

# Our Lady of the Sacred Heart Catholic College



## Sadadeen Campus Open House Year 11 Curriculum Booklet

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# GENERAL INFORMATION: 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?

Specific information for students can be found at the following link: <https://www.sace.sa.edu.au/studying>.

# 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 NTCET 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

OLSH students usually study 5 subjects in Year 12.

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 NTCET. These include subjects and courses from either Stage 1 or Stage 2.

# DESIGNING A COURSE FOR YEAR 11

For students studying the NTCET in 2023 and beyond.

Before making final decisions about subjects to be taken at Stage 1 (or Stage 2, students and parents should talk together, consult with subject teachers and, if necessary, the Careers Counsellor and the Curriculum Co-ordinator and consider carefully the following:

- the interest and ability the student has in subject areas considered for further study
- information from reports, assessments, examination results and vocational guidance testing which indicate the student's strengths and weaknesses
- the career areas the student might pursue based on interest and ability
- the compulsory SACE subjects
- a good balance of subjects
- the possibility of interstate or international study, where English may be a compulsory requirement

Many courses of further study do have certain school subjects as pre-requisites. If a student is considering a future application for entry into tertiary study or further training, it is essential that enquiries be made as soon as possible to discover the precise subjects and levels that are expected as pre-requisites or are recommended by such organisations.

This information is available in brochures available in the SLC. Up-to-date information is supplied as it becomes available. While the School will give all assistance and information possible in these matters, the onus lies on the students and their parents to secure the precise details they require for each institution.

The Careers Counsellor, Mr Jon Raveney is available for discussions on appointment.

# SUBJECT SELECTION STAGE 1 (YEAR 11)

## How many subjects?

Students choose courses totaling 120 credits.

- All students study 20 credits of an English. In preparation for Year 12, students are encouraged to reflect whether they wish to study interstate or in another country, and check whether English is a compulsory requirement. It is not for South Australian study except for ESL students (dependent on Visa requirements) but is in most other states. This is an important reason to continue English in Year 12.
- All students study at least 10 credits of a Mathematics course, however, it is recommended that students study 20 credits of Mathematics at Stage 1. The courses selected will depend upon the previous study and aspirations for Year 12.
- All students study Religious Education (Integrated Learning) in semester 1. This is a Stage 2 10 credit subject and can contribute to a student's ATAR (Australian Tertiary Admissions Ranking). All students study Religion Studies which is a Stage 1 10 credit subject in semester 2.
- There are 3 remaining elective lines, students will select 3 electives for the year. They have the option of changing these electives mid year if their career mapping and/or future direction requires adjusting.

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.

## Guide to Web Preferences:

- Instructions are emailed to the student's school email address.
- Students' school email can be accessed via: <https://webmail.ntschoools.net>
- Students should discuss their subject choice with their parents, subject teachers and where required the VET Co-ordinator and Curriculum Co-ordinator.

Every effort will be made to grant students their first choice dependant 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.

**NB: THE CUT OFF DATE TO CHANGE SUBJECTS IS THE END OF WEEK 2 OF EACH SEMESTER.**

# BIOLOGY

**Stage Offered:** Stage 1 and 2

**Credits:** 10-credit subject or a 20-credit subject at Stage 1, and a 20-credit subject at Stage 2

**Contact person:** Brodie Edwards

**Course Entry Requirements:**

Year 11 C+ level or above in Year 10 Science or at the discretion of the HOD

Year 12 C+ level or above in Stage 1 Biology or at the discretion of the HOD

**Course Description:**

In their study of Biology, students develop and extend their understanding of the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.

Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives.

(Reference: <https://www.sace.sa.edu.au/web/guest/studying/subjects/biology>)

**Topics Covered in Stage 1:**

- Cells and Microorganisms
- Infectious Disease
- Multicellular Organisms
- Biodiversity and Ecosystem Dynamics

**Topics covered in Stage 2:**

- DNA and Proteins
- Cells as the basis of Life
- Homeostasis

**Assessment:**

For Stage 1 – Students will demonstrate their knowledge of the content through four Assessment pieces per Semester. Each assessment type should have a weighting of at least 20%.

Students undertake at least one practical investigation, one investigation with a focus on science as human endeavour and at least one skills and applications task.

For Stage 2 – Students provide evidence of their learning through eight assessments, including the external assessment component: at least two practical investigations, one investigation with a focus on science as a human endeavour, at least three skills and applications tasks, one examination.

