

YEAR 12

SEMESTER BULLETIN



2024 SEMESTER 1

LEARNING & TEACHING

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

By now, most of your daughters have gained 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 the Year 12 curriculum so that it builds on the foundations covered in the Year 11 units of work. This summative year of schooling should culminate in students achieving a Queensland Certificate of Education (QCE) should they have met the required 20 credits of learning from passing subjects, completing certificate courses etc. 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. These Tutorials are essential in preparing students for the upcoming External Exams and are not a time to schedule appointments/ driving lessons etc.

It is vital that in Year 12, 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](#).

In Term Two, we will invite parents and students to attend the Year 12 Review and Pathway interviews. This is an opportunity to make plans about the finalization of school, entry into the full-time workforce or continuation of study.

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 FOUR - TOPIC ONE: MEANING AND PURPOSE

This module investigates how people make meaning in their lives by worldviews and religious traditions, as well as through analysing personal relationships and responsibilities. Students will engage with members in their community to gain insight into factors that influence personal identity and a sense of purpose in life, thereby helping them to define how people's values and beliefs are shaped.

Assessment: Investigation

UNIT FOUR: TOPIC TWO: SPIRITUALITY

The final topic explores ways in which spirituality gives meaning and direction to people's lives. Students will examine how Individuals and communities establish roles and promote particular ways of living using rituals and symbols that encourage the growth of a person's spirituality.

Assessment: Multimodal

Product component: Plan and undertake the preparation of a ritual

Written component: Produce a written outline and reflection on their ritual

Mrs Rachel Harrison
Assistant Principal - Identity & Mission

ENGLISH

ESSENTIAL ENGLISH

In Unit Three, students explore representations of science and technology and space travel. Under exam conditions, students will sit their Common Internal Assessment which is a short response to stimulus exam. Practice is vital for this exam and students will have the opportunity, both in class and at home, to prepare for this exam.

In Term Two, we will begin our final unit, *Representations and Popular Culture Texts*. In Topic 1, students focus on understanding how structure, language features and language choices shape meaning and purpose in a range of popular culture texts. They will develop, write and present a persuasive spoken response.

Teacher: 12EEN.1 Sarah Heerschop sheerschop@smmc.catholic.edu.au

LITERATURE

In Literature students are continuing their exploration of Unit Three: Literature and Identity. In this unit, students are exploring the relationship between language, culture and identity.

Assessment: IA1 Examination Analytical Response (please note students completed their IA2 at the end of 2023).

In Term Two, students will commence their final unit of study. With a focus on marginalised and silenced voices in Unit Four: Independent Explorations, students will demonstrate their increasing independence in exploring, interpreting, analysing and appreciating the aesthetic appeal of literary texts and the insights they offer.

Assessment: IA3 Extended Response - Imaginative Written Response

Due Date: Week 9, Term Two

Teacher: 12LIT.1 Sarah Daniels sdaniels4@smmc.catholic.edu.au



GENERAL ENGLISH

As students continue their study of Unit Three, they will develop, write and present a persuasive spoken response that provides their response to a contentious issue that has been represented in the media within the last twelve months. Rehearsal is vital for this task and the drafts will be recorded.

In Term Two, we will begin our final unit *Close Study of Literary Texts*. We will begin by examining a range of poems and poets and the imaginative genre. Under exam conditions, students will craft an imaginative response that uses a poem of their choice as a springboard and demonstrates their understanding of the cultural assumptions, attitudes, values and beliefs that underpin the text. As there can be no access to teacher help, feedback or drafting once this task is handed out, it is vital that students make the most of help from peers and family members. All students were issued a copy of Jane Austen's *Pride and Prejudice* at the end of Year 11 and asked to read the novel over the holidays. All students should have read the novel at least once by now. Please check with your daughter and encourage her to read.

