

YEAR 9

SEMESTER BULLETIN



2026 SEMESTER 1

RELIGIOUS EDUCATION



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

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

Daily Prayer:

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

Year Level Retreats:

This semester our Year 8, 9, 10, and 11 students have retreat days. During our retreats great things happen. Students are encouraged to: disconnect a little from their daily school life; find time for reflection; get to know themselves and each other better; recharge; rejuvenate; and my favourite - strengthen their friendships. The St Margaret Mary's retreats are themed in a way that sees students grow through each experience.



Year 8 will reflect on ‘Sisterhood’, Year 9 look inwards through the theme ‘Body, Mind and Spirit’ and Yr 10 workshop with Michael Fitzpatrick to decide as a group what types of leaders they wish to be as they venture forth onto the Senior campus. Our Year 11 Retreat will look a little different this year as we will no longer head to Genazzano, Lake Tinaroo but instead focus on Leadership, considering the footprints they will leave behind.



Service Activities:

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



Calendrical Events:

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

Religious Education outline

Year 9	
Unit-1: <i>A Caring Response</i>	Students will explore an understanding of the co-existence of good and evil in the world throughout human history. They will analyse the causes and effects of events and developments in the Church from c. 1750 CE – c. 1918 CE and draw conclusions about their importance. They will analyse perspectives in the writings of various religious and lay leaders at that time. Assessment: Assignment
Unit-2: <i>Healing the Heart</i>	Students evaluate the impact of Catholic social teaching on an individual’s moral behaviour and on the Church’s response to emerging moral questions. Students will consider ways in which believers live their Christian vocation. They will evaluate and draw conclusions about the three forms of penance (prayer, fasting and almsgiving) and

the celebration of the Sacraments of Healing (Penance and Anointing of the Sick), in the lives of believers past and present. Finally, students will distinguish between the participation of believers in the priestly, prophetic and kingly work of Jesus Christ.



Assessment: Response to Stimulus Exam

Rachel Harrison – Curriculum Middle Leader

ENGLISH

Welcome to Year 9 English! This semester will be very busy with NAPLAN preparation. In Term One, students will focus on the representation of 'the other' in film. They will examine how filmmakers are fascinated with the representation of the 'other' and use aesthetic devices to position audiences to accept the struggles and triumphs of outsiders within a dominant culture. Teachers will select films that explore the concept of 'the other', such as 'Wonder', 'Whale Rider' and 'Edward Scissorhands' and conduct a film study focusing on representations of a protagonist who is 'the outsider'. Students will analyse how the filmmaker uses film techniques and other aesthetic devices to position the audience to accept the representation of 'the other', as well as the cultural assumptions, attitudes, values and beliefs emphasised in the film. Students will understand how film language positions audiences to accept the representation or challenge its effectiveness in conveying the experience of marginalised characters. In Term Two, students will focus on narrative texts that use unconventional elements of the graphic novel and visual storytelling to represent familiar and unfamiliar contexts. Short graphic texts, both print and animation, will be used as a stimulus for creative writing. Students will discuss how a graphic novel/text differs from traditional reading practices and then engage with reading a collection of graphic texts that will allow discussion of familiar and unfamiliar contexts and concepts. Students understand how reading practices change to engage with the visuals and language employed by the text creator.

Our fantastic and experienced teaching team for Year 9:

9ENG.1: Rachel Walsh rwalsh13@smmc.catholic.edu.au

9ENG.2: Chelsea Clay cclay3@smmc.catholic.edu.au

9ENG.3: Sophie Horan shoran12@smmc.catholic.edu.au

9ENG.4: Marita Townsend mtownsend5@smmc.catholic.edu.au

9ENG.5: Gemma Roberts gkyle12@smmc.catholic.edu.au

Tips for success in English:

- Read daily. Encourage your daughter to read each day - even if it is only for 10-15 minutes. Reading daily is an excellent way to improve comprehension, writing and spelling skills. There are many websites and resources that outline the benefits of reading. Our school library is stocked with the latest and some of the greatest books available and the friendly staff will help with recommendations. Each week, there will be time for reading in class.

- Complete homework! If there is no set homework for English, your daughter should focus on revising the work completed in class.
- Ask questions. If your daughter is unsure of any work to be completed, please contact her teacher.
- Engage in class discussion.
- Join a debate team! Further information regarding our school debate teams will be released shortly.
- Take the opportunity to compete in one of the many public speaking competitions that we are involved in. Further information on these opportunities will be available over the next few weeks.

I hope that your daughter enjoys Semester One!

Correna Neumann – Curriculum Middle Leader, English

SCIENCE

Welcome to Year 9 Science at SMMC.

In Year 9, we will be starting the year exploring movement of energy through different mediums and the particle models of energy transfer in a Physics unit.