**School assessment (70%):**

- Assessment Type 1: Investigations Folio (30%)
- Assessment Type 2: Skills and Applications Tasks (40%)
- Assessment Type 3: Examination (30%)

**External assessment (30%):**

**Future Options:**

This course prepares students for further study in biological sciences, forensic sciences and health sciences including medicine courses at university and other tertiary institutions.



# BUSINESS INNOVATION

**Stage Offered:** Stage 1 and 2

**Credits:** 10-credit subject or a 20-credit subject at Stage 1, and a 20-credit subject at Stage 2

**Contact person:** Innocent Madamombe

**Course Entry Requirements:**

Year 11 C+ level or above in Year 10 HASS or at the discretion of the HOD.

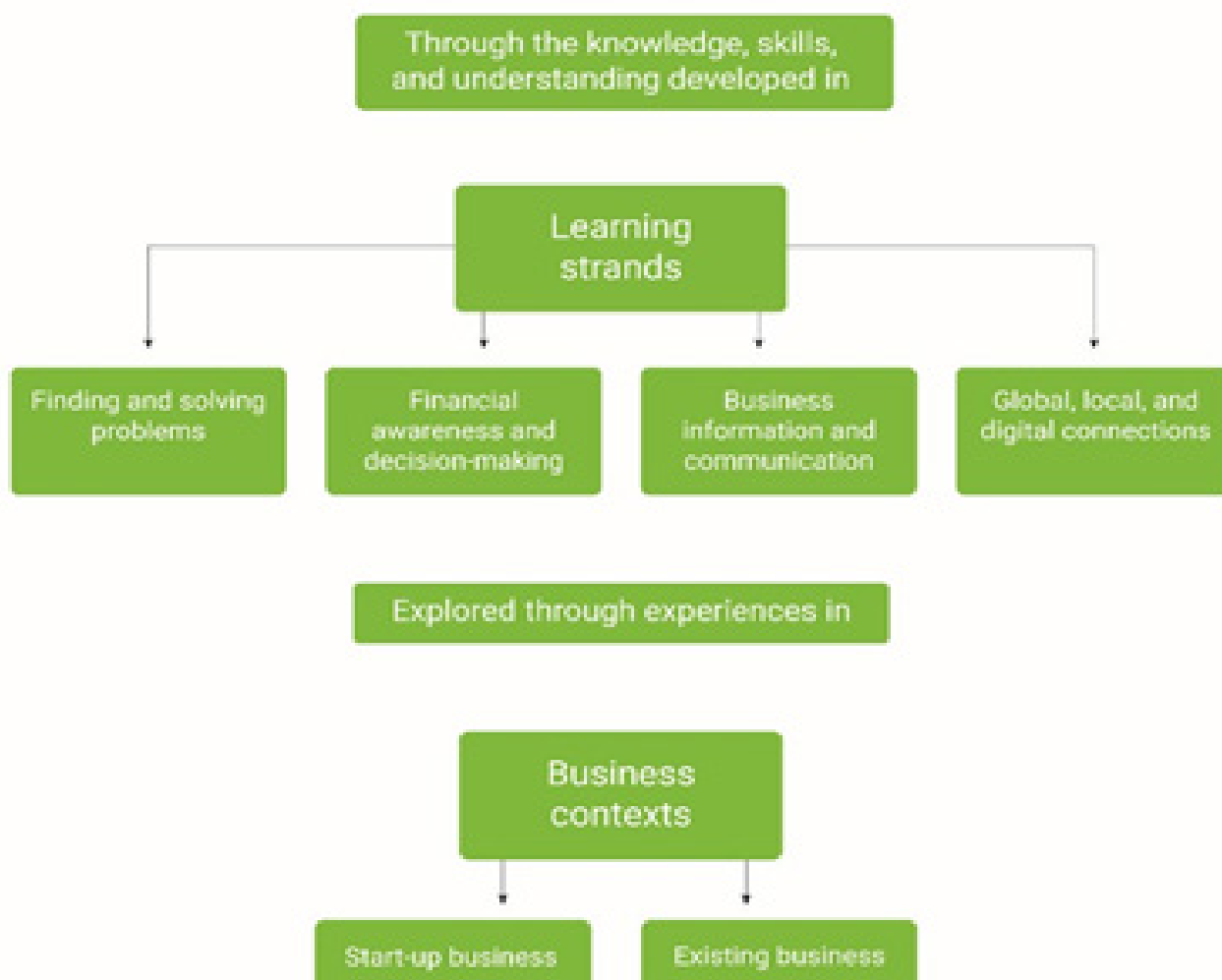
Year 12 C+ level or above in Stage 1 Business Innovation or at the discretion of the HOD.

