

YEAR 12

SEMESTER BULLETIN



2025 SEMESTER 2

Welcome to the final Semester for our Senior students. Year 12s have had a busy start to Term 3 - launching the Battle of the House Choirs, followed by the busyness of celebrating Spirit Week in the lead up to the Athletics Carnival. It was wonderful to see our Seniors supporting each other and leading with enthusiasm! Seniors have also been busy participating in speech competitions, leadership dinners and many other extra-curricular events. We wish our Maggie's' Angels team well for the Relay for Life later in the term. It is inspiring to see so many of our students getting involved. It is clear that in their final semester, our Year 12s still have much to contribute to the College community.

Across the semester, we look forward to many events which will present opportunities to celebrate with our Seniors. Planning is underway for the Year 12 Retreat, Formal Dinner and Graduation Ritual. However, with all this comes the reminder that their Senior year is moving quickly. Whilst the light at the end of the tunnel may begin to shine and the future beckon, it is crucial that students maintain their focus and ensure they are doing all they can to achieve success.

Now more than ever, it is important that Year 12's attention is on their school work. Whether students are trying to finish competencies or preparing for External Exams in October, there is limited time between now and the official end of the academic year. Taking into consideration the Mock Exam Block and External Assessment period, we are left with the sobering reality that our Senior students have just 10 weeks of lessons remaining. We are really on the 'home stretch'. Now more than ever, regular attendance and a committed work ethic are essential to ensure that your child is on track.

Currently, many students are working on their final pieces of internal assessment. It is vital that students work diligently to ensure they achieve the best results they can. If your child is sitting External Exams, at this stage, you should see them carrying out revision that extends beyond simply completing homework. Students should be engaging in a range of active revision methods such as concept mapping, completing review questions and quizzes, attending tutorials and creating flash cards. Sample external exam questions are available for all ATAR

subjects from the QCAA website. With mock exams a few short weeks away, it is important that revision is well underway. Encourage your child to share their study timetable with you, so families can support them by minimising disruptions to their schedule. The Mock Block and External Assessment periods also offer valuable opportunities for students on a VET pathway to secure work experience. Please ensure your child has organised this time.

It is also important to note the necessity of being on time, focused and engaged while in lessons. This can become increasingly challenging for Seniors at this point in the year. Lateness to school often means that a student is rushed, ill-prepared and unsettled for the day ahead. It is important that students arrive on time in order to begin the day with the right mindset. Additionally, it is important that your child is present in all lessons across the day. Please keep appointments outside of school hours. Students are still learning new course material that will be covered in the exams or assessments. It is vital they are actively engaged in this learning.

During this final stage of their journey, students are encouraged to pay particular attention to their health and wellbeing. There are a lot of demands on Senior students' time as they head towards their final exams, and the temptation is to burn the candle at both ends to fit it all in. It is more important than ever that students have healthy sleeping habits and are maintaining a balance between school work, their social life and work commitments. The final semester of Year 12 presents unique challenges and can be a very stressful time for Senior students. Dr Michal Carr Gregg offers some good advice to families about how you can support your child through this challenging time in a special report on *Surviving Year 12*, accessible via the *SchoolTV Me* portal on the College website:

<https://smmc.catholic.schooltv.me/newsletter/surviving-year-12>.

The College will host a Year 12 Parent Information Evening later in the term, sharing important information about the final stage of the Senior journey - keep an eye out for details.

Some key dates for Year 12 this semester are below:

Date	Event
25 July	Interhouse Cross Country (Tsv Sports Reserve)
8 August	Combined Pastoral Event - \$5 Formal
11 August	Relay for Life (5-8 pm)
22 August	Maggies' Festival of the Arts
28 August	Blak Excellence Awards
3-12 September	Mock Block Exams
15 September	Year 12 Retreat
16 September	Formal Dinner
16-17 September	Study days
19 September	Samaritan Day
27 October - 17 November	External Exams
20 November	Awards Night
21 November	Graduation ritual (last day for Year 12s)

I wish the students well as they journey through their final days of senior schooling. Please do not hesitate to contact me if you have any questions or concerns.

Mrs Alison Lloyd

Pastoral Middle Leader - Year 12

LEARNING & TEACHING

Welcome back to another exciting semester of secondary schooling at SMMC. This semester marks an exciting transition for your daughters out of St Margaret Mary's and into a post schooling world. We are so proud of the exceptional young women they are becoming and can't wait to see what the next few months hold for them.

