# YEAR 10 SEMESTER BULLETIN



# **2025 SEMESTER 2**

Welcome to Semester Two, where our Year 10 students continue their journey towards Senior Schooling and beyond. This semester marks the final stretch of compulsory schooling for our Year 10 students, a time when they'll prepare for their SET Plan interviews, which are an important step in shaping their future pathways. It is essential that students carefully select subjects that align with their interests and strengths to ensure a wide range of opportunities post-graduation.

I would also like to take this opportunity to introduce myself. My name is Renee Deuble, and I am thrilled to step into the role of Pastoral Middle Leader (PML) for Year 10. I join St Margaret Mary's College from Ignatius Park College and bring with me over 20 years of teaching experience. I am truly excited to work with the Year 10 cohort and support each student in making this an engaging, productive, and memorable semester.

I look forward to partnering with you to help your daughter thrive both academically and personally in the months ahead.

**Term 3** is especially busy, with **several key dates** to keep in mind:

Week 2:

Monday, 21 July: Year 10 Cert I in Hospitality Industry Experience

Thursday, 24 July: Parent/Teacher/Student Interviews

Friday, 25 July: Athletics Carnival

Week 3:

Wednesday, 30 July: Mash Theatre Performance

Week 4:

Monday, 29 July: Townsville Careers Expo (11:00am - 12:40pm)

Monday, 4 - Friday, 29 August: SET Plan Interviews

Week 8:

Friday, 5 September: Student Free Day

Week 9: Friday, 12 September: Love Bites Program (all day)

## Week 10:

Monday, 15 September: Transition Day Tuesday, 16 September: Work Experience

Friday, 19 September: Samaritan Day (no classes)

As we navigate this pivotal stage together, it is important that students consider their holistic wellbeing, recognising the connection between physical health and academic performance. During periods of assessment and increased pressure, physical activity provides a valuable outlet to reset, recharge, and support mental clarity.

In our increasingly digital world, the influence of technology, particularly mobile phones and social media can easily overshadow other important aspects of life. I encourage families to establish clear boundaries around screen time to help ensure that students also prioritise physical activity, creative hobbies, and meaningful face-to-face interactions. We want our young people to be taking more steps with their feet rather than their thumbs on screens.

Outside the classroom, the development of positive habits is essential. Consistent adherence to uniform expectations, punctuality, and active participation in learning are all foundational behaviours that will serve students well as they move into Senior School and eventually into the workforce.

I also encourage parents and carers to engage in regular conversations with their daughters about their goals both academic and personal and support them in building daily routines that nurture wellbeing. Allocating time each week for self-care activities such as regular sleep, exercise, nutritious meals, and rest is crucial in helping students balance the demands of school and life.

Regular attendance continues to be a key factor in both academic success and social connection within our school community. Please ensure that any absences are communicated promptly via the Compass platform so we can maintain accurate records and support your daughter appropriately.

Thank you for the opportunity to lead and support this wonderful group of Year 10 students. Their energy, ambition, and determination are truly inspiring, and I look forward to continuing to foster a strong sense of connection and community among the cohort.

If you have any concerns regarding your daughter's wellbeing, please do not hesitate to reach out. Together, let's strive for more footsteps on the ground than swipes on a screen!

Ms Renee Deuble Pastoral Middle Leader - Year 10

# **LEARNING & TEACHING**

Welcome to Semester Two at SMMC!

I encourage all parents to review Semester One Reports with your daughters and set some goals for Semester Two. Pastoral Care Teachers are a wonderful support in this space should you need any support with attendance or pastoral issues. Attending school each and every day is vitally important in order to ensure your daughter receives the very best opportunities for success here at SMMC. It is also vital that students are present for all assessments. The College is unable to reschedule assessment pieces for students who leave for holidays early. For easy reference our assessment policy and calendars are linked <a href="here.">here.</a> These will be available from the end of Week 2.

