

Our Lady of the Sacred Heart Catholic College



Sadadeen Campus Open House Year 10 Curriculum Booklet

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YEAR 10 CURRICULUM 2022

The transition from Middle Years to Senior Years is a major step in the life of each student. Having successfully completed Year 9, the student now embarks on a three-year program designed to enable him or her to complete the requirements of the Northern Territory Certificate of Education and Training (NTCET) to graduate successfully with a high school certificate. This certificate is most important as it will determine to a large extent the students post school options for employment and further education.

Our students study the Year 10 Australian Curriculum which describes what young Australians should learn as they progress through schooling. It is the foundation for their future learning, growth and active participation in the Australian community. It sets our essential knowledge, understanding, skills and capabilities and provides a national standard for student achievement in core learning areas. Year 10 students also begin a Stage 1 compulsory unit Personal Learning Plan (PLP), which is worth 10 credits towards their NTCET.

In Year 10 students study both core subjects and elective subjects. Before choosing electives, the following points should be considered:

- Interest, ability and enjoyment are all important factors when choosing subjects
- Most elective subjects lead to courses at Stage 2 in Year 12. (Year 11 and 12 subject choice booklets can be viewed on the school website)
- Select a broad range of electives to ensure that a variety of curriculum areas before entering Years 11 and 12 is experienced.

Students are recommended to investigate each elective subject, ask questions of teachers and other students and to make their own decisions.

Each student will study the core program below.

- English
- Mathematics
- Religion
- Science
- SOSE (Studies of Society & Environment)
- Personal Learning Plan (PLP): Stage 1 10 credits
- Physical Education

Music can be either taken as a semester or a full year subject, VET Health is a full year subject and other electives are semester subjects; further details are contained later in this booklet. A maximum of four elective modules can be chosen (two each semester).

Year 10 students continue to be assisted in their studies by a homework and study centre, offered in the library from Monday – Friday 3-4.30pm and the diary system. There is an expectation that all students will complete regular homework. A diary is used to help students organise their time, and to facilitate communication between parents and the School. Subject teachers will closely monitor the progress of each student. Parents are encouraged to communicate any concerns they may have through the diary. Parents will receive regular reports that outline the progress of their sons and daughters. The Snapshot report will show a “snapshot” of student progress in weeks 5 and 9 of terms 1, 2 and 3 and week 4 of term 4. Student reports show both academic performance and attitude to the work requirements of the subject. Students will be given recognition for academic achievement.

The elective subjects available in Year 10 are:

- Dance
- Design, Technology & Engineering: Metal
- Design, Technology & Engineering: Wood
- Drama
- Multi Media
- Music
- Science, Technology, Engineering and Maths (STEM)
- Sport Science
- VET Health
- Visual Art
- Food & Nutrition

Before choosing, it is suggested that you consider these points:

- interest, ability and enjoyment are all important factors when choosing subjects
- most of these elective subjects are currently offered through to SACE Stage 2 at Year 12
- there is no prior knowledge assumed in Design, Food Technology, Art, Music or Drama

Remember to investigate each subject, ask questions of teachers and other students and make up your own mind about your subject selection.

THE AUSTRALIAN CURRICULUM

For more information about the Australian Curriculum please visit www.australiancurriculum.edu.au or make an appointment to speak to Penny Reid, Curriculum Coordinator. Further, very comprehensive information can be found on the above link to the ACARA (Australian Curriculum) website under the Information for Parents tab (Information Sheets).

ELECTIVE SUBJECT DESCRIPTORS

DANCE - This subject is a one semester course

Students continue to explore the elements of dance through both practical and theoretical work. They practise and refine technical skills (using Safe Dance practices) to develop proficiency in genre- and style-specific techniques. They rehearse dance work for performance (or a chosen off-stage role), using expressive skills (or production skills) to communicate a choreographer's intent. In developing their choreographic skills, students experiment with improvisation to find new movement possibilities, and explore the use of movement motifs, choreographic devices and form. Students analyse a range of dance from contemporary and past times to explore differing viewpoints, and consider the impact of dance from different cultures, places and times on Australian dance. They evaluate their own choreography and performance, and that of others, to inform and refine their dance-making practice.