Whilst students are rapidly nearing the end of year 12, it is vitally important that they maintain focus on their study goals. I encourage all parents to discuss their daughter's goals for the remainder of 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 Career Development Practitioner, Mrs Marianne Milani; our VET and Senior Pathways Middle Leader, Mrs Katherine Truntic; our skilled counselling team or myself.

It is vital that students are present at school as much as possible for the remainder of the year. As we prepare for final pieces of assessment and External Exams, the impact of missing lessons will be heightened. Please ensure you contact the College if there is anything we can do to support your daughter's attendance.

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	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 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 St Margaret Mary's retreats are themed in a way that sees students grow through each experience.

Year 12 Retreat allows students to reflect on their 'Past, Present and Future Journey'. Students take the opportunity to recall moments of growth, gratitude and Maggie Sisterhood.



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 12 Religion & Ethics

Religion & Ethics has been completed by all Year 12 students, and they are currently using their Religion lessons as time to complete assessment and study for their upcoming exams.

Mrs Rachel Harrison
Assistant Principal - Identity & Mission

ENGLISH

General English

Welcome to our final unit of General English! Students will continue their literary study of Jane Austen's *Pride and Prejudice* as the prescribed text for the External Examination. Students must

focus on refining and developing their deconstruction skills to explore the cultural assumptions, values and beliefs that underpin the text. During the Mock Exam Block, students will continue working on their analysis of characters, cultural assumptions, attitudes, values and beliefs in the novel.. Students will complete a practice exam and receive teacher feedback. It has been a pleasure to see the growth and development of all of our students, and I encourage you to continue to remind your daughters to re-read *Pride and Prejudice* and engage in the resources that they have been given in preparation for the exam.

Teachers:

Correna Neumann cneumann1@smmc.catholic.edu.au

Alison Lloyd alloyd@smmc.catholic.edu.au

Amanda May amay@smmc.catholic.edu.au

Literature

In Literature, students have been positioned as both creators and critics of literature. After learning the techniques of literary exploration, it is time for the girls to branch out on their own as they undertake Unit 4, Independent Explorations. In this Unit, students are showing increasing independence as they explore the way that a close examination of style, structure and subject matter of literary texts support various responses.

In preparation for their external exam, the girls are busily exploring Emily Bronte's *Wuthering Heights*. As they read, critique and explore, students are developing their own independent and sustained interpretations of the text based on close textual analysis. In order to prepare effectively for the unseen question on the External Exam, it is important that students are engaging effectively in all class activities, as well as undertaking their own independent research of the text. This will help them move beyond surface observations, and enable them to more fully explore the rich world of the text.

Teachers:

Keeley O'Connell koconnell@smmc.catholic.edu.au

Please note, 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.

Essential English

This semester in Essential English, students are studying Unit 4: Representations and Popular Culture Texts. In Topic 1, students will use their understanding of how meaning is shaped by the structures, language features and language of popular culture texts, and apply this knowledge when exploring texts about gender. They will explore how gender is represented in film and television in a particular way to appeal to an audience. They will submit a film and television review in the form of a video blog focused on the representations of gender in the film *Barbie* (2023) and a television show of their choice.

In Topic 2: Creating representations of Australian identities, places, events and concepts, students will write a feature article for the Townsville Bulletin that positions the audience to accept or reject a representation of a particular Australian group in the film *The Dressmaker* or *Crocodile Dundee*.

Teachers:

Chelsea Clay clay3@smmc.catholic.edu.au

Please note, 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

The Year 12 students will be working towards the culmination of their 2-year QCE courses in the specific subjects that they have selected. All students studying Senior Science subjects will have a similar assessment program for the remainder of the year. Most Sciences have their IA3 (Research Investigation) due early this term. We will then be working toward preparation for their External Exams.

Each Science subject has a total of 2 exam papers to sit (Part A and Part B). It is important that the girls are well aware of when both exams are scheduled on the QCAA external exam timetable, as they must sit both papers. Each paper is 90 minutes long and the total of both papers will contribute 50% (in total) towards their overall result for that subject.

Some of the Science subjects will be continuing to complete theory up to the end of Term 3. Teachers of Senior Science have developed a rigorous program of practice exams and exam questions throughout the remainder of this year. Towards the end of Term 3, the students will sit a 'mock' External Exam based on work from Units 3 and 4. This will then provide the girls and their teachers with some final feedback to help guide their final preparations for their External Exams. The class time in the first 3 weeks of Term 4 will primarily focus on final preparations for the upcoming final exams.