To assist parents with preparation for the semester ahead, here are some key contacts for staff who are leading curriculum areas at our school.

Curriculum Area	Curriculum Leader	Email address
Religious Education	Rachel Harrison (Assistant Principal Identity & Mission)	rharrison6@smmc.catholic.edu.au
English	Correna Neumann	cneumann1@smmc.catholic.edu.au
Maths	Irma Lapico	ilapico@smmc.catholic.edu.au
Science	Belinda Coombe	bcoombe1@smmc.catholic.edu.au
Humanities	Kath Burke	kburke4@smmc.catholic.edu.au
Health and Physical Education	Kimberly Cameron	kcameron1@smmc.catholic.edu.au
Arts	Chris Davis	cdavis3@smmc.catholic.edu.au
Digital & Design Technologies	Cathy Jago	cjago3@smmc.catholic.edu.au
Food & Textiles Technologies	Tanya Krause (acting)	tkrause3@smmc.catholic.edu.au
Languages	Cathy Spencer	cspencer@smmc.catholic.edu.au
Senior Pathways and VET	Katherine Truntic	ktruntic@smmc.catholic.edu.au
Inclusive Education	Paula Gabrielli	pgabrielli@smmc.catholic.edu.au
Career Development Practitioner	Marianne Milani	mmilani2@smmc.catholic.edu.au
Indigenous Education	Louise Martin	Imartin20@smmc.catholic.edu.au

Other useful curriculum links can be found below:

- Curriculum @ SMMC
- Attendance and Absence During Term Time
- Assessment Policy

Once again, please do not hesitate to contact either the Curriculum Leaders or myself if we can assist in any way.

Wishing you the very best for Semester Two.

Ms Melissa Pearce Deputy Principal - Teaching & Learning

# **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:**

Throughout the year, our students participate respectfully in a variety of prayer experiences within Pastoral Care and Religion lessons. This includes opportunities to write prayers, participate in Christian Meditation and college liturgies.

## **Year Level Retreats:**

This semester our Year 7, 11 and 12 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 Saint Margaret Mary's retreats are themed in a way that sees students grow through each experience.

## **Service Activities:**





Good Neighbour Day will see us once again working with Wellington House and Penola Place. The gift of community service involves small teams of students, with a staff member, going out to clean the homes of people in need in our parish area. This is a lovely way to spend constructive time with members of our local community. Our Samaritan Angels are gifting their time on Friday afternoons to create fiddle blankets' for the dementia ward at Townsville University Hospital, felt hearts for the Kindness Project and our beginner sewers are learning sewing skills from Mrs McCarthy by creating bunting. Christmas card making and taking our choir to Loreto House for a Christmas concert is always a highlight of our year. While collecting Christmas food items and packing them for the St Vincent De Paul Christmas Appeal will also be part of our Term 4 Social Justice program.

## **Calendrical Events:**

Save the dates for the following:

Catholic Education Week: 27 July - 1 August;

Samaritan Day: 19 September; Graduation Liturgy: 21 November; Christmas Liturgy: 28 November.









## **Religious Education outline - Semester Two**

## Year 10

Note: This semester, Year 10 students start Religion and Ethics - the QCAA Senior Religion course

# Unit 1:

Social Justice is Working for Peace

In this unit, students are introduced to the study of peace & social justice 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. They consider the quality of human life and human dignity as they learn about equality and equity across the world and in Australia. Students explore how religious, spiritual and ethical principles influence perceptions and judgments, and how moral decision-making is related to structures in society.

## Topic 1 - Understanding Peace & Justice

In this topic, students will explain religious, spiritual and ethical principles and practices related to peace; examine religious, spiritual and ethical information related to peace; and apply knowledge to inform religious, spiritual and ethical views about peace. They will profile two peacebuilders, examining how their actions reflect ethical or spiritual commitment to peace and justice.

