

YEAR 10

SEMESTER BULLETIN



2026 SEMESTER 1

RELIGIOUS EDUCATION



Religious Education is a significant component of the entire Religious Life of the College package. All teachers at St Margaret Mary's College contribute to this, as do our students, with various opportunities also offered to families.

The Religious Life of the College is lived out in a variety of ways:

Daily Prayer:

All Students from Year 7 to Year 12 begin the year writing prayers to contribute to their Pastoral Care Class Prayer Book. They are very creative and beautifully written. Throughout the year, our Year 7 students participate respectfully in a variety of prayer experiences.

Year Level Retreats:

This semester our Year 8, 9, 10, and 11 students have retreat days. During our retreats great things happen. Students are encouraged to: disconnect a little from their daily school life; find time for reflection; get to know themselves and each other better; recharge; rejuvenate; and my favourite - strengthen their friendships. The St Margaret Mary's retreats are themed in a way that sees students grow through each experience. Year 8 will reflect on 'Sisterhood', Year 9 look inwards through the theme 'Body, Mind and Spirit' and Year 10 workshop with Michael Fitzpatrick to decide as a group what types of leaders they wish to be as they venture forth onto the Senior campus. Our Year 11 Retreat will look a little different this year as we will no longer



head to Genazzano, Lake Tinaroo but instead focus on Leadership, considering the footprints they will leave behind.

Service Activities:

Project Compassion fundraising begins our year followed by World Down Syndrome day. Harmony Day is a highlight and we spend the week celebrating the many cultures that enhance our College community.

Calendrical Events:

Gatherings for such things as Lent, Stations of the Cross, Harmony Day, Samaritan Day, Advent/Christmas.



Religious Education Outline

Year 10	
<p>Unit 1: <i>Living a Life in Christ</i></p>	<p>Students explore how the Church has responded to the range of unprecedented threats to both human ecology and environmental ecology facing Australia and the Modern World (c. 1918 to the present) from science, technology, materialism, consumerism and political ideologies. The students will develop critical understanding of the various sources that guide the Church's action in the world today, including the teaching of Jesus and the early Church, the principles of Catholic social teaching and the reasoned judgements of conscience, carefully formed and examined.</p> <p>Assessment: Multimodal task</p> 
<p>Unit 2: <i>Keeping the Peace</i></p>	<p>In this unit, students are introduced to the study of peace from a variety of religious, spiritual and ethical viewpoints. They examine the roles these viewpoints play in an individual's perspective of peace and conflict. Students explore the roles of individual and communal beliefs, values, vision and goals to realise peace and justice in the world at all levels of social organisation. Students can investigate peace at the individual, community, national and/or the international level. They explore practical questions about how to realise peace and justice in overcoming conflict.</p> <p>Assessment: Extended Response Assignment</p>

ENGLISH

Welcome to Year 10 English! This semester will prove to be very busy as we continue to implement Australian Curriculum V9 and prepare your daughters for the selection of their senior English subjects. Term One will begin with an exploration of Shakespeare's classic play Romeo and Juliet. Students will explore many of the film versions of the play and the continued relevance of the story for teenagers today. Novels for our novel study will be issued later this term. Please encourage your daughter to read their text at least once before the unit begins. In Term Two, students will look at the world that they live in through a critical examination of the manipulation of news by the media and how they are positioned. A range of issues and concepts will be explored through documentaries, news and popular culture texts. Students will select an issue that resonates with them and create a Podcast.

Our dedicated teachers for Year 10 this year are:

10ENG.1: Chelsea Clay cclay3@smmc.catholic.edu.au

10ENG.2: Correna Neumann cneumann1@smmc.catholic.edu.au

10ENG.3: Peter Leete pleete1@smmc.catholic.edu.au

10ENG.4: Rachel Walsh rwalsh13@smmc.catholic.edu.au

10ENG.5: Sophie Horan shoran12@smmc.catholic.edu.au

Tips for success in English:

1. Read daily. Encourage your daughter to read each day - even if it is only for 10-15 minutes. Reading daily is an excellent way to improve comprehension, writing and spelling skills. There are many websites and resources that outline the benefits of reading. Our school library is stocked with the latest and some of the greatest books available, and the friendly staff will help with recommendations. Each week, there will be time for reading in class.
2. Complete homework! If there is no set homework for English, your daughter should focus on revising the work completed in class.
3. Ask questions. If your daughter is unsure of any work to be completed, please contact her teacher.
4. Engage in class discussion.
5. Join a debate team! Further information regarding our school debate teams will be released shortly.
6. Take the opportunity to compete in one of the many public speaking competitions that we are involved in. Further information on these opportunities will be available over the next few weeks.