**Course Description:**

Business Innovation is a 10-credit subject or a 20-credit subject at Stage 1, and a 20 credit subject at Stage 2.

In Stage 1 Business Innovation, students begin to develop the knowledge, skills, and understandings to engage in business contexts in the modern world. In a time when design- led companies outperform other companies, students are immersed in the process of finding and solving customer problems or needs through design thinking and using assumption-based planning tools. The customer is at the centre of the innovation process and the generation of viable business products, services, and processes.

## Understanding of how and why businesses innovate



# BUSINESS INNOVATION

Students consider the opportunities and challenges associated with start-up and existing businesses in the modern, connected world. They consider how digital and emerging technologies may present opportunities to enhance business models and analyse the responsibilities and impacts of proposed business models on global and local communities.

## **Evidence of Learning/Assessment:**

Stage 1 Business Innovation:

- Assessment Type 1: Business Skills (40%)
- Assessment Type 2: Business Model (30%)

For a 10-credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%.

Students undertake:

- three business skills tasks, one of which is a business model summary
- one business pitch

For a 20-credit subject, students should provide evidence of their learning through eight assessments. Each assessment type should have a weighting of at least 20%.

Students undertake:

- six business skills tasks, two of which are business model summaries
- two business pitches

## **Future Options:**

This course prepares students for further study in business and commerce courses at university and other tertiary institutions.

# CHEMISTRY

**Stage Offered:** Stage 1 and 2

**Credits:** 10-credit subject or a 20-credit subject at Stage 1, and a 20-credit subject at Stage 2

**Contact person:** Laarni Gaces

**Course Entry Requirements:**

Year 11 C+ level or above in Year 10 Science or at the discretion of the HOD.

Year 12 C+ level or above in Stage 1 Chemistry or at the discretion of the HOD.

**Course Description:**

In their study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.

They acquire skills to de-construct a problem, design an experiment, plan, carry out and collect data in order to form a thorough and intelligent explanation of the chemical phenomena. They learn to communicate their research and knowledge of how the world is chemically constructed and works. They explore the interactions between the human need for raw resources and the impact on its environment.

(Reference: <https://www.sace.sa.edu.au/studying/subjects/chemistry>)

**Topics covered in Stage 1:**

- Materials and their atoms
- Combining of atoms
- Molecules
- Mixtures and solutions
- Acids and bases
- Redox reactions

**Topics covered in Stage 2:**

- Monitoring the environment
- Managing chemical processes
- Organic and biological chemistry
- Managing resources

**Assessment:**

For Stage 1 – Students will demonstrate their knowledge of the content through four Assessment pieces per Semester. Each assessment type should have a weighting of at least 20%.

Students undertake at least one practical investigation, one investigation with a focus on science as human endeavour and at least one skills and applications task.

For Stage 2 – Students provide evidence of their learning through eight assessments, including the external assessment component.

**School assessment (70%):**

- Assessment Type 1: Investigations Folio (30%)
- Assessment Type 2: Skills and Applications Tasks (40%)
- **External assessment (30%)**
- Assessment Type 3: Examination (30%)

**Future Options:**

This course prepare students for further study in the fields of engineering, renewable energy generation, communications, materials innovation, medical science, scientific research, and the exploration of the universe.



# DESIGN, TECHNOLOGY & ENGINEERING - MATERIAL SOLUTIONS (WOOD)

**Stage Offered:** Stage 1 and 2

**Credits:** 10-credit subject or a 20-credit subject at Stage 1, and as a 20-credit subject at Stage 2.

**Contact person:** Anthony Bindle

## **Course Entry Requirements:**

Year 11 C+ level or above in Year 10 Material Solutions or at the discretion of the HOD.

Year 12 C+ level or above in Stage 1 Material Solutions or at the discretion of the HOD.

## **Course Description:**

Stage 1 and 2 Design, Technology and Engineering for Handbook

The new Design, Technology and Engineering subjects will replace the Stage 1 and Stage 2 Design and Technology subjects from 2020.