**Assessment:** Extended Response - Report

# Topic 2 - Human Dignity & Social Injustice

Through this topic, students will explain religious, spiritual and ethical principles and practices related to social justice; examine information related to social justice; and apply knowledge to inform religious, spiritual and ethical views about social justice. They will describe quality of life, including social and structural inequalities; explain the principles of human dignity as a human right through social justice, equity, fairness and empathy; explain how perspectives may be elevated or hidden during public discussion of issues; and how religious, spiritual, moral and ethical codes can influence decision-making. They will Identify a current social justice issue and argue how it undermines human dignity, using ethical and spiritual frameworks to support change.

**Assessment:** Extended Response - Reflection Journal

Mrs Rachel Harrison Assistant Principal - Identity & Mission

# **ENGLISH**

In Semester Two, students will have the opportunity to study a range of novels and song lyrics.

This semester will allow students to sample their English choices for 2025, and it is very important that students contact Mrs Neumann if they plan on studying Literature and they are currently not in Ms O'Connell's class.

Please remember as per the College's Assessment Policy, that if your daughter is absent on the day of assessment and cannot submit their work to Turnitin, upon their return to school, they will need to complete an application for Special Provisions. If your daughter will be absent for assessment due to a holiday or sporting commitments, they need to submit their work on or before the due date.

Mrs Correna Neumann Curriculum Middle Leader - English

# **SCIENCE**

In this Semester, students will complete the alternative course from Semester 1. This means that all classes will change teachers, except for 10.5. If they started on Chemistry and Physics in Semester 1, they will complete the Biology stream in Semester 2 and vice versa.

The Biology stream focuses on the basics of cell structure and exploring the integral role of DNA in inheritance, evolution, as well as developments in biotechnology to improve our lives. The students will develop their research skills to support or refute claims related to genetics and the use of technologies associated with genetics. Global Science looks at the cycling of key elements into and out of ecosystems, as well as human impacts on the environment.

Finally, the Psychology course introduces students to the nervous system and some fundamental ideas in human thoughts, feelings, and behaviour.

The Chemistry Physics stream focuses on understanding the Periodic Table, learning how to name chemical formulae, write chemical equations and identifying different types of reactions. The main goal of the unit is to show how everyday reactions that occur in our lives can be understood and predicted using an element's position on the Periodic Table.

For their assessment, the girls will be modifying an experiment performed in class and then designing and conducting a follow-up investigation. They will be given a deeper understanding of how to process and analyse data. The Physics unit concentrates on Forces and Motion. The girls will be investigating factors such as speed, velocity, and acceleration. They will use Newton's laws to explain why objects behave the way they do when in motion. The semester ends by looking at the Universe, beginning with a deeper look at the origins of the universe and the history of astronomy. Within the space-related component, girls will focus on the important aspects of the universe, such as stars (both their structures and life cycles), black holes and nebulae formation.

The girls will complete one assignment and a semester-based exam. It is important that the girls start to develop a regular study routine to assist with retaining information for longer periods of time. This habit will help assist in their Senior years of schooling.

Year 10 Science teaching staff for Semester Two are:

- 10.1 Yvonne Cox
- 10.2 Matthew Brescianini
- 10.3 Renee Deuble
- 10.4 Lisa Hamilton
- 10.5 Katherine Truntic

Mrs Belinda Coombe Curriculum Middle Leader - Science

# **HEALTH & PHYSICAL EDUCATION**

In Health and Physical Education (Elective), students are participating in a 'Net Sports' unit during Term Three. They will have the opportunity to play Pickleball, Table Tennis and Badminton.

During Term Four, they will be exploring Sports Psychology with a range of activities. In theory lessons, students are investigating Relationships, Risks and Sexual Behaviours.

This unit addresses physical, social and emotional changes that occur over time and the significant role relationships and sexuality play in these changes. Students need to establish and manage respectful relationships. It also supports them in developing positive and respectful practices in relation to their reproductive and sexual health and their identities.