I hope that your daughter enjoys Semester One!

Correna Neumann – Curriculum Middle Leader, English

SCIENCE

When Rosalind Franklin took her Photo 51 in 1952 — the first photo of DNA — she had no idea that she would become the centre of a scientific controversy. The British chemist and accomplished X-ray crystallographer's image was shared without her permission with James Watson and Francis Crick, who were working on identifying the structure of DNA. Franklin's picture allowed them to deduce that DNA too the form of a double helix; however, in their paper about the discovery, they only mentioned Franklin in a footnote. Franklin's contributions to unlocking the secrets of DNA are often overlooked. Without her groundbreaking X-ray photo, the structure of DNA might not have been revealed to Watson and Crick.

It wasn't until 2004 (some 42 years after Watson and Crick accepted the Nobel Prize) that Rosalind Franklin was recognised through an honorary namesake. Her photo was declared "Life in Discovery". (Source: A mighty Girl, 2024).

This semester, just like Rosalind Franklin, our girls will explore the structure of DNA and its integral role in inheritance, evolution and how biotechnology can improve our lives. They will explore the cycles that interact on a global scale and how global warming affects many processes on Earth. The Psychology course introduces to the nervous system and some fundamental ideas in the human thoughts, feelings, and behaviour.

Year 10 Science teaching staff for Semester One are:

- 10.1 – Yvonne Cox
- 10.2 – Darren Spina
- 10.3 – Lisa Hamilton
- 10.4 – Renee Deuble
- 10.5 – Matthew Brescianini

Belinda Coombe – Curriculum Middle Leader, Science

HEALTH & PHYSICAL EDUCATION

Health and Physical Education (Elective)

Welcome to Health and Physical Education Semester 1, 2026. Students at St Margaret Mary's College will cover a range of health-related topics such as Sport Ed Model and Drug Education, while participating in Basketball and a range of physical activities.

In the first unit is an integrated unit where the students will explore and apply the Sports Ed model through Basketball Team Leadership unit, which develops the girls' knowledge and skills around running their own round robin tournament.

In Term 2, the girls will engage in a Drug Education unit based upon the concept of 'Youth Advocacy'. It is an accepted fact that peers can have a strong positive influence upon a young person's decisions related to engaging in many forms of risk-taking behaviours, including those decisions related to using licit and illicit drugs. The foundation concept upon which this unit is based is that young people can be powerful advocates for each other. In the practical environment the girls explore movement strategies and movement sequences through a range of physical activities.

Students in Health and Physical Education are reminded that participation in practical lessons is compulsory. If a student can't participate in practical activities for any reason, they must provide their classroom teacher with a note of explanation from a parent/guardian.

Year 10 HPE Teachers are:

- 10.1 Michael Dear
- 10.2 Kim Cameron

Physical Education (Elective)

Year 10 Physical Education students at St Margaret Mary's College will cover a range of topics in order to best prepare them for Senior Physical Education in Years 11 and 12.

In Term 1, the Year 10 Physical Education (Elective) students are currently participating in a Human Anatomy / Gym and Fitness Unit. In theory lessons, they will learn about bones, muscles, joints, and human movement and then apply this knowledge to the gym and fitness training they will do in Practical lessons. In Term 2, the students will investigate the three energy systems and how our bodies create energy for exercise. They will apply this knowledge to analyse their energy systems used in Touch Football.

Students in Health and Physical Education are reminded that participation in practical lessons is compulsory. If a student can't participate in practical activities for any reason, they must provide their classroom teacher with a note of explanation from a parent/guardian.

Year 10 PE teacher is Ashleigh Rhodes.

Kim Cameron – Curriculum Middle Leader, Health & Physical Education

FOOD & TEXTILES TECHNOLOGIES

Year 10 FOOD SPECIALISATIONS

**Step outside your comfort zone,
Explore the unknown,
And discover the wonders that await.**

Creativity is about embracing the unknown and taking risks. It involves generating unique and original ideas that have yet to be explored. However, creativity isn't just about coming up with something new—it's also about reimagining and combining existing ideas in innovative ways. In design, creativity plays a crucial role in exploring and developing diverse solutions to a given problem.