Assessment Tasks:

- Performance
- Dance Review
- Reflections
- Technique
- Composition

DESIGN, TECHNOLOGY & ENGINEERING: METAL - This subject is a one semester course

Students continue to explain how needs, resources and circumstances affect the scope of implementation of a design brief. They analyse alternatives and explain functional, aesthetic, social and environmental design choices. They justify selection of appropriate materials using properties, aesthetics, environmental impacts and an emerging understanding of cost. They organise and implement production processes to defined standards of quality.

Students demonstrate use of specialised equipment to reach specified standards of quality and safety. Students analyse and assess the products/processes/systems selected in design production from inception to completion. They report on choices in the use of products/processes/systems and impact on the community/environment. Students present own design proposal using technical terminology and showing development of ideas. This subject is a prerequisite to Stage 1 Design and Technology Metal.

Assessment Tasks:

- Skills Task
- Folio
- Product
- Assignment

ELECTIVE SUBJECT DESCRIPTORS

DESIGN, TECHNOLOGY & ENGINEERING: WOOD - This subject is a one semester course

Students continue to explain how needs, resources and circumstances affect the scope of implementation of a design brief. They organise and implement production processes to defined standards of quality. Students demonstrate use of specialised equipment to reach specified standards of quality and safety. Students analyse and assess the products/processes/systems selected in design production from inception to completion. Students present their own design proposal using technical terminology and showing development of ideas. This subject is a prerequisite to Stage 1 Design and Technology Wood.

Assessment Tasks:

Materials Safety Data Sheet
Deck Chair
Student Folio

DRAMA - This subject is a one semester course

Students continue to explore the elements of drama through both practical and theoretical work. They practice and refine drama skills, including characterisation, voice, movement, and improvisation, to develop confidence and proficiency in presenting to an audience. Students act as a member of a team in group-devised and/or scripted work, and rehearse work for performance (or a chosen off-stage role), to tell a story or communicate an intent. They reflect on their work to encourage articulation and analysis of their own ideas and practice. Students explore drama from contemporary and past times, and consider the impact of different cultures, places and times on Australian theatre.

Students develop their practical and creative potential, as well as their capacity to engage as a collective group. By engaging in drama activities such as performing, researching and developing and applying acting methodologies, students appreciate the value of working collaboratively to create and present dramatic works. Students develop their vocal and physical acuity and acquire fundamental, functional knowledge associated with practical and theoretical components of drama.

Assessment Tasks:

Group Production
Drama Journal
Practical Classwork
Theatre Review

ELECTIVE SUBJECT DESCRIPTORS

MEDIA STUDIES - This subject is a one semester course

Media Studies involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media Studies connects audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies. The course is designed to inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential in a world of mass media.

Assessment Tasks:

Folio 1: Camera Skills

Folio 2: Short Film - Sound

Folio 3: Video Interviews

Folio 4: TV Ads

MUSIC - This subject is a one semester course

Students continue to develop their theory skills as they build on their understanding and use of the elements of music. Through composition, they extend their understanding and use of more complex rhythms and diversity of pitch and incorporate dynamics and expression in different forms. Through a study of world music, they draw on music from a range of cultures, times and locations as they experience music and explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of music as they make and respond to music. Students build on their understanding from previous performance experiences as they engage with more diverse music on their primary instruments.

Assessment Tasks:

Musicianship

Performance

Composition

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM) - This subject is a one semester course

Students explore aspects of science, technology, robotics, engineering, industry and mathematics. They develop a range of practical and cognitive skills that will help them become innovative, productive and globally aware citizens of the future. Students test their experimental design and manage a hydroponic project. They work as a team and use mathematics and modelling to solve the 'Stranded on an Island' problems. Students learn and perform basic coding and programming challenges with LEGO EV3 robots. Students build a personal portfolio of scientific reading material and share their findings with others. The achievement of students is based on their performance in these various tasks.