Students will then learn about elements, compounds, and mixtures. The girls will be introduced to chemical reactions, learn how to write chemical equations, and investigate the law of conservation of mass. They will look at the role of energy, in terms of exothermic and endothermic reactions, as well as the products of reactions between acids with bases, metals and carbonates.

The girls will then progress into a Biology unit on how the role of body systems in regulating and coordinating the body's response to a stimulus, and describe the operation of a negative feedback mechanism. Students will appreciate that all body systems work in an inter-related way to contribute to the health of the entire organism. This unit will focus on the role of feedback systems in the human body that detect and respond to change, including the damage made by invading pathogens and the body's ability to defend itself against that damage. Students will begin by looking at how the brain provides a critical link between the nervous and endocrine systems. Then the girls will look in depth at the structure and function of the human nervous system.

A female scientist that played an important role in examining how the human body works is Dr. Linda Buck– A Nobel Prize-winning biologist. Linda discovered how our sense of smell works at the molecular level. Her work has deepened our understanding of how the brain processes sensory information.

Students will finish the year with a unit on reproduction where they will describe the form and function of reproductive cells and organs in animals and plants and analyse how the processes of sexual and asexual reproduction enable survival of the species.

Year 9 Science teaching staff for Semester One are:

9.1 & 9.3– Renee Deuble

9.2 – Katherine Truntic

9.4 & 9.5 – Yvonne Cox

Science is more than just a subject—it is a way of thinking, questioning, and discovering the world around us. In an era where scientific advancements shape our daily lives, it is crucial that young women see themselves as active contributors to these fields. Encouraging our young women to engage with Science fosters curiosity, critical thinking, and problem-solving skills that will benefit them in any career path they choose.

We look forward to fostering these skills over this Semester.

Belinda Coombe – Curriculum Middle Leader, Science

HEALTH & PHYSICAL EDUCATION

Welcome to Health and Physical Education Semester 1, 2026. Year 9 students will begin Term 1 with an integrated unit on First Aid and Water Safety. Students will explore a range of scenarios and apply strategies to minimise risk and injuries to themselves and others. Term 2 will see the students study Positive Mental Health. They will be involved in activities which allow them to investigate their own Character Strengths and Interests, while also building skills to develop a positive growth mindset.

In practical lessons, the Term 1 physical activity focused on is Aquatics, with a specific focus on Lifesaving and Swim and Survive activities. In Term 2, the students will explore movement sequences in Athletics, with a focus on developing both their physical skills and transfer of movement sequences.

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

Year 9 HPE Teachers are:

- 9.1 Katanya Cottone
- 9.2 Mitch Bebb
- 9.3 Katanya Cottone
- 9.4 Michael Dear
- 9.5 Hannah Norford

Sport Science and Performance Pathways

The Sport Science and Performance Pathways course combines science, training, coaching and performance. Students learn how the body works, how athletes train and compete, and how to apply this knowledge through practical, hands-on learning. Term 1 unit on Movement, Strength and Coaching Foundations sees students develop an understanding of anatomy, biomechanics and force while learning safe gym practices and strength training fundamentals using the covered anatomical concepts. They are introduced to Athletic testing where they analyse movement, and data to guide training. The knowledge will be assessed with an in-class exam and practical gym session where students will coach a fundamental movement sequence.

Term 2 Coaching Principles (AIS) and coaching peers.

In this unit, students are introduced to the Australian Institute of Sport (AIS) coaching framework and apply it through practical Touch Football / OzTag sessions. The focus is on understanding effective coaching, analysing movement, and developing confidence as a coach. They will be assessed by creating a coaching plan, delivering it to a group and then evaluating the success of their session. This will be informed by completing online coaching modules.

Students will engage with AIS coaching content and learn the foundations of effective coaching. Plan and design coaching activities based on skill development and learn how to connect with, engage and motivate athletes

when delivering coaching sessions to peers in a practical setting.

Teacher Mitch Bebb

Kim Cameron – Curriculum Middle Leader, HPE

FOOD & TEXTILES TECHNOLOGIES

FOOD SPECIALISATIONS

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

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

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

The students will study 2 units this semester.

Unit 1, 'Socially Responsible Pizzas', focuses on the students using the phases of design thinking to create a healthy, sensory appealing, single-serve pizza.

This includes students will empathise (understand the consumer needs and wants), define the problem, ideate ideas, create prototypes and test, then refine the design. Thus, students will initially trial using various ingredients: some examples include avocado, pumpkin, or chickpea in pizza bases or perhaps leftover ingredients in the fridge. We will also investigate how Domino's promotes sustainability, both environmentally and socially.

In Unit 2, students are focussing on Asian cooking and food trucks. Students will prepare a savoury dish representative of an Asian country of their choice which could be sold from a food truck. They will investigate how their chosen Asian country manipulates ingredients, methods and customs to show the relationship with the culture's influencing factors. A slideshow will demonstrate student research.