This year, the SMMC Food & Textiles Department is challenging students to step beyond their comfort zones and embrace new learning experiences. Innovation is key in the food industry—without it, we wouldn't have discovered the tantalizing taste of salted caramel or protein-enhanced snacks. In addition, we are encouraging students to be mindful of food waste, exploring creative ways to repurpose ingredients into innovative and sustainable food solutions.

The students will complete a semester unit that focuses on Carbohydrates and Alternative Proteins which will provide students with a taste of what Senior Food & Nutrition is about. Alternative Proteins is a booming industry with more and more consumers opting to include some plant-based meals into their diets. The students will use the phases of design thinking to create a Meatfree Monday Tuckshop lunch meal. This will require them to understand the stakeholder needs and wants, ideate ideas, create prototypes, test, and then refine their design. We will be experimenting with ingredients such as legumes, cricket powder, and vegetables to investigate how they can be used in an appetising and healthy way.

Teacher: Tanya Krause and Fiona Foster

Year 10 TEXTILE TECHNOLOGIES

Creativity is about embracing the unknown and taking risks. It involves generating unique and original ideas that have yet to be explored. However, creativity isn't just about coming up with something new—it's also about reimagining and combining existing ideas in innovative ways. In design, creativity plays a crucial role in exploring and developing diverse solutions to a given problem.

Year 10 Textiles invites students to participate in a series of textile workshops to learn and adapt artisan designs and apply them in modern ways. Students will develop the construction skills to make a skirt, but a requirement of the skirt is to include at least *one* of the textile techniques developed in class. It is always very exciting to see how students adapt textile practices in creative processes to design unique and bespoke textile products. I look forward to seeing what they create.

Teacher: Marianne Milani

Tanya Krause – Curriculum Middle Leader, Food & Textiles Technology

HUMANITIES

Welcome to a new year of Humanities at SMMC! We will work with your daughters to help them to see that the Humanities are alive and well, and are very important to our understanding of what happens in our world. This year, your daughter may have elected to undertake some of the Humanities subjects on offer.

These subjects include:

History and Geography - Ms Chelsea Clay is excited to be taking this class.

Business and Accounting Foundations - presented by our very experienced Senior teacher, Mrs Justine Lyons.

History Foundations - Ms Angie Stallard is facilitating these interesting investigations of the past.

The Humanities Department has elected to present the year 10 course in this manner in order to provide students with an experience of unique subjects that are on offer for subject selection in year 11 & 12. A variety of skills will be included in the year's learning experiences.

Students will also have the opportunity to become involved in extracurricular activities such as the United Nations Youth Program, so encourage your daughters to watch the Morning Notices!

Kath Burke – Curriculum Middle Leader, Humanities

MATHEMATICS

Welcome, Year 10 Students and Parents!

Over the Australia Day weekend, Katherine Bennell-Pegg was named the 2026 Australian of the Year. She is Australia's first woman astronaut and the first Australian to qualify as an astronaut through Australia's own space program.

In interviews, Bennell-Pegg has shared that even when she was at school, she knew she wanted to be an astronaut. It began with curiosity — looking up at the stars and asking, “*what if?*” She has also spoken about how Australia can miss out on great talent when students step away from STEM subjects as soon as learning starts to feel challenging.

What really stood out to me was her comparison to sport. In Australia, we are often encouraged to “*give it a go*” on the sporting field, even if we are not the strongest player. Yet in Mathematics, many students begin to doubt themselves when learning feels hard. Bennell-Pegg's message is a powerful reminder that challenge is not a sign to stop — it is often a sign that real learning is taking place.



Katherine meeting a young space enthusiast in W.A. | credit: International Space Centre

At SMMC, we encourage your daughter to lean into the challenges of Year 10 Mathematics and to back herself, particularly as more abstract concepts are introduced this year. By developing a growth mindset and establishing strong routines around homework and study, students build the foundations needed for future success in Mathematics and senior studies.