Teachers of 12 General English:

12GEN.2	Alison Lloyd	alloyd@smmc.catholic.edu.au
12GEN.2	Correna Neumann	cneumann1@smmc.catholic.edu.au
12GEN.3	Peter Leete	pleete1@smmc.catholic.edu.au

Mrs Correna Neumann
Curriculum Middle Leader - English

MATHEMATICS

Welcome to Year 12 Students and Parents!

This year, our goal is to consistently foster a growth mindset in your daughter's approach to mathematics. Cultivating a Growth Mindset enables your daughter to understand that talents develop over time, mistakes are opportunities for growth, and resilience and effort lead to success. Success in Mathematics is not just an innate ability but a result of effort and resilience. Hence successful math students are those 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 crucial.
- **Seek Help When Needed:** Everyone encounters challenges in math. Proactively engaging with questions and completing assigned homework is vital. Avoiding addressing difficulties until the last week before exams can lead to unnecessary stress.
- **Cultivate a Positive Attitude and Growth Mindset:** Understand that mathematical ability is a skill developed with time and practice.

Reflecting on the ground-breaking work of computer scientist Dr. Katie Bouman, who created an algorithm for the first photo of a black hole, illustrates the power of resilience and continuous improvement. Dr. Bouman faced failures and moments of self-doubt during the three-year process, showcasing resilience in action.

The image below captures the joy we find in teaching Mathematics - witnessing the moment when your daughter realizes she can overcome challenges in the subject.



Meet our experienced Year 12 team: Ms Irina Korshunova (12EMA.1), Mrs Clare Myles (12EMA.2), Ms Bronwyn Miller (12GMA.1), Ms Claire Tidmas (12GMA.2), Ms Irma Lapico (12MMD.1 and 12SPM.1), and Ms Leah Daniel.

Ms Irma Lapico

Curriculum Middle Leader - Mathematics

SCIENCE

Biology students in Year 12 continue their Unit 3 studies relating to biodiversity and general principles of ecology. The students will complete the assessment of Unit 3 with a Student Experiment that will be due near the end of Term One.

In Term Two, the students will commence their final unit of the Biology course, a unit based around the concepts of genetics and evolution. Towards the end of Term Two, the students will start their final internal summative assessment task for Biology - a Research Task - based around claims relating to aspects of genetics and evolution. The Chemistry students will be continuing their studies in Unit 3, which were started in Term Four of last year. This unit is based around a study of chemical equilibrium systems, as well as oxidation and reduction. In addition to a significant amount of experiment work that is designed to improve their manipulative skills relating to the use of laboratory equipment, the students will continue to build on their theoretical understanding.

The students will complete their summative Student Experiment which is based around the experiment work they have completed in this unit.

Term Two will see the students start their final unit of work as part of their Senior studies in Chemistry. They will start studying a unit based around the structure, synthesis and design of chemical compounds.

The Physics students will be continuing their work about gravity and electromagnetism, as part of the Unit 3 work they commenced late last year. During Term One the students will conduct their Student Experiment on this topic, before the completion of the unit at the end of Term One. Term Two involves the students starting their final Physics unit, about the revolutions in Physics. This sees them tackle the big theories of Physics and how they can explain natural phenomena, but also their shortcomings.

During Term Two the students will start their last internal summative task for the course, a Research Investigation based around claims relating to these revolutionary theories.

Our first cohort of Psychology students in Year 12 continue their Unit 3 studies relating to Individual thinking. This covers the topics of brain structure and function, visual perception, memory and learning. The students will complete the assessment of Unit 3 with a Student Experiment that will be due near the end of Term One.

In Term Two, the students will commence their final unit of the Psychology course, a unit based around the influence of others. This includes the topics of social psychology, interpersonal processes, attitudes and cross-cultural psychology. Towards the end of Term Two, the students will start their final internal summative assessment task for Psychology - a Research Task - based around claims relating to aspects of influence of others.

