

YEAR 11

SEMESTER BULLETIN



2024 SEMESTER 1

LEARNING & TEACHING

Welcome back to another exciting year of secondary schooling at SMMC.

By now, most of your daughters are gaining confidence in what it means to be a 'Senior Secondary Student'! At SMMC we aim to provide your daughter with a quality, contemporary education which utilises data and evidence to provide the best possible learning outcomes for your child. Our skilled and engaging teachers aim to structure their curriculum so that the foundations of the senior courses of study are met in the initial units of Year 11. This is a year for growth and for consolidating interest in subject areas. I encourage all parents to discuss their daughter's goals for the year, and how you can support them in achieving these goals. Needless to say, at times this support will be referring your child to seek assistance from teachers; our Careers Advisor, Mrs Marianne Milani; our VET and Senior Pathways Middle leader, Mrs Katherine Truntic; our skilled counselling team or myself. One of the strengths of the 2022 program is the option for students who are seeking a Vocational pathway to study courses via TAFE, complete School Based Traineeships or complete work experience. Students seeking an Academic Pathway/ATAR (for university entrance) have structured 'tutorial' sessions, which will build on skills and knowledge in particular subject areas. It is vital that in Year 11, students are present for all assessment. This is especially important during block exams. The College is unable to reschedule these assessment pieces for students who leave for holidays early. For easy reference, our assessment policy and calendars are linked [here](#).

To assist parents with preparation for the year 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	Ben Naughton	bnaughton@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 (Acting)	cjago3@smmc.catholic.edu.au
Food & Textiles Technologies	Wendy Owens	wowens@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 Advisor	Marianne Milani	mmilani2@smmc.catholic.edu.au
Indigenous Education	Louise Martin	lmartin20@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.

Ms Kath Hunter
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

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

Year 8 reflect on Sisterhood, while Year 11 workshop Leadership, considering the footprints they will leave behind.



SERVICE ACTIVITIES

Project Compassion fundraising begins our year, World Down Syndrome Day & odd socks, Pride Week is a highlight and we spend a few evenings creating Birthing Kits for the Zonta Foundation - supporting women around the world that we may never meet.



CALENDRIAL EVENTS

Gatherings for such things as Lent, Harmony Day, Samaritan Day, Advent/Christmas.



UNIT TWO - TOPIC ONE: SOCIAL JUSTICE

In this unit, students contemplate religious, spiritual and ethical principles and practices. They learn about the concept of human dignity and its expression and attainment in various communities; social conscience and its underlying influences, religious moral codes and guidelines. They consider pathways toward a just society through practices such as reconciliation, forgiveness and restorative justice and decision-making frameworks and models for putting justice into action.

Assessment: Extended Response

UNIT TWO - TOPIC TWO: HUMAN DIGNITY

In this unit students provide a view on a scenario related to human dignity. They will explain religious, spiritual and ethical principles and practices related to human dignity. Examine religious, spiritual and ethical information related to a scenario about human dignity. Apply knowledge of human dignity to inform a response and then consider how best to respond to their chosen scenario within an Australian context.

Assessment: Social Justice Action Project

Mrs Rachel Harrison
Assistant Principal - Identity & Mission



ENGLISH

Welcome to Year 11 English!

ESSENTIAL ENGLISH

In Unit One, students explore how meaning is communicated and used in a work context. Students identify, consider and explain language choices and the organisational features of texts, and their impact on meaning. Students respond to a variety of work-related texts and create texts of their own for a variety of purposes and audiences.

In responding to texts, students will focus on developing strategies and skills to comprehend texts developed for and used in a work context. Students will explore how these texts vary for different purposes, audiences and contexts. These work contexts could include, but are not limited to:

- work safety and responsibilities
- the changing nature of work in the 21st century
- work relationships (conflict, mediation and teamwork)
- job seeking

Students will use their knowledge and understanding of how meaning is communicated in work-related texts to explore texts relevant to and used by a particular occupation.

In creating texts, students will develop their skills in using appropriate vocabulary and accurate spelling, punctuation and grammar to enable effective communication.