Assessment Tasks:

Food for the Future: Hydroponics Investigation

Stranded on an Island – Canoe Escape Mission

Coding & Robotics – Competency Achievement Certificate

STEM Reading Portfolio

ELECTIVE SUBJECT DESCRIPTORS

SPORT SCIENCE - This subject is a one semester course

Students develop an understanding of four body systems: skeletal, muscular, cardiovascular and respiratory. Through exploratory processes and data collection, they analyse the interplay of these systems, as well as the individual and collective impact that physical activity and fitness has on the human body. Students develop skills in communication, investigation, and the ability to apply knowledge to practical situations.

Assessment Tasks:

Assignments
Topic Tests
Laboratories

VET HEALTH - This is a full year course

Year 10 VET Health students are studying both HLT23215: Certificate II in Health Support Services and CHC22015: Certificate II in Community Services (Dual Qualification).

During the first semester students will complete module one and module two as well as the First Aid (incorporating CPR) module HLTAID003.

VISUAL ART - This subject is a one semester course

Students continue to experiment with a diversity of historic and contemporary ideas and forms to compile a Folio on Pewter, Inktober, and Landscape Art. They employ a range of materials, skills, techniques, processes, technologies and conventions and arts terms to determine the possibilities for application. Students use relevant arts terminology to identify, analyse and interpret arts experiences and other artists work and reflect and discuss different points of view and interpretations. They analyse a range of historical and contemporary artworks to understand the influence of context on artists and arts practice. Students create a folio that accompanies their practical artwork, showcasing their knowledge and learnt skills.

Assessment Tasks:

Analysis
Brainstorm/Creative Thinking
Research & Practical Application/Exploration

GENERAL INFORMATION: NTCET

Year 10 students begin their NTCET study with the PLP. In Years 11 and 12 they complete the NTCET.

WHAT IS THE NTCET?

The Northern Territory Certificate of Education (NTCET) is a qualification awarded to students who successfully complete their senior secondary education (Years 11 and 12). The NTCET is the main way Northern Territory students get into University and TAFE courses in the Northern Territory, interstate and overseas. It is conducted under the auspices of the South Australian Certificate of Education (SACE). The NTCET is flexibly designed to meet the needs of students of all abilities taking into account their interests, strengths and career aspirations. Families, higher and further education providers, employers and the community can also be confident that students achieving the NTCET are prepared for their chosen pathways – whether they are headed for further education and training, university, an apprenticeship or straight into the workforce.

The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (Year 12). Students will be able to study a wide range of subjects and courses as part of the NTCET. Stage 2 of the NTCET builds upon the work completed at Stage 1 and helps students to focus on subject content but also in the areas of their capabilities.

WHAT DOES THE NTCET LOOK LIKE?

As part of the NTCET students:

- receive credits for many different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community service) provided they are recognised by the SACE Board
- are able to return to their studies at any time in the future to complete the NTCET without losing credit for work already undertaken
- receive A to E grades at every Stage 1 and A+ to E- for Stage 2 SACE subjects
- are expected to gain and demonstrate essential skills and knowledge for their future, focusing on the seven Capabilities (Literacy, Numeracy, ICT, Critical and Creative Thinking, Personal and Social, Ethical Understanding and Intercultural)
- have 30 per cent of their work in every Stage 2 subject externally assessed. This will be done in various ways, including exams, practical performances and presentations
- have external moderators check the school-assessed parts of Stage 2 subjects to ensure consistent grading across South Australia and the Northern Territory.

WHERE CAN I FIND MORE INFORMATION ABOUT THE SUBJECTS BEING OFFERED FROM 2022?

Information and updates about the SACE are posted regularly on the SACE website at www.sace.sa.edu.au.

Further information can be found in the SACE publication 'Achieve' at the following link www.sace.sa.edu.au/news/school-news/achieve.

