

# YEAR 9

# SEMESTER BULLETIN



## 2024 SEMESTER 1

### LEARNING & TEACHING

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

How wonderful it is to see all of the Year 9 students back and ready for learning in 2024! At SMMC we aim to provide your daughter with a quality, contemporary education which utilises data and evidence to provide the best possible learning outcomes for your child. Our skilled and engaging teachers aim to structure their curriculum so that Year 8 students continue with their foundational subjects such as Religious Education, English, Mathematics, Science, Health & Physical Education and Humanities, whilst being introduced to more specialised curriculum through their Arts, Languages and Technologies elective subjects. This is the year for developing interests in subject areas and consolidating knowledge in the Key Learning Areas. I encourage all parents to make contact with your daughter's teachers should you have any questions regarding what they are learning and how we can best meet her needs, often reflection on your daughter's Semester Two report card in Year 8 can be a starting point for these conversations. This semester students will undertake NAPLAN online from the 13-19 March. We believe that our curriculum delivery is direct preparation for these Reading, Writing, Conventions of Language and Numeracy tests. However, students will do some preparation in terms of making them familiar with the online platform, along with some targeted approaches to Numeracy and the skills underpinning Writing. Should parents wish to look at the online platform, they are encouraged to take a look at the Public Demonstration Site linked [here](#).

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

Curriculum Area	Curriculum Leader	Email address
Religious Education	Rachel Harrison (Assistant Principal Identity & Mission)	<a href="mailto:rharrison6@smmc.catholic.edu.au">rharrison6@smmc.catholic.edu.au</a>
English	Correna Neumann	<a href="mailto:cneumann1@smmc.catholic.edu.au">cneumann1@smmc.catholic.edu.au</a>
Maths	Irma Lapico	<a href="mailto:ilapico@smmc.catholic.edu.au">ilapico@smmc.catholic.edu.au</a>
Science	Ben Naughton	<a href="mailto:bnaughton@smmc.catholic.edu.au">bnaughton@smmc.catholic.edu.au</a>
Humanities	Kath Burke	<a href="mailto:kburke4@smmc.catholic.edu.au">kburke4@smmc.catholic.edu.au</a>
Health and Physical Education	Kimberly Cameron	<a href="mailto:kcameron1@smmc.catholic.edu.au">kcameron1@smmc.catholic.edu.au</a>
Arts	Chris Davis	<a href="mailto:cdavis3@smmc.catholic.edu.au">cdavis3@smmc.catholic.edu.au</a>

Digital & Design Technologies	Cathy Jago (Acting)	<a href="mailto:cjago3@smmc.catholic.edu.au">cjago3@smmc.catholic.edu.au</a>
Food & Textiles Technologies	Wendy Owens	<a href="mailto:wowens@smmc.catholic.edu.au">wowens@smmc.catholic.edu.au</a>
Languages	Cathy Spencer	<a href="mailto:cspencer@smmc.catholic.edu.au">cspencer@smmc.catholic.edu.au</a>
Senior Pathways and VET	Katherine Truntic	<a href="mailto:ktruntic@smmc.catholic.edu.au">ktruntic@smmc.catholic.edu.au</a>
Inclusive Education	Paula Gabrielli	<a href="mailto:pgabrielli@smmc.catholic.edu.au">pgabrielli@smmc.catholic.edu.au</a>
Career Development Advisor	Marianne Milani	<a href="mailto:mmilani2@smmc.catholic.edu.au">mmilani2@smmc.catholic.edu.au</a>
Indigenous Education	Louise Martin	<a href="mailto:lmartin20@smmc.catholic.edu.au">lmartin20@smmc.catholic.edu.au</a>

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 1: A CARING RESPONSE

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: HEALING THE HEART

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

*Mrs Rachel Harrison*  
*Assistant Principal - Identity & Mission*

# ENGLISH

Welcome to Year 9 English!

This semester will be very busy with NAPLAN preparation and the implementation of Australian Curriculum V9. 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 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	Alison Lloyd	<a href="mailto:alloyd@smmc.catholic.edu.au">alloyd@smmc.catholic.edu.au</a>
9ENG.2	Kath Hunter	<a href="mailto:khunter6@smmc.catholic.edu.au">khunter6@smmc.catholic.edu.au</a>
9ENG.3	Lincoln Miller	<a href="mailto:lmiller11@smmc.catholic.edu.au">lmiller11@smmc.catholic.edu.au</a>
9ENG.4	Florinda Battistel	<a href="mailto:fbattistel@smmc.catholic.edu.au">fbattistel@smmc.catholic.edu.au</a>

Tips for success in English:

1. 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
2. Complete homework! If there is no set homework for English, your daughter should focus on revising the work completed in class
3. Ask questions. If your daughter is unsure of any work to be completed, please contact her teacher
4. Engage in class discussion
5. Join a debate team! Further information regarding our school debate teams will be released shortly
6. 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!