Teacher: 11EEN.1

Meg Taylor

mtaylor13@smmc.catholic.edu.au

LITERATURE

In Semester One, Year 11 Literature focuses on developing an understanding of the ways literary styles and structures shape how texts are received and responded to by individual readers and audiences. Students will study a range of literary forms including poetry, short stories and plays from various contexts and time periods. These include the works of Sylvia Plath, W.H. Auden, and William Shakespeare. Through the study of these texts, students will be introduced to key terms, concepts and practices that will equip them for further study and an appreciation of the various ways literary texts are crafted.

Teacher: 11LIT.1 Keeley O'Connell koconnell@smmc.catholic.edu.au

GENERAL ENGLISH

Welcome to Senior English. This semester, we begin Unit One and examine representations of women in texts across time. For FIA1, students will use this knowledge to analyse representations of women in two different texts and offer their perspectives in a literary essay. For FIA2, students will use a poem studied in class as a springboard for an imaginative response. Students will receive their novels for Unit Two in Term One. Please encourage nightly reading in preparation for the unit.

Teachers:

11GEN.1	Alison Lloyd	alloyd@smmc.catholic.edu.au
11GEN.2	Correna Neumann	cneumann1@smmc.catholic.edu.au
11GEN.3	Amanda May	amay@smmc.catholic.edu.au

Mrs Correna Neumann
Curriculum Middle Leader - English

MATHEMATICS

Welcome Year 11 Students and Parents!

This year, our goal is to consistently foster a growth mindset in your daughter's approach to mathematics. Success in this subject is a result of effort and resilience rather than innate ability. It's essential to recognise that successful math students aren't necessarily the most naturally talented; rather, they are individuals willing to invest time and effort.

Here are key strategies for success:

- **Be an Active Participant:** Mathematics is not a spectator sport. Actively engaging with the material is the best way to learn. If absent, catching up on missed content through Google Classroom resources is essential.
- **Seek Help When Needed:** Everyone encounters challenges in math. Whether through asking questions or completing assigned homework, proactive engagement is vital. Avoiding addressing difficulties until the week before exams can lead to unnecessary stress.
- **Cultivate a Positive Attitude and a Growth Mindset:** Understand that mathematical ability is a skill that develops with time and practice.

Consequently, establishing a robust homework and study routine is paramount, especially as Year 11 poses increased challenges with the expectations of a prescribed senior syllabus and a faster pace of learning and assessment. The year is divided into Units, each spanning around 15 weeks, necessitating a comprehensive understanding of content for assessments. To facilitate organisation, we've advised all students to maintain a 'rule book' for class notes, examples, and rules, and a 'workbook' for homework and practice.

In the classroom, students will receive the intended outline for Unit 1, with an electronic copy available on Google Classroom. Learning intentions will be communicated, and practical feedback will be provided through formative quizzes, emphasizing and valuing effort. We are committed to after-school tutorials on Tuesdays and Wednesdays, offering additional support and time for consolidation.

During lessons, your daughter will be encouraged to display bravery by asking questions, reviewing work for errors, and completing consolidation tasks to reinforce learned skills. In times of difficulty, directing your daughter to refer to her examples in her 'rule book' and encouraging her to attend after-school tutorials promptly is advisable. Additionally, Year 11 students have access to subject-specific tutorials on Wednesdays, essential for consolidating and reinforcing covered topics.

We welcome Mr Willie Morganson to our Year 11 team teaching 11EMA. Meet our experienced Year 11 team: Ms Bronwyn Miller (11GMA.1), Ms Claire Tidmas (11GMA.2), Ms Irma Lapico (11MMD.1), and Ms Lisa Hamilton (11SPM.1).

References:

Ms Irma Lapico
Curriculum Middle Leader - Mathematics

SCIENCE

Welcome to SMMC Science 2024!

The Biology students start their Senior studies with Unit 1 focussing on cells and multicellular organisms. They will learn how cells function, the important molecules that are required by cells, how these substances are transported across cell membranes, as well as the different functions of the cell organelles. The students will then apply this knowledge and understanding to develop their understanding of the complexity of functioning within multicellular organisms by studying the physiology of plants and animals. Assessment involves a Data Test during Term One and a Student Experiment during Term Two, as well as a Unit 1 test.