THE REQUIREMENTS TO ACHIEVE THE NTCET

To gain the certificate students must earn 200 credits. Ten credits are equivalent to one semester or six month's study in a particular subject or course. Some elements of the SACE are compulsory. These are:

- a Personal Learning Plan at Stage 1 (usually undertaken in Year 10), worth 10 credits
- at least 20 credits towards Literacy from a range of English studies at Stage 1 Level
- at least 10 credits towards Numeracy from a range of Mathematics studies at Stage 1
- completion of at least 60 additional credits in Stage 2 subjects and courses

The importance of the compulsory elements is reflected in the requirement that students must achieve either a grade A, B, C (or equivalent) in these subjects to complete the NTCET successfully. In addition to the compulsory elements, students will choose from a wide range of subjects and courses to earn the remaining 90 credits to gain the SACE. These include subjects and courses from either Stage 1 or Stage 2.

2022 SUBJECT SELECTION

Elective availability will depend upon the pattern of selection. Hence students must select reserve preferences. All other subjects should be considered and then entered electronically into the Web Preferences system. A guide to this is provided below.

Whilst every effort will be made to accommodate the selections made by each student, the allocation of students to subjects will depend upon the availability of resources, the pattern of student selection and the priority assigned to each preference. Working in this manner allows us to develop greater flexibility in our scheduling, which in turn allows more students to study the electives they have chosen as higher priorities. Students joining a class in Semester 2 will not be disadvantaged if the class also contains students who are seeking a year-long experience in those subjects offered.

Guide to Web Preferences:

- Students receive all required information in their email
- Web Preferences explains the process in detail
- Instructions are emailed to students.
- Email address is: <https://webmail.ntschoools.net>
- Students should make all decisions with their parents
- Compulsory subjects are selected automatically

Every effort will be made to grant students their first choice dependent on class sizes. In the event of more applicants than the class size allows, students will be placed according to the submission date of their receipt. **Please print and drop off your receipt to the Sadadeen Front Office ASAP to avoid disappointment.**

VOCATIONAL EDUCATION AND TRAINING (VET)

OLSH works in partnership with Charles Darwin University to offer an extensive range of VET opportunities to OLSH students. These additional courses add flexibility to the curriculum and provide alternative pathways that can complement students' subject selection. Students obtain practical work experience, develop employability skills and, expand their interpersonal skills by participating in this option. VET courses also allow students to explore potential career paths.

Students can seek advice on future employment, traineeships, school based apprenticeships, university and vocational options through a careers meeting. These discussions assist students in determining if they are on the right pathway to achieve their ambitions after completing their Northern Territory Certificate of Education and Training (NTCET).

Potential Courses in 2022:

Group 1 (New Students in 2022) Provisional:

- Certificate II Creative Industries
- Certificate II Sport and Recreation
- Certificate I Automotive Voc Prep
- Certificate II Engineering Pathways
- Certificate II Construction Pathways
- Certificate I Hospitality (Cooking)
- Certificate II Music
- Certificate II Salon Assistant (Hair)
- Certificate II Retail Services
- Certificate II Retail (Beauty)
- Certificate II Business
- Certificate II Plumbing
- Tour Guide Skillset

In addition students may access:

- Certificate II in Hospitality through a weekly attendance program
- Certificate III & IV in Hospitality
- Certificate I & II in Retail-Offered online through a flexi-learning program

Significant changes are expected to the VET program in 2022.

Further information will be sent home in Term 4, once funding is finalised.

Students may also select Certificate II Health Support Service/Certificate II Community Services as an elective subject which will be delivered as part of the timetable (VET Health) at OLSH by Ms McPhee.

Students may also select Certificate II in Aircraft Line Maintenance which will involve 2 days per fortnight at Alice Springs Airport, delivered by Aviation Australia.

PASTORAL CARE & WELLBEING

The size of Sadadeen campus means that all the students are personally known and their pastoral care and wellbeing is paramount. We acknowledge that relationships are a key component of our pastoral care of students, their families, and the staff with whom we work. We foster an environment that is welcoming, safe and where students are respected as individual members of a larger community. Pastoral care across the Campus is coordinated by the Pastoral Care & Wellbeing Team which consists of Year Level Coordinators and Head of Campus with input from the College Counsellors, Inclusion Support and Indigenous Support Teams.