Design, Technology and Engineering is organised into four contexts: digital communication solutions, industry and entrepreneurial solutions, material solutions and robotic and electronic systems.

The contexts provide opportunities to develop design thinking, to investigate engineering solutions, to develop a plan, realise the solution and evaluate the outcome. The context is chosen by the school to meet student needs and interests, taking into account the resources available.

Each of these contexts: digital communication solutions, industry and entrepreneurial solutions, material solutions and robotic and electronic systems provides a separate enrolment option for students.

**The courses offered in this department are:**

## **Industry and Entrepreneurial Design Solutions (1IES10, 1IES20)**

This context involves the designing of solutions to meet industry requirements or to invent an entrepreneurial product that meets a need or solves a problem. This could be achieved using design programs, such as computer aided design, to develop prototypes or products. Students demonstrate knowledge and skills associated with systems, processes and materials appropriate for the prototype and final solution.

## **Material Solutions (1MRS10, 1MRS20)**

This context involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to create a product using appropriate materials. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and materials such as metals, plastics, wood, composites, ceramics, textiles, and foods.

# ESSENTIAL ENGLISH

**Stage Offered:** Stage 1 and Stage 2

**Credits:** 2x 10-credit subjects at Stage 1

**Contact person:** Al Strangeways

## **Course Description:**

- This course is offered as a continuation of Year 10 English Link or a choice for students who have undertaken Year 10 English.

Stage 1 Essential English is designed for a range of students, including those who are seeking to meet the SACE literacy requirement, students planning to pursue a career in a range of trades or vocational pathways, and those intending to continue their study of Essential English at Stage 2.

There is an emphasis on communication, comprehension, analysis, and text creation.

- Students who successfully complete 20 credits of this subject, so both semesters of Year 11 with a C grade or better, will meet the literacy requirement of the SACE, and do not have to continue with English in Stage 2.

## **Some topics may include:**

- Shared analysis of texts such as narratives, song lyrics, media texts and films
- Creation of texts such as speeches, narratives and persuasive texts.

## **Assessment:**

- 2x Respondings to texts 50%
- 2x Creating Texts 50%

# ENGLISH LITERARY STUDIES

**Stage Offered:** Stage 1 and 2

**Credits:** 2 x 10-Credit Semester Stage 1, and 1 x 20-Credit Stage 2

**Contact person:** Al Strangeways

## **Course Entry Requirements:**

Year 11 C+ level or above in Year 10 English Literary Studies or at the discretion of the HOD.

Year 12 C+ level or above in Stage 1 English Literary Studies or at the discretion of the HOD.

## **Course Description:**

This course is offered as a continuation for students who have undertaken year 10 English literary studies. Stage 1 English Literary Studies has a emphasis on analysing and creating literary texts and focuses on the skills and strategies of critical reading needed to interpret texts for either Stage 2 English or English Literary Studies. Through shared and individual study of texts, students encounter different opinions, have opportunities to exchange and develop ideas, and consider a range of critical interpretations of texts.

## **Some topics may include:**

- Shared analysis of literary texts and films such as, Shakespearean plays, poetry and novels.
- Critical analysis of literary and everyday texts under supervised conditions.
- Creation of texts such as poetry, monologues and persuasive texts.

## **Assessment:**

2x Responding to texts 50%

1x Intertextual study 25%

1x Creating texts 25%



# ENGLISH

**Stage Offered:** Stage 1 and 2

**Credits:** 2 x 10-Credit Semester Stage 1, and 20-Credit Stage 2

**Contact person:** Al Strangeways

## **Course Entry Requirements:**

Year 11 C+ level or above in Year 10 English or at the discretion of the HOD.

Year 12 C+ level or above in Stage 1 English or at the discretion of the HOD.

## **Course Description:**

This course is offered as a continuation of Year 10 English or a choice of Year 10 English Literary Studies. Stage 1 English has an emphasis on responding to texts, creating texts, and intertextual study. Students critically and creatively engage with a variety of types of texts including novels, film, media, poetry, and drama texts. They analyse the interrelationships of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts.

This course is offered as a continuation of year 10 English or a choice for students who have undertaken year 10 English Literary Studies. All students are advised to discuss their senior English pathway with their teacher.

## **Some topics may include:**

- Shared analysis of poetry, novels, films and everyday texts.
- Creation of texts such as poetry, narratives, speeches and persuasive texts.