Our Year 10 Mathematics courses are designed to challenge students and prepare them for senior pathways. Based on Year 9 results and your daughters' preferences, students have been placed into courses that align with their strengths and future goals. Establishing consistent homework and study habits now will strongly support your daughter as she prepares to select her Senior Mathematics subjects in Term 2.

What to Expect in Class

Students will receive a Term 1 outline via Google Classroom, with clear learning intentions and regular feedback through formative quizzes. After-school tutorials are available on Tuesdays and Wednesdays for additional support.

In lessons, we encourage students to be brave — to ask questions, check their work, and use their ‘rule book’ to strengthen their understanding. When challenges arise, students are encouraged to access the support available through their teachers and tutorials.

This year our Year 10 Mathematics Team includes:

- Avril Johnson (10MAT.1),
- Anna-Luisa Bertocchi (10MAT.2),
- Irina Korshunova (10MAT.3),
- Claire Tidmas (10MAT.4) and
- Dr Leah Daniel (10MAT.5)

Together, they are a passionate and dedicated group of teachers who bring energy, experience, and a genuine love of Mathematics into the classroom. We are really looking forward to working with your daughter and supporting her growth, confidence, and success throughout the year.

Should you have any questions or need further support, feel free to reach out to me or her teacher. I look forward to a successful year ahead!

Irma Lapico – Curriculum Middle Leader, Mathematics

DIGITAL & DESIGN TECHNOLOGIES

Designing and creating with people at the heart.

The Australian Curriculum Technologies subjects are built around solving problems. Our students will be given opportunities to seek out ways to help others and improve products, practices, or procedures all while considering the environmental and social impacts of their solutions as well as the choices of materials and methods of production.

The girls will delve into a spectrum of technology concepts, enhancing their twenty-first-century skills. They will actively participate in invaluable and in-demand experiences that can shape their future careers. As they tackle problem-solving scenarios, students will employ a diverse set of industry-standard software and hardware, fostering confidence in the selection and application of various techniques.

Design & Technologies

Year 10 Design & Technologies starts with an extended unit, immersing students in the design process, by engaging in a unit on Empathetic Design. Students are challenged to design a product to support pet owner/s in providing a nurturing home for their pet/s.

Students will work with a stakeholder of their own choice to develop a design specifically suited to their stakeholder's needs and wants. This will involve interviewing their stakeholder/s and observing their environment. As students develop their design ideas, their stakeholder/s will again play a role in providing their opinion and feedback. By the end of Term Two, students will present their design concept using a 3D prototype. They may choose to use 3D printing, vacuum-forming or laser cutting to create a prototype of their product.

Digital Technologies

In Term One, the girls will venture into the world of Artificial Intelligence and The Internet of Things. This unit will teach the girls about how the agricultural industry is making use of sensors with Wi-Fi connections to inform their decision-making. They will use a microcomputer called a Raspberry Pi and a range of environmental sensors to help collect data that they can analyse and use to make decisions.

Term Two will see the girls continue the coding journey with the Python coding language. This time we are looking at Graphic User Interfaces and how they can be used to improve user experience. Python is a very popular coding language and is used for a range of applications by some of the world's biggest tech companies. Learning to solve problems with code teaches students to think differently about problems by breaking them down into smaller, more manageable tasks and applying creative solutions to new problems.

Cathy Jago – Curriculum Middle Leader, Design & Technology

THE ARTS

VISUAL ART

The Year 10 Art class begin their year studying the foundations of still life painting. In this unit, students research a range of still life artists, processes and techniques involved in the art form. They then create their own composition and resolve their own unique representation of the forms they see.

In Term 2, Year 10 Art students will explore 3D media to create a light sculpture. Through symbolism and abstract thinking they will create sculptures for a night time exhibition called "Be a Light". These sculptures will be displayed throughout the school. The students will be required to curate and organize their display for an audience.

DANCE

This Semester, the Year 10 dance students will be diving into the vibrant world of Musical Theatre with the guidance of their teacher, Miss Catherine Ryan. Being a high-energy fusion of storytelling and movement, this musical theatre unit will focus on refining their performance skills whilst developing their Tap and Jazz dance technique skills. There will be three assessment pieces in this extended unit. Term one will see the students performing an ensemble Tap dance number, focusing on mastering the crisp rhythms of tap whilst communicating a character's story and manipulating props. Students will then begin to analyse musical theatre clips and will prepare an extended written response to a musical theatre clip, ready for submission in term two. Concurrently, the students will be working in small groups to create their own musical theatre routine. A short cultural dance unit will conclude the semester, where students will be exploring dances from all around the world, including Bollywood, Salsa, Irish Ceilidh dances and Scottish Highland dancing. We are hoping to engage a variety of guest artists to share knowledge of their cultural dances and to deepen the students' experience of dance from around the world.