Mr Ben Naughton

Curriculum Middle Leader – Science

HEALTH & PHYSICAL EDUCATION

HEALTH EDUCATION

Term One sees the Year 12 Health students continue with their Unit 3 work from 2023, which focuses upon road safety and the community as a resource for healthy living. This requires them to examine this issue through the Social Ecological model. This model allows the students to explore the multiple layers of influence that impact upon safe driving behaviours in the community. In response to this investigation, the students are then required to decide upon a plan of action, an innovation that can be diffused into the community using the Diffusion of Innovations model. This forms the basis for the first assessment task (IA1) which is due at the end of week 5. The second assessment task (IA2) evaluates the effectiveness, or lack thereof, of their innovation using the RE-AIM model. This will occur in the week 10 Year 12 exam block.

Term Two marks the beginning of Unit 4, which focuses upon respectful relationships in the post-schooling transition. This will be assessed using an assignment (IA3), which requires the students to decide upon an

innovation that can be actioned for the Year 12 cohort at the school, to enable them to develop respectful relationships as a resource in their post-schooling transition.

Teacher of Health is Miss Rebecca Little.

PHYSICAL EDUCATION

Last year students completed IA2 during Term Four, they explored the concepts of Ethics and Integrity in sport. From there they devise an ethical strategy that aimed to optimise integrity and positive engagement for students here at St Margaret Mary's College. This was their first piece of assessment for Year 12, leaving them with IA1 and IA3 to complete this year.

This year in Physical Education, students are completing their IA1 on Tactical Awareness through the sport of Badminton.

Term Two will see the students begin the Energy, fitness and training integrated with the physical activity of Swimming. This unit will complete IA3, the last internal assessment for Physical Education. After the completion of all IAs, preparation for the external assessment will begin.

Teacher of Physical Education is Miss Georgia Stayte.

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 Recreation is Mr Michael Dear.

Mrs Kim Cameron

Curriculum Middle Leader - Health and Physical Education

HUMANITIES

Welcome back to Year 12 Humanities!

Your daughter is a Humanities student if she is studying one of the following subjects:

- Ancient History (Teacher - Mr Lincoln Miller)
- Legal Studies (Teacher - Mrs Donna Bruce)
- Modern History (Teacher - Ms Sarah Heerschop)

Hopefully, your daughter has started the year focused on how she can best maintain or improve her results from Year 11. She will have a Course Outline containing details of her assessment, and I encourage you to check that she has marked all assessment due dates in her College diary.

Generally, most Year 12 students have to balance their studies with a range of extra-curricular, work and social commitments. Most students will manage their workload effectively 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 your daughter has any questions about her progress or her assessment, I would encourage her to talk to her class teacher.

Mrs Kath Burke

Curriculum Middle Leader - Humanities

FOOD & TEXTILES TECHNOLOGY

HOSPITALITY PRACTICES

Students are halfway through Unit 3, 'Aussie Celebrations'. This term they will be organising a Mocktail and Tapas event which incorporates native ingredients. The recipes will incorporate Australian native ingredients, which may include lemon myrtle, wattleseed, rosella paste, saltbush, kangaroo, and crocodile. So, keep an eye out on this event as families and members of the community will be invited.

In Term Two they will begin Unit 4, Casual Dining and Sustainability in the Hospitality Industry. Thus, the class will be busy investigating and trialing potential lunch menu items including pastas, gourmet sandwiches, salads, fish and chips, and desserts.

For all events, students are responsible for organising the final menu and the service period both for the back of house and front of house. They complete a project folio that documents the planning, implementation, and evaluation of these hospitality events.

Teacher: Mrs Nadine Orman

FASHION

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.

If no risks were ever taken in the textile industry, where would we have been without Velcro being invented to secure openings or long-sleeved swimsuits and rashies to help protect against damage to the skin from the sun?

Welcome to Year 12 students who have continued with Fashion as a subject this year. Students are completing their project for Unit 3, 'Reform and Transform'. The unit focuses on how sustainable clothing can be socially, economically and environmentally sustainable. As textile waste is a huge environmental and social issue, it is fantastic that our students are investigating ways to challenge this. They will be designing and creating sustainable fashion items which will be supported by their detailed design folio.