## **Assessment:**

1x Responding to texts 25%

1x Intertextual study 25%

2x Creating texts 50%

# FOOD AND HOSPITALITY

**Stage Offered:** Stage 1 and 2

**Credits:** 10-credit subject or a 20-credit subject at Stage 1, and as a 20-credit subject at Stage 2.

**Contact person:** Evelyn Gaces

**Assumed Prior Knowledge:**

Completion of Stage 1 Food and Hospitality to a satisfactory standard can be an advantage, but it is not essential.

**Course Description:**

Students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality.

Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

Some topics may include:

- Food, the Individual and the Family
- Local and Global Issues in Food and Hospitality
- Trends in Food and Culture
- Food and Safety

**Assessment:**

Practical Activity (2 tasks)

Group activity (1 task)

Investigation - 1000 word research report

**Future Options:**

This course prepares students for further study in food and nutrition courses at university and other tertiary institutions.

# ESSENTIAL MATHEMATICS

**Stage Offered:** Stage 1 and 2

**Credits:** 10-credit subject or a 20-credit subject at Stage 1, and as a 20-credit subject at Stage 2.

**Contact person:** Andrew Mirtschin

## **Course Entry Requirements:**

Year 11 C+ level or above for year 10 mathematics (10L -> EM, 10GM -> GM & 10Adv -> MM) or at the discretion of the HOD.

Year 12 C+ level or above in the subject at year 11 (EM, GM & MM respectively) or at the discretion of HOD.

## **Course Description:**

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

Essential Mathematics allows students to achieve the numeracy requirements of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

Each course consists of content from at least three of the following topics:

- Calculations, Time and Ratio
- Earning and Spending
- Geometry
- Data in Context
- Measurement
- Investing

## **Assessment:**

- Skills and Applications Tasks
- Folio

## **Semester 1:**

(50%)  
(50%)

## **Semester 2:**

(65%)  
(35%)

## **Future Options:**

If students receive solid passes in both semester courses of Stage 1 Essential Mathematics, then continuing on to Stage 2 Essential Mathematics is an option. However, the preferred pathway into Stage 2 Essential Maths is via Stage 1 General Mathematics. Essential Mathematics is intended for students planning to pursue a career in a range of trades or vocations.



# GENERAL MATHEMATICS

**Stage Offered:** Stage 1 and 2

**Credits:** 10-credit subject or a 20-credit subject at Stage 1, and as a 20-credit subject at Stage 2.

**Contact person:** Andrew Mirtschin

## **Course Entry Requirements:**

Year 11 C+ level or above for year 10 mathematics (10L -> EM, 10GM -> GM & 10Adv -> MM) or at the discretion of the HOD.

Year 12 C+ level or above in the subject at year 11 (EM, GM & MM respectively) or at the discretion of HOD.

## **Course Description:**

General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key ideas in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices. Students also learn to make informed and critical use of electronic technology.

General Mathematics allows students to achieve the numeracy requirements of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

General Mathematics runs as a one semester, 10-credit subject, and is offered in each semester as a distinct course, allowing students who take it in both semesters to achieve 20-credit points.

Each course consists of content from at least three of the following topics:

- Matrices and Networks
- Measurement
- Statistical Investigation
- Investing and Borrowing
- Applications of Trigonometry
- Linear and Exponential Functions and their Graphs

## **Assessment:**

**Skills and Applications Tasks:** 65%

**Assessment Type 2: Investigations:** 35%

## **Future Options:**

Stage 1 General Mathematics (Specialist) provides the foundation for further study in Stage 2 General Mathematics or Stage 2 Essential Mathematics.

# MATHEMATICAL METHODS

**Stage Offered:** Stage 1 and 2

**Credits:** 10-credit subject or a 20-credit subject at Stage 1, and as a 20-credit subject at Stage 2.

**Contact person:** Andrew Mirtschin

## **Course Entry Requirements:**

Year 11 C+ level or above for year 10 mathematics (10L -> EM, 10GM -> GM & 10Adv -> MM) or at the discretion of the HOD.

Year 12 C+ level or above in the subject at year 11 (EM, GM & MM respectively) or at the discretion of HOD.

## **Course Description:**

Mathematics (Methods) draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. Students also learn to make informed and critical use of electronic technology.