## Teachers:

- 10.1 Ashleigh Rhodes
- 10.2 Margot Cook
- 10.3 Ashleigh Rhodes
- 10.4 Ashleigh Rhodes
- 10.5 Mitchell Bebb

The Year 10 Physical Education (Elective) students are currently participating in a Tactical Awareness unit with Netball. They will analyse different principles of play and movement strategies within the game of Netball and then work to develop strategies to improve a selected aspect of their individual and team performance.

In Term Four, students will study biomechanics of movement and apply this knowledge in Badminton. They will gain a better understanding of the science of movement and how they can make movement and performance more efficient.

## Teacher:

Ashleigh Rhodes

Students are reminded of the importance of participating in practical activities and they should bring a note if they are unable to participate in practical lessons.

Mrs Kim Cameron Curriculum Middle Leader - Health and Physical Education

# **FOOD & TEXTILES TECHNOLOGY**

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

## **Food Design**

In Term 3, the focus is on Cafe Culture. In this unit, students will engage in the design process to conceptualise and develop a new café located on the iconic Strand. Through research and analysis, students will explore a range of factors that influence café design, including environmental considerations, economic viability, and principles of sustainability.

The second unit focuses on garnishing and presentation of desserts. Students will be challenged to prepare and present a free-form pastry dessert that reflects a chosen garnishing trend. The dessert will be garnished with chocolate, fruit, or sugar and needs to be Instagram-appropriate.

In both units, students will document their knowledge and understanding, and application of the design process in a written and visual folio.

Teachers: Mrs Krause (10 FTE.1) & Mrs Orman (10 FTE.2)

## **Textiles**

In Semester 2, students will apply their understanding of materials, technologies, and the Design and Technologies processes to explore fashion as a form of personal expression. Building on prior knowledge and skills, students will design, develop, and refine textile techniques to create a unique garment inspired by the Boho Chic theme. This project encourages students to reflect on their own lifestyle, values, and wardrobe needs, translating these insights into a wearable piece that embodies both function and aesthetic.

Through research, prototyping, and production, students will investigate fabric properties, sustainability considerations, and contemporary textile trends. Emphasis will be placed on creativity and problem-solving as they bring their design to life. Students will demonstrate their ability to manage a project from initial idea through to finished garment, using a range of tools, materials, and construction methods relevant to the fashion industry. This is a taste of what Fashion is about in Senior.

Teacher: Mrs Milani

Ms Tanya Krause Curriculum Middle Leader - Food & Textile Technology

# **HUMANITIES**

Welcome to a new semester of Humanities at SMMC!

We will work with your daughters to help them see that the Humanities are alive and well, and are very important to our understanding of what happens in our world. This semester, your daughter will have elected to undertake one of the Humanities subjects on offer. These subjects include: Accounting and Business; Ancient History; Legal Studies; and Modern History.

Each elective will be studied for one semester. 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. It is very much hoped that more informed subject selection choices are made by the current cohort of Year 10s in view of their positive experience of studies in Humanities subjects during this semester.

# **Accounting and Business**

In Year 10 Accounting, students will complete an introductory unit to prepare them for studying General Accounting in Years 11 and 12.

By the completion of the unit, students will be able to synthesise accounting and other information in order to enter accounting transactions into a general journal, post to a ledger and prepare a trial balance from their knowledge of fundamental accounting concepts. They will be able to interpret the performance of a business through analysis of financial reports. Students will use manual accounting processes and MYOB accounting software. The assessment will be two supervised exams where students will be asked to comprehend and apply Accounting principles and processes, analysis financial information and create responses. The course will also provide a brief experience of studying General Business in Year 11 and 12. Students will use an inquiry approach to investigate an Australian business and use the Business Life Cycle and analytical tools to recommend growth strategies for the business.

The Year 10 unit is being presented by our very experienced Senior teacher, Mrs Justine Lyons.