Each student has a homeroom teacher who meets daily with the homeroom class and remains the first point of contact for parents. Each year level is under the guidance of a Year Level Coordinator. The Year Level Coordinator covers student's curricular and co-curricular activities, and guides the year level through the many and varied activities and demands that each year brings. The College has developed effective strategies and policies on matters of student behaviour, harassment and bullying, health issues for adolescent students, personal development programs, and other issues pertinent to students. The College is a Mind Matters school and makes use of programs such as SenseAbility and LoveBites which aim to foster positive relationships, build self-esteem, confidence and enhance leadership skills.

Year 10 students in 2022 are involved in programs such as Love Bites Program, Reflection Day, Picnic Day and PLP workshops.

COUNSELLING SUPPORT

Counselling support is available to all students at Sadadeen.

The College has a number of experienced counsellors to provide support and therapy for students as required, following referrals, which are usually made by parents and/or teachers.

Students may experience problems related to self-esteem; anxiety; grief / loss; relationship issues; adjusting to new situations; changes in family structure, emotional regulation, trauma etc.

The Counselling team are happy to discuss with parents any concerns in relation to their children, and discuss support which can be implemented at School, or if necessary, referrals to appropriate agencies outside of the College. Phone any OLSH campus to contact the College counsellors.

INCLUSION SUPPORT

Inclusion means that all students, regardless of their ability, are given an opportunity to learn and interact with their peers. It is an opportunity to learn and interact with their peers. It is an approach to education where every student is valued, supported and receives access to equal opportunities and learning experiences.

There are processes in place to offer students, with identified special needs, equity of access to the whole school environment. OLSH aims to provide the most appropriate education for each enrolled student. Suitable courses, within a flexible and supportive curriculum, is our goal.

INDIGENOUS SUPPORT

The OLSH Catholic College Aboriginal and Islander Education Team work hard to support both the academic and wellbeing needs of our students.

In 2018 we launched our Reconciliation Action Plan (RAP) which outlines all of the ways we will continue to build a school community which values relationships, demonstrates respect and seeks opportunities to work with our local Aboriginal and Islander families and communities. This year we have updated our RAP and given ourselves new goals and outcomes to work towards.

We are proud of our partnership with AIME (Australian Indigenous Mentoring Experience). Facilitators from AIME would normally visit OLSH to run workshops with our Aboriginal and Islander students, focusing on leadership and aspirational thinking. With COVID-19, the visits have been suspended this year, but will continue in 2022, in the interim AIME are offering digital mentoring to our year 10, 11 and 12 students.

Calib Hearn is the Aboriginal and Islander Education Worker and Suzanne Ellem is an Aboriginal and Islander Support worker based at the Sadadeen Campus. Sue and Calib are both passionate about seeing our students achieve to their full potential, being strong in their culture and identity and sharing this strength with our broader school community. Calib has lived in Alice Springs most of his life, and has been an active member of the community as an adult. He is of Aboriginal descent and relates to the issues young people face greatly as he has not long since left school. Sue has worked and lived on aboriginal communities in various parts of Australia for about 20 years and is well aware of the needs of young aboriginal people at OLSH. Calib and Sue can be contacted via the Sadadeen front office on 8950 7315, or at calib.hearn@nt.catholic.edu.au and suzanne.ellem@nt.catholic.edu.au.

Christopher Harvey is the Aboriginal and Islander Education Coordinator for 2022. Chris works with the AIEW's on each campus and coordinates the RAP and other policies and programs in relation to Aboriginal and Islander Education. Chris comes to the position in 2022 with a background of working closely with aboriginal people, 15 years at Raukkan Aboriginal School as Principal, 9 years at Nyangatjatjara College as Principal and a year at Yipirinya School as Principal. Chris is based at the Traeger campus and can be contacted by phone via the Traeger front office on 8950 8511 or alternatively, his email is christopher.harvey@nt.catholic.edu.au.