Mathematics (Methods) allows students to achieve the numeracy requirements of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

Mathematics (Methods) runs as a one semester, 10-credit subject, and is offered in each semester as a distinct course, allowing students who take it in both semesters to achieve 20-credit points.

Each course consists of content from at least three of the following topics:

- Functions and Graphs
- Polynomials
- Trigonometry
- Counting and Statistics
- Growth and Decay
- Introduction to Differential Calculus

## **Assessment:**

- Arithmetic and geometric sequence and series
- Geometry
- Further Trigonometry

**Skills and Applications Tasks:** 75%

**Assessment Type 2: Investigations:** 25%

# SPECIALIST MATHEMATICS

**Stage Offered:** Stage 1 and 2

**Credits:** 10-credit subject or a 20-credit subject at Stage 1, and as a 20-credit subject at Stage 2.

**Contact person:** Andrew Mirtschin

## **Course Entry Requirements:**

Year 11 C+ level or above for year 10 mathematics (10L -> EM, 10GM -> GM & 10Adv -> MM) or at the discretion of the HOD.

Year 12 C+ level or above in the subject at year 11 (EM, GM & MM respectively) or at the discretion of HOD.

## **Course Description:**

Through the study of Mathematics (Specialist), students extend their mathematical experience and their mathematical flexibility and versatility. They develop an increasingly complex and sophisticated understanding of mathematical reasoning, arguments and proofs, and confidence in using mathematics to model the real world. Students also learn to make informed and critical use of electronic technology

Mathematics (Specialist) is designed to be studied in conjunction with Mathematics (Methods).

Mathematic (Specialist) runs as a one semester, 10-credit subject, and is offered in each semester as a distinct course, allowing students who take it in both semesters to achieve 20-credit points.

Each course consists of content from at least three of the following topics:

- Arithmetic and Geometric Sequences and Series
- Geometry
- Vectors in the Plane
- Further Trigonometry
- Matrices
- Real and Complex Numbers

## **Assessment:**

**Skills and Applications Tasks:** 75%

**Assessment Type 2: Investigations:** 25%



# MEDIA STUDIES

**Stage Offered:** Stage 1 and 2

**Credits:** 10-credit subject or a 20-credit subject at Stage 1, and as a 20-credit subject at Stage 2.

**Contact person:** Harry Symons

## **Course Entry Requirements:**

Year 11 C+ level or above in Year 10 Media or at the discretion of the HOD.

Year 12 C+ level or above in Stage 1 Media or at the discretion of the HOD.

## **Course Description:**

Students gain an understanding of media organisations, the role the audience plays in the creation of media products, knowledge of media representation, and an awareness of different media conventions. Students work independently and collaboratively to develop skills in media production such as scripting, cinematography, and editing. They also develop skills in research, communication and investigation.

Some topics may include:

- Pre-production: Scripting & Storyboarding
- Television Advertising
- Documentaries
- Broadcast news
- Editing in Adobe Premiere Pro

## **Assessment:**

For a 10-credit subject, students should provide evidence of their learning through three Media Explorations, one Media Interaction and two Productions. Each assessment type should have a weighting of at least 20%.

For a 20-credit subject, students should provide evidence of their learning through two Media Explorations, one Media Investigation, one Media Interaction and two Productions.

## **Future Options:**

This course prepares students for further study in Mass Communications, Advertising, TV and Broadcasting, and Creative Services courses at university and other tertiary institutions.

# MODERN HISTORY

**Stage Offered:** Stage 1 and 2

**Credits:** 10-credit subject or a 20-credit subject at Stage 1, and as a 20-credit subject at Stage 2.

**Contact person:** Jon Raveney

## **Course Description:**

In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements, the ideas that inspired them, and their short- term and long-term consequences for societies, systems, and individuals.

Students explore the impacts of these developments and movements on people's ideas, perspectives, circumstances, and lives. They investigate ways in which people, groups, and institutions challenge political structures, social organisations, and economic models to transform societies.

## **Topics may include: Year 11**

- French Revolution
- Imperialism
- Decolonisation
- Stalin

## **Topics may include: Year 12**

- Changing World Order 1945- (Cold War)
- China (1949-c1999)

## **Assessment:**

For a 10-credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%. Students undertake three historical skills assessments, and one historical study. Types of assignments given research essays, source analyses, and debates.