## **Ancient History**

Students studying Ancient History this semester will learn about how historians approach the study of the ancient world, before engaging in two depth studies focussed on significant women of the ancient past: Cleopatra and Boudicca. In these, students build on and develop their skills of historical inquiry. They particularly focus on the key concepts of evidence and sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts are directly linked to Year 11 & 12 studies in Ancient History.

Ms Kath Burke and Mr Peter Leete are facilitating these interesting investigations of the past.

## **Legal Studies**

Students who have nominated Legal Studies are completing an in depth unit on the legal system and the Rule of Law in Australia and Queensland. This unit serves as an introduction to the first term Year 11 Legal Studies unit. Students will investigate the role of parliament and delegated bodies in law making, as well as the role of the courts in law making. The distinction between criminal and civil law is examined as well as the level of courts across jurisdictions. Students undertake case studies via online media and newspaper articles to appreciate the constant calls and demand for reform and improvement to the operation of law in Australia. Students also examine the use of social media by jurors and whether this threatens the ability of jurors to remain unbiased and impartial during criminal cases. Students put forward recommendations for improvement to this area of the law.

Ms Avril Johnstone is presenting the Legal Studies unit.

# **Modern History**

Modern History students are learning about World War II this term. World War II was one of the defining events of the 20th century, and brought about profound social, economic and political impacts for populations all over the world. Students are set the task of completing a source investigation on a significant event of their choice. This task will further develop student skills of interpreting, analysing and evaluating historical sources.

In Term 4, our Year 10 Historians will be examining the civil rights movement in Australia, focusing on the actions taken by Aboriginal and Torres Strait Islander Australians to gain full rights. They will learn about activists such as Eddie Koiki Mabo, Vincent Lingiari and Charles Perkins, and events including the Wave Hill Walkout, the Freedom Rides and the 1967 Referendum. They will apply this knowledge in a response to a stimulus exam at the end of the term. These key skills will help students prepare for further studies of History in Senior School. Mrs Sarah Daniels will be taking this class.

Mrs Kath Burke Curriculum Middle Leader - Humanities

# **MATHEMATICS**

## **Helping Your Daughter Thrive in Maths**

At St Margaret Mary's College, our Mathematics team is dedicated to helping your daughter thrive. We provide a strong foundation, high-quality teaching, and the support she needs to grow in confidence and ability.

However, progress isn't always smooth - and that's okay. Sometimes things don't go as expected, and it's important that both students and parents see these moments not as failure, but as valuable learning opportunities.

From talking with students, it's clear that "failure" means different things: for some, it's not getting an A; for others, it's receiving a grade below a C; or simply not performing as well as

their peers. Regardless of how it's defined, what matters most is how students respond. As Mourato (2020) writes, "Mistakes are a fact of life. It's the response to the error that counts."

So how can students move forward when things don't go to plan?

The best way to improve in Maths is through regular practice. Students should complete all set work and catch up on any missed content via Google Classroom.

 — Ask for Help Early

It's normal to find topics challenging. We encourage students to ask questions, attend after-school tutorials, and use resources like Math Online.

Y Keep a Growth Mindset

Maths is a skill that develops over time. Effort, persistence, and a positive attitude make a big difference.

To help students build confidence ahead of senior studies, all Year 10 Prep General and Prep Methods students will complete a comprehensive exam in Term 4. This will give them experience with recall, time management, and effective revision - essential skills for success in Year 11.

We know that every student's journey is different. With the right support and mindset, your daughter can build the resilience and skills she needs to succeed - not just in Maths, but in whatever path she chooses.

Ms Irma Lapico Curriculum Middle Leader - Mathematics

# DIGITAL AND DESIGN TECHNOLOGIES

# **Welcome to Semester Two!**

We're excited to begin another semester filled with valuable learning experiences and opportunities to make a positive impact in our community.

## **Digital Technologies**

This term, students will continue their coding journey using the popular Python programming language, with a focus on Graphical User Interfaces (GUIs) and how they enhance the user experience.