The students will commence their study of Unit 2 topics during the second half of Term Two.

During Semester One in Chemistry, the students will start by studying a unit that focuses on covering some fundamental concepts in Chemistry. They will be learning about the Periodic Table, periodic trends and the properties and structure of atoms. Following this, they will apply this knowledge and understanding to their study of the properties and structure of materials. For the final part of Unit 1, the students will focus on chemical reactions in terms of reactants, products and the energy changes involved, as well as experimental chemistry.

Students will be assessed on this Unit 1 work through the completion of a Data Test during Term One and a Research Investigation during Term Two, as well as a Unit 1 test. The students will commence their study of Unit 2 topics during the second half of Term Two.

The Physics students will be starting their studies in Unit 1 by studying thermal, nuclear and electrical physics. They will investigate will explore concepts relating to temperature and heat, as well as energy conservation and efficiency. Students will then move on study nuclear decay and radiation before finishing the unit by studying concepts relating to electricity and electrical circuits.

Their assessment involves a Student Experiment during Term One and a Data Test during Term Two, as well as a Unit 1 test. The students will commence their study of Unit 2 topics during the second half of Term Two.

The Psychology students will start their course by looking at individual development. There is a focus on the structure of the brain and nervous system, emotional and cognitive development, and sleep. Intertwined with this content is the process of scientific research following the scientific method, developing hypothesis, collecting data, and using statistical analysis to create valid conclusions.

Assessment involves a Data Test during Term One and a Student Experiment during Term Two, as well as a Unit 1 test. The students will commence their study of Unit 2 topics during the second half of Term Two.

Mr Ben Naughton
Curriculum Middle Leader - Science

HEALTH & PHYSICAL EDUCATION

In Year 11 the Health and Physical Education Department offers three subjects: Sport and Recreation, Physical Education, and Health Education.

HEALTH EDUCATION

In Unit 1, students are introduced to and explore the broad notion of health, focusing on Resilience as a personal health resource. In this introductory unit of Health, students will learn how to apply a socio-critical lens to develop a 'critical' perspective of health and to gain an understanding of how health is socially constructed. Students develop their understanding of the overarching approaches, frameworks and resources used to understand and critique health topics and issues. Students learn how to reframe a broad health-related topic as a narrow, specific and contextualised issue through an inquiry approach. Students use the PERMA+ framework, personal skills action area of the Ottawa Charter to analyse, implement and evaluate action strategies that build resilience as a resource for personal health.

Teacher of Health is Mrs Kim Cameron.

PHYSICAL EDUCATION

In Physical Education, students are studying Skill Acquisition and Biomechanics. In Term One they will investigate skill classification, learning models, training types and feedback, and how knowledge of these can assist with the learning of physical skills. This will be done in conjunction with the practical unit of Touch Football.

In Term Two, students will learn and apply knowledge of Biomechanics to their personal performance in Badminton. In the final weeks of Term Two, students will begin a unit on Sport Psychology and Netball.

Teachers of Physical Education is Mrs Kim Cameron

SPORT AND RECREATION

In Recreation practical lessons, students are completing Sport Officiating through the sport of Netball. The students will be developing their knowledge and skills of netball so as to officiate a game as the umpires.

In Term Two, students will be working on a Coaching unit with Touch Football. They will be coaching (in small groups of 3-4 students) primary or lower secondary students. They will be providing coaching plans and reflections for 3 coaching sessions as part of their assessment this term.

Teacher of Sport and Recreation is Mr Michael Dear.

Mrs Kim Cameron

Curriculum Middle Leader - Health and Physical Education

HUMANITIES

Welcome to Senior Humanities at SMMC!

This year, the Humanities Department is pleased to offer a broad range of subjects, including:

ANCIENT HISTORY (Teacher - Mr Peter Leete)

Ancient History is concerned with studying people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past. It highlights how the world has changed, as well as the significant legacies that exist into the present. A study of the past is invaluable in providing students with opportunities to explore their fascination with and curiosity about stories of the past and the mysteries of human behaviour. Students will investigate how we know about the past, and become aware of some of the ethical issues surrounding Ancient History. They will then examine significant civilisations, and begin looking at what these can tell us about power and humanity today.