*Mrs Correna Neumann*  
*Curriculum Middle Leader - English*

## MATHEMATICS

Reshma Sauyani\*, CEO of 'Girls Who Code,' emphasizes the importance of instilling perseverance and embracing bravery over perfection in the learning process. Learning involves facing challenges, and it's entirely acceptable not to have all the answers immediately (Choney, 2018).

Our vision this year is to inspire bravery in your daughter's learning journey by reinforcing a growth mindset in mathematics. We aim to shift towards the approach of "I can't do this yet" or "What can I do to improve?" instead of the limiting belief of "I just can't do maths" (Helen Hindle, n.d.). A growth mindset recognizes that talents and abilities can be developed over time, with mistakes serving as opportunities for development and learning. Success is achieved through sustained effort and resilience, rather than relying solely on natural ability. As the Year 9 Curriculum in mathematics presents increased challenges, embracing this mindset alongside a dedicated homework and study routine to fortify concepts will establish the groundwork for successful outcomes in senior studies.

In Year 9, we guide students in exploring the Year 10 Mathematics courses available for Year 10 and beyond (grades 11 & 12). Based on their senior pathways interests and Year 9 results, they can choose between Year 10 Mathematics or Year 10 Mathematics with additional content (10A), providing a seamless transition to senior mathematics. Specifically, for students aspiring to pursue careers in Medicine, Veterinary Science, Pharmacy, Dentistry, Engineering, and other STEM fields, achieving a minimum of a B in Semesters 1 and 2 positions them for success in the Year 10 Mathematics course with the supplementary 10A content. For those uncertain about their future careers and senior pathways, we encourage them to invest effort in every lesson.

This semester, our Year 9 students will complete their final NAPLAN test, taking place in weeks 8-9 of Term One. During our lessons, students will explore past NAPLAN test questions to develop strategies to assist with their NAPLAN Numeracy Test.

Meet our experienced Year 9 team: Ms Leah Daniel (9MAT.1), Ms Anna-Luisa Bertocchi (9MAT.2), Mrs Clare Myles (9MAT.3), Ms Claire Tidmas (9MAT.4), and Ms Brownyn Miller (9MAT.5).

References:

Choney, S. (2018, March 13). Why do girls lose interest in STEM- new research has some answers and what we can do about it. Retrieved from Microsoft news: <https://news.microsoft.com/features/why-do-girls-lose-interest-in-stem-new-research-has-some-answers-and-what-we-can-do-about-it/>

Helen Hindle . (n.d.). Growth Mindset Maths. Retrieved from <https://www.growthmindsetmaths.com/>

\* Reshma Sauyani has also given a TED talk on this topic  
[https://www.ted.com/talks/reshma\\_sauyani\\_teach\\_girls\\_bravery\\_not\\_perfection?language=en](https://www.ted.com/talks/reshma_sauyani_teach_girls_bravery_not_perfection?language=en)

*Ms Irma Lapico*  
*Curriculum Middle Leader - Mathematics*

# SCIENCE

Welcome to SMMC Science 2024!

The Year 9 students begin the year with a focus on Physics firstly studying 'Electricity'. The students will learn how to build electrical circuits, represent them diagrammatically, and investigate the relationship between current, voltage and resistance. Then students will study the unit 'Transfer of energy'. The students will study the wave and particle models of energy transfer. They will consider the movement of energy through different mediums by investigating the transfer of thermal energy by conduction, convection, and radiation. They will also explore light and sound, both situations where energy is transferred by waves.

The Physics curriculum will be assessed via a test covering both units.

In Term Two, Chemistry becomes the focus as students study 'Atoms' and 'Chemical reactions' units. They will learn about elements, compounds, and mixtures. The students 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. This term the students will complete an assessment targeting specific scientific skills that have been the focus of the chemistry content, as well as a final test to gauge their progress to this point.

*Mr Ben Naughton*

*Curriculum Middle Leader - Science*

# HEALTH & PHYSICAL EDUCATION

Welcome to Health and Physical Education Semester One, 2024.

Year 9 students will begin Term One 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 Two will see the students study Positive Education and Positive Psychology. 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 One physical activity focused on is Aquatics, with a specific focus on Lifesaving and Swim and Survive activities.

In Term Two, the students will participate in Netball, with a focus on developing both their physical skills and teamwork skills.

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 Miss Margot Cook
- 9.2 Mr Jason Gray
- 9.3 Mr Jason Gray
- 9.4 Mr Michael Dear
- 9.5 Miss Ashleigh Rhodes

*Mrs Kim Cameron*

*Curriculum Middle Leader - Health and Physical Education*

# 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 One, 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 Florinda Battistel will work with 09GEO.1 this year. 09GEO.2 and 09GEO.4 will be working with Mrs Sarah Daniels. Ms Kath Burke will teach the 09GEO.3 class, and Mr Peter Leete is taking 09GEO.5. Students who have chosen BEC will work with Mrs Donna Bruce (9BEC.1 and 9BEC.2).

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

*Mrs Kath Burke*

*Curriculum Middle Leader - Humanities*

# FOOD & TEXTILES TECHNOLOGY

## FOOD DESIGN

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.

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.