Python is widely used across the tech industry - from startups to some of the world's biggest tech companies - making it a valuable skill for students to learn. Through coding, students are encouraged to approach problems differently, breaking them down into manageable parts and developing creative, logical solutions to new challenges.

## **Design & Technologies**

This semester in Year 10 Design and Technologies, students are deepening their understanding of the design process through an exciting, extended unit focused on Landscape Architecture. As part of this unit, students will respond to a client brief and design criteria, developing innovative and practical solutions.

To enrich their learning, students will take part in a site visit to the award-winning Queens Gardens in North Ward. This immersive experience will support their research and inspire their own landscape design concepts, which they will bring to life through detailed site plans.

Throughout the project, students will consider a wide range of design factors and constraints, encouraging creativity and critical thinking. To finalise their work, they will apply low-fidelity prototyping techniques to construct a scaled architectural model of their design.

This major project allows students to consolidate their skills and knowledge in design and production, while also fostering greater independence in applying the design process. It provides a strong foundation for future studies in senior Design subjects and real-world problem-solving.

Ms Catherine Jago Curriculum Middle Leader - Technologies

# **LANGUAGES**

Having the ability to speak additional languages creates global opportunities here in Australia and overseas. No one ever regrets having learned a second (or third) language!

We will be having our SMMC Languages Movie Night in Week 2 of Term 3. In Week 7 of Term 3, there is Languages Speech Night, which allows students to show off their Japanese and Italian skills in a non-competitive environment.

As Year 10 students think about subject choices for Years 11 and 12, we hope they will consider continuing with Italian or Japanese.

Knowledge of languages is the doorway to wisdom. – Roger Bacon

## Italian

In Italian this semester, students will learn to talk about holidays. Holidays they have been on, and when they were young. They will also be learning how to plan a holiday in the future. They will finish the year with an effective range of language for communicating in Italian. As always, learning about Italian culture is central to learning the language.

## **Japanese**

In Japanese this semester, students will learn about shopping and leisure activities in Japan. They will also explore part-time jobs, including descriptions of their work skills, reasons why they work, and how they spend their money. They will also discuss what they want to do in the future, giving reasons for their chosen career.

Mrs Cathy Spencer Curriculum Middle Leader - Languages

# THE ARTS

## Art

This semester, Year 10 students will begin a long-term unit in two parts. The first is entitled "Context Studies" and the second, "Be a Light". This unit will prepare them for studies in Senior Visual Art by further developing their analytical and conceptual skills when responding to artworks in both written and practical form. Students will learn about a range of modern and contemporary artworks across Formal, Personal, Cultural and Contemporary contexts, writing analytical paragraphs and creating experimental artworks in response to these works. They will complete this study throughout Term 3. In Term 4, students will carry this knowledge into the development of a final resolved work responding to the stimulus "Be a Light" through a context of their choice. This unit of work will be documented in their Visual Journal.

#### **Dance**

This semester, the Year 10 Dance class will be exploring the realms of Contemporary and Ballet

with their teacher, Mrs Talise Falconieri. The Contemporary unit will focus on the origins of modern dance and how the style has become prominent in society. The girls will complete two assessment pieces, the first being a performance exploring the idea of space and how it can influence our movement and emotions. The second assessment task will examine a dance performance by Bangarra Dance Theatre, analysing the work and interpreting the meaning behind the dance under exam conditions. In Term 4, the Ballet unit will explore the history of Ballet, particularly looking at the influences of the Romantic and Classical era as well as Modern Ballet. The semester will culminate with the choreography and performance of the girls' Ballet routine.

#### Drama

This term, Year 10 Drama students will be creating their own self-devised pieces exploring a range of dramatic conventions to celebrate or challenge the students' concepts of Australian Identity. In Term Four, the girls will be exploring the wonderful world of Shakespeare. Mr Davis is looking forward to watching the girls develop their interpretations of famous Shakespearean texts.