Food Design & Technology helps to develop student's literacy and numeracy skills as they need to read and follow recipe steps, measure and weigh ingredients and perhaps, modify ingredient amounts to change the serving size. We love to see what the students cook at home and encourage them to share their photos and recipes with their teachers.

Teachers: Fiona Foster and Andrew Thompson

Year 9 TEXTILE TECHNOLOGIES

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

This semester, students will become the next Peter Alexander PJ designer. They will research Peter Alexander's design journey and his design aesthetic. In their design folio, students will show evidence of client/market research, generation of potential ideas, and presentation of a fashion illustration to show the final design. The students will then be working hard to bring their three-piece PJ design to fruition.

Teacher: Kylie Wallis

Tanya Krause – Curriculum Middle Leader, Food & Textiles Technologies

HUMANITIES

Welcome to a new year of Humanities at SMMC! We will work with your daughters to help them to see that the Humanities are alive and well, and are very important to our understanding of what happens in our world. This year, your daughter will continue with her studies of History and Geography. Your daughter may also have elected to take Business, Economics, Civics and Citizenship (BEC) which is delivered on an elective line for the full year.

This semester, all year 9 classes will be studying Geography. In Term 1, we will begin with Biomes and Food Security. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

Students are completing a unit next term looking at how people are connected in our globalised world. They will be working on an inquiry assessment, a case study of a product (chocolate, textiles or palm oil) to discover where in the world that product comes from, how it is produced, conditions for workers, and environmental effects of production. They will evaluate this information and propose strategies to improve conditions for workers in other countries.

Our BEC students will build on their studies of Business, Economics, Civics and Citizenship. Students are beginning this term learning about the rights and responsibilities of employers and employees. They will also learn about different business organisations and structures, as well as the role of business in society focusing on the relationship between producers and consumers. In Term Two, students will become entrepreneurs, and pitch an innovative, scalable and sustainable business idea that makes the world a better place. They will participate in the Activate Business (Global) Challenge, which aims to simulate a real-world business environment.

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

To be successful in her Humanities subjects, it is recommended for your daughter to:

- Bring all required materials to class, including her Learning Journal!
- Complete all classwork and homework
- Work effectively on assessment in class time provided
- Meet all assessment checkpoints
- Be proactive and ask questions, or when necessary, for help from her teacher

The Year 9 students are very lucky to have a wonderful range of capable and enthusiastic Humanities teachers.

- Ms Rachel Walsh will work with 09GEO.1 this year.
- Ms Angie Stallard will work with 09GEO.2 and 09GEO.4
- Ms Chelsea Clay will teach the 09GEO.3 class
- Ms Sophie Horan will work with 09GEO.5.
- Students who have chosen BEC will work with Mrs Avril Johnstone (9BEC.1).

If you have any questions about your daughter's Humanities subjects, please contact her class teacher.

Kath Burke – Curriculum Middle Leader, Humanities

MATHEMATICS

Welcome, Year 9 Students and Parents!

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

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

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



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

At SMMC, we encourage your daughter to lean into the challenges of Year 9 Mathematics and to back herself, particularly as more abstract concepts are introduced this year. By developing a growth mindset and establishing strong routines around homework and study, students build the foundations needed for future success in Mathematics and senior studies.

This year, we also support your daughter as she begins to consider her Mathematics pathways for Year 10 and beyond. Towards the end of the year, and based on her interests and performance, your daughter will have the opportunity to select her Year 10 Mathematics course — either the standard pathway or a more Advanced and Applied option. For students considering future pathways in fields such as Medicine, Engineering, Veterinary Science, or other STEM-related professions, they should aim to achieve a minimum of a B grade in both Semester 1 and Semester 2 to position themselves well for the Year 10 Advanced and Applied Mathematics course with optional content.

For students who are still exploring their future career interests, we encourage them to put their best effort into every lesson, as this keeps all pathways open moving forward.

Our Year 9 Mathematics team includes Irina Korshunova (9MAT1), Avril Johnson (9MAT2), Anna-Luisa Bertocchi (9MAT3), Hannah Norford (9MAT4), Leah Daniel (9MAT5), and I will be teaching 9MAT6. Together, we are a passionate and dedicated group of teachers who bring energy, experience, and a genuine love of Mathematics into the classroom. We are really looking forward to working with your daughter and supporting her growth, confidence, and success throughout the year.

Please don't hesitate to get in touch with me or your daughter's Mathematics teacher if you have any questions or concerns.

Irma Lapico – Curriculum Middle Leader, Mathematics

DIGITAL & DESIGN TECHNOLOGIES

Designing and creating with people at the heart.