Therefore, regular attendance at school is integral to their overall success in these subjects.

The **Biology** students are completing their study of Unit 4 on Genetics and Evolution. The girls will finish this unit by studying modern applications of biotechnology, and then the final topic which relates to how living organisms have evolved on Earth. The students will explore the ways biology is used to describe and explain the cellular processes and mechanisms that ensure the continuity of life. An understanding of the processes and mechanisms of how life on Earth has persisted, changed and diversified over the last 3.5 billion years is essential to appreciate the unity and diversity of life.

Chemistry students are completing their study of Unit 4 on Structure, Synthesis and Design. The girls will be completing their study of topics such as the properties and structures of organic materials, before finishing with a study of chemical synthesis and design - with a focus on future applications of chemical design principles. These could include development of specialised techniques to create or synthesise new substances to meet the specific needs of society, such as pharmaceuticals, fuels, polymers and nanomaterials.

Physics students complete their study of Unit 4 which relates to the Revolutions in Modern Physics. The girls will investigate topics as Special Relativity, Quantum Theory and The Standard Model. They will examine how these might relate to technologies such as GPS navigation, lasers, modern electric lighting, medical imaging, quantum computers and particle accelerators, and related areas of science such as space travel, the digital revolution and the greenhouse effect.

Psychology students complete their study of Unit 4 which focuses on Attitudes and Cross-cultural psychology. An understanding of the social processes involved in the development of relationships is essential to appreciating the responses and actions of others. Students investigate how stereotypes can directly affect behaviour. They examine how attitudes are formed and challenged, and analyse the complex cross-cultural nature of societies today.

HEALTH & PHYSICAL EDUCATION

Health

Term Three and Four are dedicated to completing Unit 4 and preparing for the senior external exam.

In Unit 4 the student will investigate the role of respectful relationships as a general resistance resource in the post-schooling transition from a life-course perspective using an inquiry approach. A life-course perspective looks at how chronological age, relationships, common life transitions and social change shape people's lives from birth to death. This culminating unit draws on knowledge of personal, social and community resources (the social-ecological model), barriers and enablers (salutogenic theory) that has been progressively developed across the course of study. The student will apply this knowledge to the next post-schooling transition period for young people using the life-course perspective, the diffusion of innovations model and RE-AIM. They will evaluate the innovations (proven concepts, programs, print, web and app-based resources) that support young transition, and the subsequent impact on their education, work, family and health trajectories. Then propose justified strategies to enhance the diffusion of those innovations for their Year 12 cohort to support a successful post-schooling transition.

Upon the completion of Internal Assessment 3, the students will begin a revision of the key models and concepts covered across 4 in preparation for their external exam in Term Four. This will include completing a 'mock exam', which will be marked and used to guide the students in their ongoing preparation for the external exam.

Teacher
Kim Cameron

Physical Education

In Term Three, students are studying Energy Systems and Training Principles, with Netball. Throughout the course of this unit, they will work to develop an understanding of how training methods and principles are applied to influence performance. Students have engaged in a range of activities to identify the components and functions of a Training Program. They will apply their understanding gained through these activities to design, implement and evaluate the development of their own sessions.

During Term Four, students will begin to consolidate content covered throughout the unit in preparation for the External exam. This will include completing a 'mock exam' and engaging in tutorials to revise key concepts and models.

Teacher
Kim Cameron

Sport and Recreation

Unit Four will see students study Event Management. Students are required to show a range of diverse skills and specialist knowledge about how to organise, manage and promote events in sport and recreation activities. Students investigate a range of event management activities and strategies. They analyse contextual factors, including resources, barriers and enablers, that affect outcomes.

Students plan events and implement strategies to enhance participation outcomes for target groups. They evaluate the effectiveness of their strategies and justify recommendations to enhance outcomes for themselves and a specific target group.

Teacher
Michael Dear

Students in Sport and Recreation and Physical Education are reminded that participation in practical lessons is compulsory. If a student can't participate in practical activities for any reason, they must bring a note of explanation from a parent/guardian.

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.**

Fashion

In this unit, students will design and produce a cohesive fashion collection centered around a primary fabric print, which may be an original or pre-existing design. Through the inquiry approach, students will explore the context of commercial fashion to develop a design problem, generate and refine ideas, and resolve fashion design solutions.