MODERN HISTORY (Teacher - Ms Kath Burke)

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own critical views about the Modern World. They discover how the past consists of various perspectives and interpretations. Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

Unit 1, Ideas in the Modern World, investigates the ideologies that have had a major impact on the world today. Focus studies include the Frontier Wars in Australia, and the French Revolution. Students will learn analysis through role play, hypotheticals, and structured argument.

Unit 2, Movements in the Modern World, investigates how ordinary people have reacted to these ideas, and so students will analyse the anti-Apartheid Movement in South Africa, before shifting their focus to the Women's Liberation Movement in the 1970s. They will also evaluate the extent to which contemporary movements like BLM and #MeToo have roots in earlier struggles, and what we might learn from this.

Your daughter should be developing her understanding of the concepts, skills and processes required to be a successful Humanities student. She should be bringing home regular homework, and will soon start preparing for her first piece of assessment. She will have a Course Outline containing details of that assessment, and I encourage you to check that she has marked all assessment due dates in her College diary. Your daughter's studies may also include excursions to do field work, to collect information, or for experiences linked to her course.

Some students will find the move to Year 11 a little overwhelming. Generally, most students will manage the transition if they use their time well, complete all class work and homework, and spend sufficient time outside of class working on their assessment – especially in relation to their research assignments.

If you or your daughter have any questions about her progress or her assessment, I would encourage you to talk to her class teacher.

Mrs Kath Burke

Curriculum Middle Leader - Humanities

FOOD & TEXTILES TECHNOLOGY

FASHION

Every year, Australians buy an average of 27 kg of new clothes and purge our wardrobes of 23kg. In 2018-19, Australia generated 780,000 tonnes of textile waste, only seven percent of which was recycled (the rest went to landfill). [Reference: Choice](#)

In response to the above statistics, this year in the SMMC Textiles Department we are challenging the issue of Textile Waste: A small group of Year 11 students have chosen to launch into the exciting world of fashion. Students will use fashion basics to create, innovate, and express their ideas in a range of fashion contexts. Their focus will be to upcycle a garment from a preloved one. So, a trip to the Vinnies Superstore is on the cards.

Unit 2, Adornment will begin in the latter part of Term Two. Tutorials may be offered to assist students with the development of their products in consultation with Mrs Milani.

Teacher: Mrs Marianne Milani

FOOD AND NUTRITION

Take a risk
And be amazed at what happens next

Creativity is about doing something where you don't know the outcome, that means it's about taking a risk. It is the ability to come up with unique and novel ideas that have not been explored before. Creativity is not just about generating new ideas; it is also about combining existing ideas in new and innovative ways. In design, creativity is used to explore and generate a wide range of solutions to a problem.

We are encouraging our students to **take a risk** with their learning. If no risks were ever taken in the food industry, consumers would never have experienced the tantalizing flavour of salted caramel or enjoyed the range of gluten-free products. Food is a big part of our day: we need it to sustain life.

Food and Nutrition will challenge students to think about, respond to, and create solutions for problems or issues relating to food and nutrition.

In Unit One we will be investigating the chemical and functional properties relating to vitamins, minerals, and proteins. This will relate to the food system and how high-quality nutritious foods with an extended shelf life can be produced. The assessment task will ask students to respond to an issue that focuses on eggs. The problem-solving process will be presented in a project folio. Families may be asked to be sensory profilers so keep an eye out for some prototypes coming home.

In Unit Two, we will investigate consumer food drivers and how consumers influence the development of new food products.

Teacher: Mrs Wendy Owens

Mrs Wendy Owens

Curriculum Middle Leader - Food & Textile Technology

DIGITAL & DESIGN TECHNOLOGIES

Designing and creating with people at the heart.

Greetings as we embark on yet another academic year! We are looking forward to a year brimming with learning and chances to contribute positively to our community, through immersive, hands-on learning experiences. This term, we extend a warm welcome to two new educators joining our esteemed department. Alongside Mrs Rita Archard, Mrs Irina Korshunova, and Mrs Courtney Batten, let's welcome Mrs Ivy Trueman and Mrs Cathy Jago to our team.