Unit 4, Fashion Enrichment will begin in Term Two. They will be designing and creating fashion accessories which will enhance a person or garment. Tutorials will be offered to assist students with the development of their products in consultation with Mrs Milani.

Teacher: Mrs Marianne Milani

FOOD & NUTRITION

Carbohydrate is the focus of the second part of Unit 3. We will be investigating sugars and starches and their role in the processing of carbohydrates. How does plain flour gelatinise as compared to potato flour? Does gluten-free flour react differently, thus what would I need to do to ensure the food solution is appealing to consumers? Our folio investigation will focus on using an ancient grain to include in a Carman's type snack product.

In Term Two, we begin Unit Four, Food Solution development for Nutrition Consumer Markets. We will research the nutrition requirements of the following nutrition consumer markets: elderly, health conscious, fitness-focussed diet-related diseases, vegetarian and food intolerances.

This year in the SMMC Food & Textiles Department 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.

Teacher: Mrs Wendy Owens

Mrs Wendy Owens
Curriculum Middle Leader - Food & Textile Technology

DESIGN & DIGITAL 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

In Year 12 Design, Mrs Jago's students will start their Unit 3 Project, 'Human-Centred Design'. Students will respond to a question using the Human-Centred Design process. This project is based on a real-world issue. It will involve students engaging stakeholder/s whom they will work with throughout the Project. Students will use techniques to devise and develop design ideas in response to their stakeholder/s needs and wants. They will use sketching techniques, diagrams, and low-fidelity prototypes (such as cardboard models) to represent their design ideas. Their designed solution will be presented either live or in a multimedia format.

In Term Two, students will start Unit 4, 'Sustainable Design'. Unit 4 involves the completion of a Project and an External Exam. The project will start in Term Two and will involve students in redesigning products, services, and environments for enhanced sustainability.

INFORMATION AND COMMUNICATION TECHNOLOGY

This Semester in 12ICT with Mrs Batten, students are jumping into a video project where they will research, design and create a promotional video for a client. This project will see the students using industry-level hardware and software to create their video content. We have also partnered with Townsville Catholic Education's Marketing and communications department for some technical tips as well as to learn how to work with a client to ensure their needs are met.

Term Two takes another dive into the world of animation where students respond to a task that requires them to produce an animated video in the genre of a public service announcement.

Ms Cathy Jago

Acting Curriculum Middle Leader - Technologies

LANGUAGES

Year 12 Italian students will be continuing with Unit 3 in Term One, dealing with the topics Socialising and Connecting with my peers and Groups in Society.

They will investigate and discuss how young people create a sense of connectedness and belonging. This includes looking at stereotyping, peer pressure and social expectations.

In Term Two they start Unit 4 and will be learning to discuss their plans for the future.

Students will continue to use the textbook Ecco Senior and Education Perfect.

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

I'm looking forward to 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

Students are continuing the Art as Knowledge Unit they started in Term Four. There are two assessment items for this: An Investigation, which students have already completed in Term Four, 2023, and a making component. This Project is what students are working on during Term One, 2024. Art as Knowledge looks at how artists apply their conceptual and technical knowledge to create works of art. We journeyed around Townsville on our field trip in

Term Four 2023, documenting experiences and extending on historical, environmental, cultural and aesthetic knowledge. Students are creating a project based on the stimulus and knowledge gathered from this site work.

There is sufficient time allowed during class to complete these tasks provided that the girls formulate a strong idea that they can pursue over the next few weeks and continue working on it regularly. 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

The art journey continues for the Visual Arts in Practice students. In Module 5, *Rain, Hail or Shine*, students learn about garden art and consider ways that an artwork can enhance an outdoor space. The students then create a sculpture to suit a residential garden in North Queensland. Our artists will continue with another design brief in Module 6, *Street Credit*. The students will learn about Street Art and explore the Townsville Street Art Trail and then create their own Street Art proposal for the Townsville City Council. Each module will be thoroughly planned and developed and this must be documented in their Visual diary.