CURRENT CONTACTS

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Useful Websites

SACE Board
www.sace.sa.edu.au

SATAC
www.satac.edu.au

Adelaide University
www.adelaide.edu.au

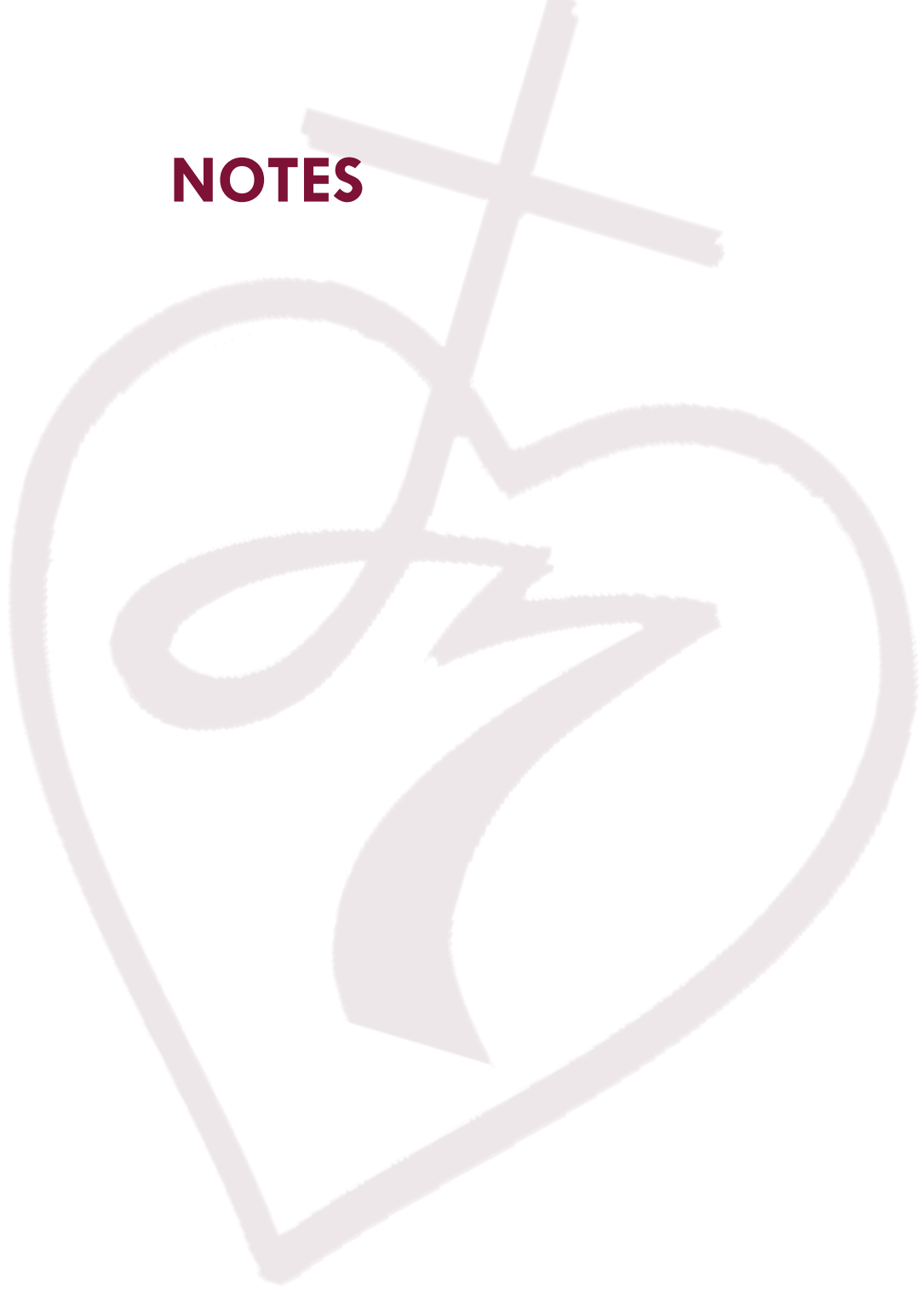
Flinders University
www.flinders.edu.au

Uni SA
www.unisa.edu.au

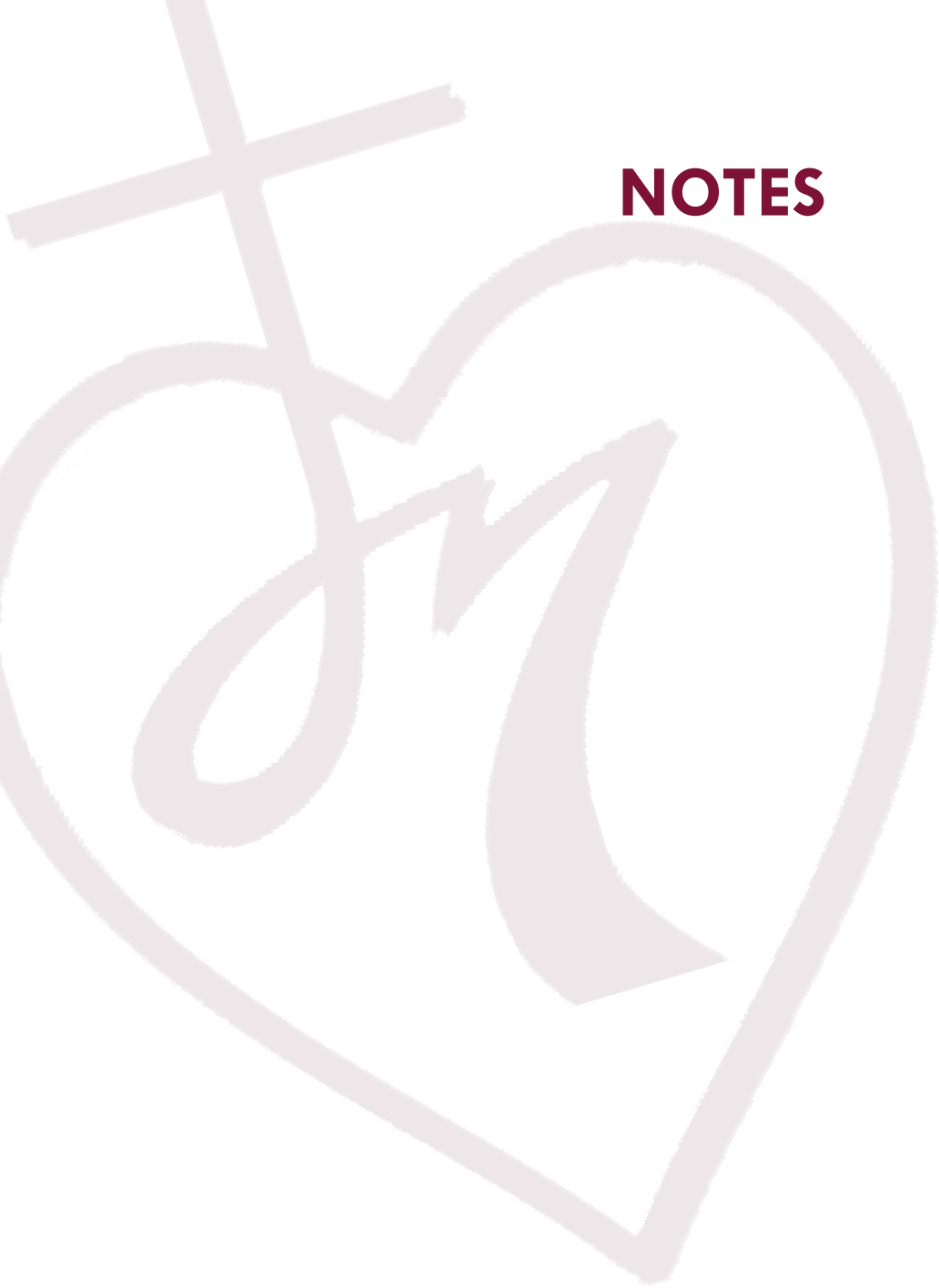
TAFE SA
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My Future
www.myfuture.edu.au

NOTES



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**Our Lady of the Sacred Heart Catholic College
Co Educational | Transition to Year 12
Every Child Counts, Every Student Matters**



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