Students will draw inspiration from existing fashion designers and collections, investigating contemporary and emerging influences that shape the fashion industry. Students will document their design journey in a multimodal folio, demonstrating their decision-making and design development. This includes annotated design sketches, photographic experimentation, textile samples, and a production plan. The multimodal folio will capture the evolution of the collection from concept to completion, showcasing innovation, problem-solving, and personal design.

Teacher: Mrs Milani

Food & Nutrition

By the time this is read, the class will have completed their IA3. The task was to reformulate a Woolworths-branded product to meet the needs of a chosen Nutrition Consumer Market (for example, Health Conscious, elderly consumers, Type 2 Diabetic, Gluten-free and dairy-free consumers). The External exam will assess only Unit 4 content which is about Nutrition Consumer Markets.

Teacher: Mrs Krause

Ms Tanya Krause
Curriculum Middle Leader - Food & Textile Technology

HUMANITIES

Welcome to the final unit of 12 Humanities!

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

- Ancient History (Teacher - Mr Peter Leete)
- Modern History (Teacher - Ms Kath Burke)

Students have completed their internal assessment tasks and are now preparing for the External Exams, which all Year 12 students across Queensland will sit from October. 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. Preparation for External Exams should include regular review of key concepts and practice activities that will help develop skills that are tested in the final exams. It is important to make this a regular habit, and not leave it all until the end!

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

MATHEMATICS

Year 12 Mathematics – Captain or Passenger?

Earlier this term, I asked our Year 12 Maths students to think about a simple idea: are they a captain or a passenger when it comes to their learning?

I explained that captains take charge of their journey. They check where they're headed, take action when things go off course, and keep moving forward with purpose.

In learning, captains:

- ✦ Come to tutorials when they need help
- ✦ Catch up on missed work in their own time
- ✦ Stay on top of homework
- ✦ Revise regularly - not just the week before the exam
- ✦ Take responsibility for their progress

Passengers, on the other hand, tend to sit back and wait. When they miss a class, they wait for the teacher to tell them what to do. They often come to class unprepared, don't seek help when they're stuck, and leave study until the last minute. In the short term, it might feel easier - but it often leads to unnecessary stress and missed opportunities.

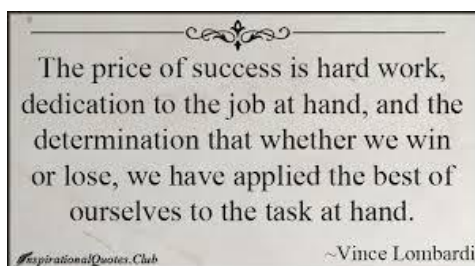
With only one term to go, now's a great time to check in with your daughter and ask: "Are you being the captain of your learning?" If not, what small steps can she take to shift gears?

The reality is, beyond school - whether in further study, training, or work - being a passenger can make things a lot harder. Tertiary education and today's job market expect young people to be self-motivated and proactive. Employers want people who can take initiative and solve problems independently ([source](#)).

As her teachers, we'll continue to walk beside her right to the finish line. It's been genuinely rewarding to watch our Year 12 students grow into resilient, capable young women - especially after the disruptions of recent years.

Now it's time to finish strong. Let's encourage them to steer their own success, with confidence and a clear sense of direction.

Let's go Year 12s, you've got this!



Ms Irma Lapico
Curriculum Middle Leader - Mathematics

DESIGN AND DIGITAL 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.

Design

In their final semester of Design, Year 12 students are exploring Unit Four: Sustainable Design. This unit centres on the principle that design should contribute positively to long-term economic, social, and environmental well-being. Students are challenged to think critically and creatively about how design can support a more sustainable future.

Currently, students are working on their Project (IA3), investigating design opportunities that address issues of local, national, or global significance. These projects encourage students to consider the broader impact of their design decisions and propose innovative solutions that promote sustainability.

To conclude their studies, students will complete an External Exam at the end of the year. This assessment will require them to respond to a design challenge focused on improving the sustainability of a product, service, or environment - drawing on all they have learned throughout the course.

ICT

In this unit, students explore the practices, standards, and processes of the robotics industry. Working from client briefs, students interpret technical information, explore existing and emerging technologies, and analyse industry trends to inform the development of their projects to meet industry standards. Through ongoing testing and feedback, they evaluate and refine both their processes and products to ensure they align with client expectations and technical specifications.

Students also develop their communication skills, using industry-appropriate language and formats to document their design journey and share their project outcomes - mirroring the real-world practices of robotics and engineering professionals.

There is no external exam for ICT. Results will be calculated from their project responses.