DRAMA

Lights, Camera Action! This term, Year 10 Drama students will be exploring the style of Realism, with a particular focus on Stanislavski's System of Acting. Mrs Jen Edwards is looking forward to watching the students develop their performance skills in their preparation of a One Act Play. In Term 2 the course steers away from Realism and we begin to look at other forms of theatre including the improvisational form of Commedia dell'arte.

The students will have the opportunity to explore the world of comedy! They will be taking inspiration from the modern world of comedy and linking it to the origins in 15th Century Italy. The unit culminates with the girls creating and performing their own Commedia dell'arte scenes, exploring the iconic characters and bringing them to life on stage.

MUSIC

This year the 10 Music class explores Music of the Theatre. In the Semester One unit “Keys to Musical Theatre”, students learn just what goes into writing and performing works for the stage. Students will compose their own show tune and analyse many great hits from a variety of musicals throughout the ages, ultimately choosing one to present in a performance. *“Let’s Go on with the Show!”*

Jennie Edwards – Curriculum Middle Leader, The Arts

LANGUAGES

This semester, Year 10 students who have chosen Japanese as an elective will further develop their language skills through practical and engaging learning experiences, while continuing to deepen their understanding of Japanese culture and everyday communication.

In Term One, students will study a fun and interactive unit focused on fast food, personal preferences, and making comparisons. This unit emphasises practical language use and will support students in expressing opinions and choices. Students will also continue to develop their understanding of katakana and kanji, building on their existing knowledge of Japanese writing systems.

In Term Two, students will participate in another engaging and practical unit centred on shopping and making plans with friends, with a focus on department stores and understanding more nuanced language use in everyday situations. This unit will help students communicate more naturally and confidently in real-life contexts.

Throughout the year, students will continue to strengthen their knowledge of Japanese writing systems. They will continue to use kanji while also extending their skills in hiragana and katakana.

These learning experiences will also play an important role in helping students prepare for their trip to Japan in September, equipping them with the language skills and cultural understanding needed to confidently navigate everyday situations while travelling.

We look forward to supporting the girls as they continue to grow as independent and capable language learners, and as they prepare for this exciting cultural experience.

Marita Townsend – Curriculum Middle Leader, Languages

SENIOR SCHOOL PATHWAYS & VET

Hi all, and welcome to Semester One for 2026.

As students commence the year, there are some administrative tasks that students will need to complete to ensure their successful enrolment in their VET Certificate courses. Any student enrolled in a Certificate course is required to have a USI Number. A USI (Unique Student Identifier) is an individual education number for life. It also gives you an online record of your vocational education and training (VET) undertaken in Australia. One can be created at the following website <https://www.usi.gov.au/>. If your student is having difficulty creating this number, please contact the school to assist.

In Year 10, students are introduced to Vocational Education and Training (VET) courses for the first time. Certificate coursework is competency-based, and assessment tasks do not receive an A-E grading scale; students must submit fully completed tasks. Competency-based assessment tasks will continue to be attempted until responses are submitted to a competent level. All students need to ensure that when submitting assessment tasks, they submit complete tasks and fix up any corrections as they receive them. Failure to do so will result in students falling behind in their work, which will start to accumulate and can be the source of stress for students. If you have any concerns or questions about the progress of your child's Certificate coursework, please contact their teacher.

Certificate I in Hospitality

In Certificate I in Hospitality, students complete a total of six units. In Semester One, students will complete the first three of the six units. As this certificate course is practical-rich, students must be present for all lessons. The first three units focus on Workplace Health and Safety, hygiene practices in Hospitality and basic workplace calculations.

Katherine Truntic – Senior School Pathways & VET Middle Leader

Curriculum Area	Curriculum Leader	Email address
Religious Education	Rachel Harrison (Assistant Principal - Identity & Mission)	rharrison6@smmc.catholic.edu.au
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