We will also be encouraging our students to be mindful of the waste and look at ways in which we can repurpose ingredients into other 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: Ms Janice LoMonaco (9 FTE.1) and Mrs Nadine Orman (9 FTE.2 and 9 FTE.3)

TEXTILES

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 our skin from the sun?

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 PJ design to fruition, including designing a small piece of fabric that will be digitally printed and then sewn into a marketable pouch. Students are required to provide the materials needed to construct their two-piece PJ set: a shopping list will be provided in a few weeks.

Teacher: Mrs Nadine Owens

*Mrs Wendy Owens*  
*Curriculum Middle Leader - Food & Textile Technology*

## DIGITAL & DESIGN TECHNOLOGIES

Designing and creating with people at the heart.

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

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

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

### DESIGN & TECHNOLOGIES

In the first term, Mrs Jago's Year 9 Design & Technologies students embark on a journey to think like engineers. The initial focus of the year centers on a dynamic and interactive unit centered 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, Mrs Archard's Digital class kicks off with a comprehensive exploration into 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 proceed to build their mobile application on the Android platform. This hands-on approach allows them not only to conceptualise and design but also to create a functional product that can be utilised 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 students 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 students may need to use a mobile device for image, video, or voice recordings. The school has a number of devices for this purpose to use in this subject. If the students prefer to, they can use their own devices to capture content. However, this must occur at home with the file sent to school electronically.

*Ms Cathy Jago*

*Acting Curriculum Middle Leader - Technologies*

## LANGUAGES

Saluti/Konnichiwa/Greetings!

Your daughter has made a great decision choosing to continue her study of a language and we will endeavour to ensure she has an interesting, challenging and fun year. During your daughter's year studying Japanese or Italian she will continue to develop some conversational skills and learn more about the culture of Japan or Italy. Over the year she will develop skills in reading, writing, listening to and speaking the language. It is vital that your daughter spends time regularly learning the vocabulary we are using in class. Just 10 -15 minutes every homework night will mean she is prepared for lessons and able to participate in class. You can help her by quizzing her on the meanings and ask her to teach you some language.

In Italian students will begin with the most popular topics, food and eating out in a restaurant. Then they will be comparing housing in Italy and Australia and learn to describe their homes.

Japanese students will learn to talk about their Daily Routine, Leisure Activities, School, Hobbies and Homestay. Japanese language students will also use Quizlet as a vocab learning tool in lessons and Vocaroo as a voice recording instrument.

All Languages students will all have access to the language learning website Education Perfect. This website will be used in class and can also be used at home.

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

If you have any questions or concerns don't hesitate to contact us.

*Mrs Cathy Spencer*

*Curriculum Middle Leader - Languages*

## THE ARTS

ART

In Unit One, Year 9 Art will explore Cultural Masks. The students will learn about the purpose of a mask, the use of masks in various cultures around the world and the design elements and principles of mask making. They will then have some fun designing and creating a mask using papier mache and recycled materials. Our Year 9 artists will then complete an Impressionism unit. The students 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.

## DANCE

The Year 9 Dance class will be starting off the year by learning a variety of popular social dances with Mr Chris Davis in the unit 'If I could Turn Back Time'. The students will be dancing through time by learning popular dances such as Disco, Rock 'n Roll and Charleston. For their assessment the students will perform in small groups creating their own social dance medley routine showcasing the dance crazes across the 20th century. Also, coming up on Friday, 8 March is our 'Showcase' where the students are invited to perform their dances and teach some fun dance material to future Maggies who will be coming to visit the college.

They will then explore the Elements of Dance in a unit titled 'You're the Voice' and how they can communicate messages through Contemporary Dance. SMMC is engaging a guest artist Dr Nerida Matthaehi from Phluxus Dance Company to workshop with the students in Term Two. We will create a dance that they will perform together before applying an analytical lens when viewing dance by writing an extended response.

## DRAMA

The Year 9 Drama students will be studying with Mr Chris Davis. This semester, in Term One students will be developing a variety of skills, exploring genres and conventions through a number of teacher-led workshops. For their assessment, students will be required to create a performance based on the genre that they are most drawn to. Following this, they will be working in the genre of silent film. The students will create their own silent films drawing upon stock characters Melodrama including the hero, the villain and damsel in distress. They can do a traditional version or mix it up with their own contemporary version of the genre. 'Showcase' is also coming up on Friday, 8 March and the Year 9's are invited to participate and play some drama games with our Maggies of the future - showing them how amazing Drama is at SMMC!

## MUSIC

This year the combined Year 9 and 10 Music class delve into the magical world of Musical Theatre. 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' could provide an opportunity for some students to perform. Hopefully, some students also participate in the school musical production 'Bring It On' in June. We'll discover the characteristics of musical theatre, from opera classics to Broadway smash hits, preparing students for writing and performing their own mini-musical at the end of the year.



# ASSESSMENT CALENDAR

To access the Year 9 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

The poster features a young woman in a blue school uniform and hat smiling. The background is dark blue with white and yellow text. A QR code is located in the bottom left, with a yellow arrow pointing to it. A search bar at the bottom contains the text 'St Margaret Mary's College'.