Ms Catherine Jago
Curriculum Middle Leader - Technologies

LANGUAGES

Italian

This semester in Italian, students continue with Unit 4 and talk about plans for the future. They will be revising important grammar and preparing for the External exams.

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 Italian skills in a non-competitive environment.

A Persian Proverb says *A new language is a new life*. As these young women set out on their new lives, they will go forth with linguistic abilities and cultural sensibilities that will set them above their peers.

Mrs Cathy Spencer
Curriculum Middle Leader - Languages

THE ARTS

Visual Art

The Year 12s have moved into their final unit of study, Art as Alternate, which encompasses their IA3. In this task, students are extending on their practical project from Unit 3, to explore divergent ways of making and responding through alternative art processes and ideas. Their assessment consists of a resolved body of work submitted at the end of Week 2.

The Year 12s are also getting ready for their analysis response writing for the External Exam, which will consist of unseen stimulus sources. We are currently studying the structure and requirements of this process. The students will need to describe, analyse and compare two artworks in relation to a chosen question on the exam. They will refer to a selection of previously unseen stimulus to provide their analytical written response.

Dance

The Year 12 Dance cohort will be continuing their study of Unit 4 “Moving My Way” with Mr Chris Davis. This unit is all about exploring the girls' preferred movement styles and how they like to move, choreographers they emulate, and whose work they can identify with. The girls are about to present their final internal assessment for the course with their IA3 Dance Project. They will then go on to prepare a dance work for the upcoming Maggie's Festival of the Arts, to be held right here at the college in Benedictine Place. They will also begin their preparation for their external exams in Term 4. In Week 8, the Year 12s will be sitting their Mock exams to give them essential feedback for their preparation for these external exams. We are getting very close to the finish line but the students still have some critical work to do before completing the Dance program here at SMMC.

Drama

The girls have been studying their final unit of the Senior Drama course through the unit “Transform” where the girls were 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 tale of Love and honour in “Much Ado about Nothing”, the girls have studied this traditional play only to re-imagine, adapt and transform the text to express their own artistic voices for a 21st Century audience in their IA3 Directorial Pitch and Performance task. The girls are on the home stretch now and are about to perform their final interpretations of Much Ado before looking at different dramatic works in preparation for their external exams in Term 4.

Music

In Unit 4 - Narratives, students focus on their emerging voice and style through making and responding to music. They develop their understanding about the expressive powers of music to convey narrative through setting (in time and place), characterisation, drama and/or action, mood or atmosphere in film and television, video games, music theatre, opera and program music. Students develop understanding and skills through learning experiences and tasks, including an integrated project and an external analysis exam that facilitate increasing proficiency in identifying and understanding the use of music elements and concepts.

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 12

Change. Traditions. Transitions and the next big thing!

Whether students plan on transitioning from school to the world of ongoing training, study or the world of work, follow the below tips to help you feel more confident about the different paths ahead;

- Apply Early.
- Check Key Dates.
- Use a Personal Email Address.
- Ensure that your ***Application*** or ***Resume*** has been customised to the opportunity that you are applying for - this helps you be the best ***fit***.
- Check your intended course entry requirements and limitations.
- Know the requirements of the course, specific to the learning provider for which you are applying.
- Be informed about the conditions of Early Offers.
- Provide authorisation for another so that you are supported.
- If you get stuck, contact the learning provider or the workplace directly.
- There are a lot of firsts coming up, so prepare early. I am always here for further guidance and support.

Mrs Marianne Milani

Career Development Practitioner 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).

As the end of Year 12 quickly approaches, students must continue to work towards completing the certificate coursework in full to ensure they receive their certificates and QCE credits. Certificate coursework is competency-based, and assessment tasks do not receive an A-E grading scale; therefore, students must submit fully completed tasks. Competency-based assessment tasks will continue to be attempted until responses are submitted to a competent level. If you have any concerns or questions about the progress of your child's Certificate coursework, please make contact with their teacher.

Certificate II in Hospitality

In Certificate II in Hospitality, students are completing their final units to complete the certificate. As part of the course, students are required to complete a total of 12 service periods as part of this Certificate course. Some of these service periods are delivered through school events, with the remainder completed with outside organisations. Students are encouraged to source these

opportunities independently; however, the College will assist with securing some of these for students.

Certificate III in Business

In Certificate III in Business, students continue to complete 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 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 CnG, we have a qualified nurse visit the school and deliver some aspects of the course to the students.

ASSESSMENT CALENDAR

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