#### Music

In Year 10 Music students continue to rock, but with a focus on how rock is fused with World Music. They will investigate traditional music styles from Aboriginal to Japanese, African to Irish, discovering new instruments, techniques and scales. They will compose their own rock song, fused with World Music traits of their choice. Students will also continue to develop aural and performance skills, and to further their ability to analyse and respond to music.

Mr Chris Davis Curriculum Middle Leader - The Arts

# CAREER DEVELOPMENT

This time of year is full of excitement and growth as students prepare for the transition into what lies ahead in the next year.

As we begin Semester 2, *Informed decisions today lead to opportunities and employability success tomorrow.* This year has seen the growth of the career development framework from 9-12, which has empowered our students with the skills and knowledge to make informed decisions that are essential for lifelong learning and career decision making.

## Career Development in Year 10

Students are working extensively with their Skills for Work teachers to be prepared for the world of study, ongoing training, and future employment. In preparation for the next phase of senior learning and shaping their understanding of themselves as young adults, students are encouraged to embrace the time of all external providers attending the *Careers Expo*, scheduled for Monday, 4 August (Week 4, Term 3), by asking questions that will help and assist with their career aspirations.

# **Work Experience**

Midterm is a great time for students to connect with their Work Experience hosts by arranging to visit the workplace and check in with any final details in preparation for **Week 10, Work Experience - Tuesday 16, Wednesday 17, and Thursday 18 September.** Questions and concerns regarding Work Experience can be directed to **Katherine Truntic,** Senior Pathways & VET Middle Leader, email: <a href="mailto:ktruntic@smmc.catholic.edu.au">ktruntic@smmc.catholic.edu.au</a>.

Mrs Marianne Milani Career Development Practioner and Teacher

# SENIOR SCHOOL PATHWAYS AND VET

All students who are enrolled in completing a Certificate course through TCE as a subject at school are required to complete an enrolment form providing their USI numbers. At this stage, students should have now completed their enrolment, however, there are a few students who still have outstanding enrolment forms and USI numbers. These will be followed up in class by their teachers to ensure students receive their certificates for completed courses or SOAs (statement of attainment).

# Certificate II in Skills for Work and Vocational Pathways

Year 10 students continue to complete modules for their Certificate II in Skills for Work and Vocational Pathways. In Semester One, students have completed Module One, which focused on Workplace Health and Safety, responding to workplace problems, reading and creating workplace documents, and engaging in effective workplace communication. Towards the end of Term Two, students started Module Two, which focuses on Career Planning and Work Placement. During this time, students commenced the process of their SET (Secondary Education and Training Plan). Curriculum Leaders spoke with students about the suite of Senior Subjects that are available to them in Years 11 and 12. They explored the study pathway options and indicated their Senior Subject preferences before the end of the term. This leads to the SET Plan interview process. Students, parents/guardians, and a member of the College leadership team participate in these meetings to review these selections, discuss pathway options, and post-schooling intentions. This process includes confirming subject selections and indicating any additional education or training students wish to engage in Years 11 and 12.

In Week 10 of Term Three (16-18 September), students will participate in three days of work experience, which forms part of the Certificate II. To finalise the course, students will complete the final module (Module Three), which focuses on Workplace Numeracy. They will complete a range of tasks involving workplace-related calculations and measurements, financial transactions, payroll, and Tax.

# **Certificate I in Hospitality**

In Certificate I in Hospitality, students complete a total of six units. In Semester Two, students will finalise all six units. As this certificate course is a practical rich course, students must be present for all lessons. In Semester One, students completed units on Workplace Health and Safety, hygiene practices in Hospitality and basic workplace calculations. The final three units will be completed in Semester Two, which include providing customer assistance, sourcing and presenting relevant information, and working effectively with others.

# **ASSESSMENT CALENDAR**

To access the Year 10 Assessment calendar CLICK HERE