DANCE

The Year 12 Dance students will be continuing their study of Unit 3 'Moving Statements' with Mrs Courtney Batten. They will be looking at how choreographers, across different styles of dance, make social and political statements through their work. The students have danced their first Internal Assessment performance inspired by the allure of influencers and the hypnotic quality of social media (choreographed by local choreographer Suzie Seawright) and now will be turning their attention to choreograph their own dance work based on a social or political issue that is important to them. This choreographic work will be due in Week 9 at the end of Term One and will require the students to work with others in the class, creating and teaching the work, as well as writing their written statements of intent that outlines what the work is all about.

Unit 4, 'Moving My Way' invites the students to choreograph and perform a dance work in their style of their choice, and analyse their practice in detail. The unit encourages the students to think about and explore how they like to move and create their own work that reflects this.

DRAMA

The Year 12 students will be continuing their studies in 2024 with Mrs Jennie Edwards. They have begun studying Unit 3, 'Challenge' looking at styles of theatre and how they challenge their audiences perceptions, beliefs and understandings. They have been investigating how different styles of theatre have challenged their audiences through social commentary and expressing political and philosophical viewpoints. The students are working specifically with Epic Theatre and Theatre of the Absurd amongst others, and will be synthesising their understanding to create their own Dramatic Concept for their first assessment task of 2024, their IA2.

The students will then rush headlong into the unit 'Transform' where the students are invited to explore key dramatic works of the past and use them as a springboard for developing their own artistic statement. Working with 'the Bard', William Shakespeare and his tragic tale of ambition and manipulation in 'Macbeth', the students will study these traditional forms only to re-imagine, adapt and transform their text to express their own artistic voices for a 21st Century audience. The students have been enjoying working in the newly renovated Theatre and we can't wait to share the students work on the brand-new stage with both parents and the college community.

MUSIC

In Unit 3 - Innovations, students make and respond to music that demonstrates innovative use of music elements and concepts, and learn about how these ideas are used to communicate new meanings. They study the ways in which music traditions have been challenged, further developed and reconceptualised to represent, reflect and even shape cultural, societal and technological change. The musical styles and genres studied in this unit reflect innovations that extend from Western art music through to jazz, contemporary, and emerging styles promoted by technological developments. Students apply their knowledge and understanding of music elements, concepts and innovative practices through a performance and composition.

Mr Chris Davis

Curriculum Middle Leader - The Arts

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 12, 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 correct 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 12 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. It is highly recommended that students start to think about what skills, training and experiences might be helpful for post-secondary schooling and how they could engage in these opportunities.

CERTIFICATE II/III IN HEALTH SERVICES

At the end of Year 11, Certificate II/III in Health Services students completed all units and were awarded their Certificate II in Health Support Services. In Year 12, work towards completing Certificate III in Health Services Assistant commenced with units focusing on recognising body systems, medical terminology, First Aid, organising work priorities, responsible behaviour and meeting community needs. 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 continue 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.

CERTIFICATE III IN FITNESS

At SMMC we deliver this Certificate through an external RTO, Binnacle Training. The Year 12 Certificate III in Fitness students are continuing their course topics and will start to finalise full units of study.

These topics include:

- The Sport, Fitness and Recreation (SFR) Industry
- Apply Knowledge of Coaching Practices
- Workplace Health and Safety
- Laws and Legislation
- Bootcamp Program
- Assist with Delivering Sessions
- Plan and Deliver Coaching Sessions
- Respond to an Emergency Situation
- Community Coaching Essential Skills
- Provide First Aid and CPR
- Risk Analysis
- Organise Work
- Community Fitness Programs
- Community Fitness Program: Plan and Conduct
Community Fitness Sessions for Junior
Secondary School Participants

ASSESSMENT CALENDAR

To access the Year 12 Assessment calendar [CLICK HERE](#)

[College Website](#)

[College Calendar](#)

[Library Times](#)

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