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 students 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

Our Year 11 class with Mrs Jago, will access the QCAA senior syllabus in Design. The syllabus focuses on developing skills that are desired across industry and university programs, including creativity, empathetic communication, research skills, and collaboration. Students will complete an Exam and Project during Unit One, 'Design in Practice'. In this unit, students learn about and experience designing in the context of design in practice. Students are introduced to the design process and contemporary design practice.

Design homework is assigned in Term One. Diligent completion of homework tasks is key to achieving success in Year 11 Design. Students will access weekly sketching tutorial videos and learn increasingly advanced sketching techniques to communicate their design ideas.

During their Exam, students will respond to a Design Challenge where they will be required to develop multiple design ideas in response to a client brief. Students will represent their design ideas with both sketching techniques and written evaluation. The Project is a redesign challenge. Students will investigate the design style and their stakeholder's needs and wants to define a problem. In response to this problem, students will use techniques to devise and develop design ideas.

INFORMATION AND COMMUNICATION TECHNOLOGY

ICT with Mrs Batten focuses on using ICTs in creative media. Our first unit covers Web Development where students will explore industry practices to produce their own website that answers a client's brief. Unit two looks at Audio and Video Production where students will engage with industry-level hardware and software to produce a promotional video for a client. Both Modules are designed to allow students to tap into their creative side while learning a range of skills that can be put to use in just about any industry.

Assessment this semester is in the form of projects with both written and practical components.

Ms Cathy Jago

Acting Curriculum Middle Leader - Technologies

LANGUAGES

Year 11 Italian begins by revisiting some familiar topics and language and extending on them.

In Unit 1 - *La Mia Vita* students will compare and contrast lifestyles and education in Australian and Italian-speaking communities, schools, homes and peer-group contexts. They will communicate their understanding and experiences of family/carers, friendships, lifestyle, leisure and education.

The unit is divided into 3 topics:

Topic 1 - Family/Carers and Friends

Topic 2 - Lifestyle and Leisure

Topic 3 – Education

Students will continue to use Education Perfect.

It will be vital that students spend time learning new vocabulary, revising grammar and completing tasks.

I'm looking forward to helping the students enjoy the 'buzz' of communicating in Italian and preparing them for our trip to Italy where they will be able to put their language skills to use.

In Term Two we will be having our Languages Movie Night so watch out for information about this.

Mrs Cathy Spencer

Curriculum Middle Leader - Languages

THE ARTS

VISUAL ART

Art as Lens explores how artists view the world through their personal experience and ideas. This is the first of four 15-week units for Visual Art and will carry into Term Two. Students will produce a written investigation, exploring connections between artworks from different time periods. They will also create an experimental folio including drawings, paintings, sculptures and time-based media, exploring the concept and focus and related to artists who have inspired them.

Art as Lens has a people, places and objects focus. What does an object or place mean to an individual? What is its history? How can it be altered or transformed through the lens of the artist?

The year has started with practical exercises involving making art using various mediums, as well as theory lessons that look at artists, ideas and movements. We'll also explore how the value of an object can alter from one person to another. From Week 6 onwards, students will understand the theme and have a number of art making strategies with which to explore their own people, places and object from a personal perspective.

There is sufficient time allowed during class to complete these tasks provided that the students formulate an idea and begin working on it early. However, senior students must also consider how they make use of their own time to access the art rooms to work on their making tasks. Please encourage them to do so and develop time management.

VISUAL ARTS IN PRACTICE

Our Year 11 Visual Arts in Practice students begin a new program this year. The course consists of four units focused on real life art contexts. The first task is a request from their principal, Mrs McCarthy! In Unit One, *Transform and Extend*, students will explore appropriation and then create an appropriation to promote St Margaret Mary's College. The students may select any artwork from a well-known artist to create their large canvas painting.

The course will continue with another design brief in Unit Two, *Looking Inwards*, where students will use metaphor to cleverly reflect themselves. The students will learn the concept of installation and about public interaction with art and then create a class installation. They will have a variety of media and techniques to choose from to upcycle a chair. Each unit will be thoroughly planned and developed and this must be documented in their Visual Diary.