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

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

Design & Technologies

In the first term, Year 9 Design & Technologies students embark on a journey to think like engineers. The initial focus of the year centres on a dynamic and interactive unit centred around bridge-building. Students delve into research and conduct tests to identify robust shapes that will guide their bridge design. The unit also incorporates the utilisation of a laser cutter to craft prototypes, adding a practical dimension to their learning. The culmination of this unit involves subjecting their bridges to the ultimate test of strength, providing a hands-on assessment of their design concepts.

Digital Technologies

In the initial stages of the year, the Digital class kicks off with a comprehensive exploration of the world of mobile applications. The focus is on researching, designing, and creating a mobile application tailored to address a real-world problem. Students engage in thorough research on existing mobile applications, emphasising the identification of key features that define a high-quality app. The curriculum also delves

into the significance of quality user interfaces and the application of design conventions to ensure a positive user experience.

As a practical application of their learning, the students will build their mobile application on the Android platform. This hands-on approach allows them to conceptualise, design and create a functional product that can be used and shared upon completion.

In the second half of this semester, we look at the phenomenon of video and audio subscription services and how they can be used to promote or discredit ideas and information. The girls will work in teams to create their own Channel and discover what goes into creating and promoting online content.

At times in Technologies subjects, the girls may need to use a mobile device for image, video, or voice recordings. The school has several devices for this purpose to use in this subject. If the girls prefer to, they can use their own devices to capture content. However, this must occur at home with the file sent to school electronically.

Cathy Jago – Curriculum Middle Leader, Design & Digital Technologies

THE ARTS

In Unit One, Year 9 Art will explore Storytelling through Masks. The girls will learn about the art of mask-making and the use of masks in various cultures around the world to tell stories. They will then design and create their own mask that tells a story using papier mache and recycled materials. Our Year 9 artists will then complete an Impressionism unit. The girls will learn about the Impressionist and Post-Impressionist movements and the socio-cultural influences on the arts. They will study the painting techniques used in these movements and select their own landscape scene to recreate using impressionist and post-impressionist painting techniques.

The Year 9 Dance class with Miss Catherine Ryan will be starting the year by learning a variety of popular social dances from the past 100 years. The students will be dancing through time, experiencing a variety of styles including Disco, Rock 'n Roll, Vogue and Charleston. For their assessment the girls will perform a medley of dances which shows the evolution of popular dance through the decades. Also, coming up on the 20th of March is "Showcase" where the students are invited to perform and teach some fun dance material to future Maggies who will be coming to visit the college. In term 2, the students will then expand upon their knowledge of the Elements of Dance and explore the world of contemporary dance to discover how they can communicate messages or themes through movement. We are hoping to invite back a guest artist Dr Nerida Matthaehi from Phluxus Dance Company to deliver a choreographic workshop with the students in preparation for their own contemporary dance creations. The students will also be looking at how dance on film can communicate important messages and will be applying an analytical lens when viewing such dances by writing an extended response.

The Year 9 Drama students will be studying with Mrs Ivy Trueman. This semester, in Term 1 students will be developing a variety of skills, exploring conventions of realism through a number of teacher led workshops. For their assessment, students will be required to create a performance using an extract from 'Ten Reasons you should have stayed home sick today'. Following this, they will be working in the genre of silent film. The girls will create their own silent films drawing upon stock characters in Melodrama including the hero, the villain and the damsel in distress. They can devise a traditional version or mix it up with their own contemporary version of the genre.

This year the Yr 9 Music class will delve into the world of Rock Music. In the Semester One unit “You Rock!”, performing skills will be continuously practised in order to foster the confidence to freely play in front of audiences in both individual and group ensemble formats. Perhaps the annual “Showcase” on 20th March could provide an opportunity for some students to perform. Students will also compose their own rock song and analyse a huge variety of rock styles. RU ready to rock?

Jennie Edwards – Curriculum Middle Leader, The Arts

LANGUAGES

This semester, Year 9 students who have chosen Japanese as an elective will continue to build on their language skills while further developing their understanding of Japanese culture and everyday life.

In Term One, students will focus on language related to daily routines. They will learn how to tell the time, talk about days of the week, and discuss school subjects, enabling them to describe their daily schedules and school life in Japanese.

In Term Two, students will expand their language skills by learning how to talk about calendar months, dates, and seasons. This unit will support students in describing when events occur and deepen their understanding of seasonal life and traditions in Japan.

Throughout the year, students will continue to strengthen their knowledge of Japanese writing systems. They will be introduced to katakana for the first time, while also extending their skills in hiragana and beginning to develop their understanding and use of kanji.

Learning will be supported through the use of Education Perfect, along with engaging and interactive activities on platforms such as Quizlet and Kahoot, which reinforce language learning in a meaningful and enjoyable way.

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

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

Marita Townsend – Curriculum Middle Leader, Languages

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