christianity, Judaism, and Islam are connected through the stories of the patriarchs
- Praying with Scripture – different ways of praying including Lectio Divina, Ignatian Meditation
- Ancient Israel- cultural context of the Old Testament texts

Topic 3: The Power of Words

- The World of the New Testament- cultural context of New Testament texts e.g festivals/customs
- Creeds and the Beatitudes of the Ancient Apostolic Church
- Sin has a social dimension- relationship between a properly formed conscience and sin
- Sacraments support the journey- symbols, actions, words used in the Sacraments of Initiation: Baptism, Confirmation, Eucharist
- Concern for the Common Good-Catholic Church's teaching and the 3 essential elements

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. The study of Science under the Australian Curriculum provides opportunities for students to develop their understanding of Science and its processes, the scope of its contributions to our culture and society, and its application in our daily lives. In addition to its practical applications, learning Science is a valuable pursuit, providing opportunities for critical and creative thinking, challenge and leisure.

COURSE CONTENT

Year 7 - Semester One	Year 7 - Semester Two
<p>Topic One – Laboratory Safety and Water, Water Everywhere.</p> <ul style="list-style-type: none"> • Intro to the Lab- Safety, Equipment and Bunsen burners • Measuring and recording data; Scientific Method, report writing • Differences between pure substances and mixtures and examples of each • Solvent and solute in solutions • Physical separation techniques such as filtration, decantation, evaporation, crystallisation, chromatography and distillation • Separation methods used in the home 	<p>Topic Three – Classify This!</p> <ul style="list-style-type: none"> • Grouping a variety of organisms on the basis of similarities and differences in particular features • Classify using hierarchical systems • Scientific conventions for naming species • Using keys to identify organisms surveyed in a local habitat • Food chains and food webs • The effect of human activity on local habitats, such as deforestation, agriculture or the introduction of new species
<p>Topic Two – Forces on the Move</p> <ul style="list-style-type: none"> • Effects of applying different forces to familiar objects • Common situations where forces are balanced, such as stationary objects, and unbalanced, such as falling objects • Simple machines such as levers or pulleys • How gravity affects objects of the surface of the Earth • How gravity keeps planets in orbit around the sun 	<p>Topic Four – The Earth in Space</p> <ul style="list-style-type: none"> • Renewable and non-renewable resources • The water cycle and factors that influence it • Human management of water • Natural phenomena such as lunar and solar eclipses, seasons and phases of the moon • Times for the rotations and orbits of the Earth, sun and moon • Modelling the relative movements of the Earth, sun and moon and how natural phenomena such as solar and lunar eclipses and phases of the moon occur • Why different regions of the Earth experience different seasonal conditions

ASSESSMENT

Students will be assessed according to the following dimensions: Science Understanding, including Science as a Human Endeavour, and Science Skills. 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 and/or Physics as electives in Years 11 and 12.

VISUAL ART

WHY STUDY VISUAL ART?

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 Art offers students the opportunity to develop skills that are both specific to the subject as well as being valuable to the development of lifelong learning. This is achieved through engagement in art experiences 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 Art.

Year 7

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 area of acrylic paints and mixed media

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 Art 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.

LEARNING TO LEARN

WHY STUDY LEARNING TO LEARN?

Learning to Learn is an opportunity for Year 7 students to explicitly focus on developing strategies that will support and enhance their learning at secondary school. In order to take advantage of all the learning opportunities available to them, students must understand how the brain functions: how it acts and reacts; how it thinks and processes; and how it solves problems. The learning that takes place in this subject is in the context of the College's *John Fisher Ways of Learning*. Through Learning to Learn students develop an understanding of each of the five learning dispositions. This is a non-assessable subject, but it provides students with activities where they can practice the many skills that are applicable across all curriculum areas.

COURSE CONTENT

The following topics are covered:

- The Brain: how it works; brain health; maximising your brain power
- Being Courageous: meeting the challenge; taking responsible risks
- Being Inquisitive: developing a questioning attitude; how to ask the best questions to maximise learning
- Being Resilient: flexible thinking; strategies that support you in bouncing back
- Being Collaborative: working with others; group dynamics; role delegation
- Being Reflective: thinking about your thinking
- Managing Impulsivity: how to consider alternatives, gather information and prioritise

The following skills are covered:

- Time Management
- Organisation and Scheduling (Outlook Calendar & College Planner)
- Study Habits
- Touch Typing
- Notetaking
- Digital Citizenship
- Memory Strategies
- Critical and Creative Thinking Skills

SUBJECT MATERIALS

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.

Design & Technology (Food Specialisation)	NIL
Design & Technology (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 medium dry erase whiteboard 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
Mathematics	3 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 Yr 7 only
Music	A4 Exercise Book – 48 Page, Display Book
Religious Education	A4 Exercise Book - 96 Page, Display Book
Science	A4 Exercise Book – 96 Page, Display Book - A4 20 Pocket
Visual Art	A4 Visual Art Diary, Pencils – 1 x 2B, 1 x 4B

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	Earphones/Earbuds for class use
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 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 and Curriculum Access Plans in each subject 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 as a result 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 Room 9 – 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.

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 of work done in class
 - b. Working some 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.

Recommended time spent on homework for students in Year 7 is 1 hour each night.

If your daughter 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 daughter's education, this should not be at the expense of her overall wellbeing.

PLANNING FOR SUCCESS

College Planner: Students are issued with 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 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.

CONTACT DETAILS

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Telephone:	3269 8188
Email:	sjfc@bne.catholic.edu.au
Website:	www.stjohnfishercollege.qld.edu.au
Office Hours:	7.45am – 4.00pm

Key Contacts:

Principal:	Ms Catherine Galvin
Deputy Principal – Learning & Teaching	Ms Britt Gurnett
Assistant Principal – Wellbeing	Ms Deanna Turner
Assistant Principal – Mission & Identity	Mrs Geraldine Swindells
VET Coordinator	Miss Laura Chapman
Guidance Counsellor	Ms Amy Hodgkinson/Ms Kirsty Magarry
House Dean - Bridgeman	Ms Emily Sweeney
House Dean – McAuley	Mrs Jo Winlaw
House Dean – Rochester	Ms Jacqui Bell
House Dean – Quinn	Mrs Bernie Toohey
Learning Growth Leader	Ms Isabella Blanch

Curriculum Leaders:

Technology	Mr Gregory Egan
English and French	Ms Jade Bricknell
Drama, Art and Music	Mrs Suellen Geran
Design & Technology/Health and Physical Education	Mrs Jodie Trounce
Mathematics	Ms Odette Pryor
Religious Education	Mrs Geraldine Swindells
Science	Mr Dan Leutton
Social Science and Business	Ms Sarah Kidd
Learning Enhancement	Ms Kerry Peacey
Teacher Librarian	Ms Kylie O'Brien