DANCE

The new Year 11 Dance syllabus begins with Unit 1, 'Moving Bodies' and the class will be studying with Mrs Courtney Batten. This new curriculum unit gives the class an opportunity to explore how dance communicates for different purposes in different contexts. The class will be specifically using the Contemporary and Hip-Hop genres to communicate an original story or viewpoint in their first performance assessment, along with their own opportunity to explore their own choreographic process in creating a performance of their own. The class will then study Unit 2, 'Moving through Environments' where the students will investigate how physical and virtual environments can impact upon a choreographer's process and how we can communicate meaning. They will work mostly within the contemporary genre but also investigate other styles in creating and exploring dance. The class will create their own dance films, planning, choreographing and resolving a dance in a location of their choice.

DRAMA

In Unit 1, Mr Chris Davis will help the Year 11 Drama students explore the importance of drama as a means to tell stories and share understandings of the human experience in a range of cultures. The class will specifically look at those of Aboriginal peoples and Torres Strait Islander peoples, and those from the Asia-Pacific region through various texts including 'The 7 Stages of Grieving'. The students will engage with foundational content, skills and processes of drama to develop and share their unique artistic voice through performance of their Internal Assessment 1 and aesthetic engagement in their Internal Assessment 2.

Over the course of Unit 2, students will explore the representational dramatic traditions of Realism, then investigate more contemporary dramatic styles associated with the realist style, such as Magical Realism, including Australian Gothic Theatre looking at texts such as 'Ruby Moon' and 'Children of the Black Skirt'.

MUSIC

Welcome to the Senior Music program.

Unit 1 is called 'Designs' and will focus on the elements of Music. Students will perform and compose giving thought to how to communicate meaning through sound.

Unit 2 is called 'Identities'. Through the journey of critically considering how music can be used as a powerful form of expression, students explore their own musical identity. Assessment for this unit will be in Semester Two.

SENIOR SCHOOL PATHWAYS AND VET

Welcome to Semester One for 2024.

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 needs a USI. 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 11, there are a range of Certificate courses available to students as timetabled subjects. These courses continue over two years and are delivered during normal school hours. Certificate coursework is competency-based and assessment tasks do not receive an A-E grading scale, therefore students must submit fully complete 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, this work 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 make contact with their teacher.

Year 11 VET Pathway students have the opportunity to participate in a VET activity on Wednesdays. Activities available to students are TAFE, Certificate courses delivered by Townsville Catholic Education, external Certificate courses, School-based Traineeships or Apprenticeships and work experience. Those students who are still to organise an activity for Wednesday are encouraged to make time to meet with Mrs Truntic to explore opportunities.

CERTIFICATE II IN HOSPITALITY

In Certificate II in Hospitality, students will complete two Modules focusing on Hygiene and Safety in Hospitality. Module One comprises three units - Use hygienic practices for food safety, Use hygienic practices for hospitality service and Participate in safe work practices. Module Two includes two units - Receive, store and maintain stock, and Carry out basic workplace calculations. As this certificate course is a practical rich course, students must be present for all lessons. Students will also need to complete a total of 12 service periods as part of this Certificate course, further information regarding these will be provided to the students as they complete the relative units.

CERTIFICATE II/III IN HEALTH SERVICES

Students have commenced working towards completing their Certificate II in Health Support Services. During Semester One, units completed include communication in health services, personal and professional time management, processing workplace information, Workplace Health and Safety, working with diverse people, and principles and practices of infection prevention and control. This certificate is delivered at school through an external RTO, Connect n Grow. As part of our agreement with Connect n Grow, we have a qualified nurse visit the school and deliver some aspects of the course to the students.

CERTIFICATE III IN BUSINESS

To commence the coursework for Certificate III in Business, students are completing modules that focus on business communications, designing, writing and producing workplace documents, workplace health and safety, sustainable work practices and critical thinking in a team environment. Assessment tasks include producing a portfolio of documents and demonstrating the skills required to participate in team environment activities.

ASSESSMENT CALENDAR

To access the Year 11 Assessment calendar [CLICK HERE](#)

St Margaret Mary's College

SHOWCASE

Join us this
International
Women's Day
for our College
Showcase

Friday 8 March
3.30pm – 6pm



St Margaret Mary's College