For a 20-credit subject, students should provide evidence of their learning through eight assessments. Each assessment type should have a weighting of at least 20%. Students undertake six historical skills assessments, and two historical studies. Types of assignments given include research essays, source analyses, and debates.

## **Future Options:**

This course prepares students for further study in accounting courses at university and other tertiary institutions.

# MUSIC ADVANCED

**Stage Offered:** Stage 1

**Credits:** 20-credit subject

**Contact person:** Penny Reid

## **Course Entry Requirements:**

Year 11 C+ level or above in Year 10 Music or at the discretion of the HOD.

Year 12 C+ level or above in Stage 1 Music or at the discretion of the HOD.

## **Course Description:**

A diverse range of music programs may be designed to cater for student interests, backgrounds, and possible future studies in Music. Music Advanced programs are designed to extend students' existing musical understanding and skills in creating and responding to music. They provide pathways to Stage 2 Music Studies, Music Performance - Ensemble, Music Performance - Solo, and/or Music Explorations.

## **Assessment:**

The following assessment types enable students to demonstrate their learning in Stage 1 Music:

- Assessment Type 1: Creative Works
- Assessment Type 2: Musical Literacy

For a 20-credit subject, students should provide evidence of their learning through seven assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

- at least three creative works
- at least two musical literacy tasks

## **Future options:**

This course prepares students for further study in Music and the Arts at university and other tertiary institutions, as well as pursuing employment directly related to their specialised vocation.

# MUSIC EXPERIENCE

**Stage Offered:** Stage 1

**Credits:** 20-credit subject

**Contact person:** Penny Reid

## **Course Entry Requirements:**

Year 11 C+ level or above in Year 10 Music or at the discretion of the HOD.

Year 12 C+ level or above in Stage 1 Music or at the discretion of the HOD.

## **Course Description:**

Music Experience is designed for students with emerging musical skills and provides opportunities for them to develop their musical understanding and skills in creating and responding to music.

This subject provides pathways to four Stage 2 music subjects: Music Performance — Ensemble, Music Performance — Solo, Music Explorations and/or Music Studies.

## **Assessment:**

The following assessment types enable students to demonstrate their learning in Stage 1 Music:

- Assessment Type 1: Creative Works
- Assessment Type 2: Musical Literacy

For a 20-credit subject, students should provide evidence of their learning through seven assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

- at least three creative works
- at least two musical literacy tasks

## **Future Options:**

This course prepares students for further study in Music and the Arts at university and other tertiary institutions, as well as pursuing employment directly related to their specialised vocation.



# PSYCHOLOGY

**Stage Offered:** Stage 1 & Stage 2

**Credits:** 10-credit subject at Stage 1, and as a 20-credit subject at Stage 2

**Contact person:** Evelyn Gaces

**Course Entry Requirements:**

Year 11 C+ level or above in Year 10 Science or at the discretion of the HOD.

Year 12 C+ level or above in Stage 1 Science or at the discretion of the HOD.

**Assumed Prior Knowledge:**

Stage 1 Psychology

**Course Description:**

The study of psychology enables students to understand their own behaviours and the behaviours of others. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data.

By emphasising evidence-based procedures (i.e. observation, experimentation and experience) the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences by employing evidence-based procedures.

**Topics Studied:**

- Cognitive Psychology
- Neuropsychology
- Lifespan Psychology
- Emotion
- Psychological wellbeing
- Psychology in context
- Negotiated topic

**Assessment:**

Students provide evidence of learning through 4-5 assessments. Each assessment will have a weighting of at least 20%.

In Stage 1 there will be at least one group task and two skills and applications tasks.

**Future Options:**

This course prepares students for further study in Psychology and Health related areas at university and other tertiary institutions, as well as pursuing employment directly related to their specialised vocation.

# PHYSICAL EDUCATION

**Stage Offered:** Stage 1 and 2

**Credits:** 10-credit subject or a 20-credit subject at Stage 1, and as a 20-credit subject at Stage 2.

**Contact person:** Kirsten Warner

## **Course Entry Requirements:**

Year 11 C+ level or above in Year 10 Physical Education or at the discretion of the HOD.

Year 12 C+ level or above in Stage 1 Physical Education or at the discretion of the HOD

## **Course Description:**

Students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity.

They explore and analyse their own physical capacities/performance as well as the barriers and enablers that impact equity of participation.

Students develop skills in communication, investigation, and the ability to apply knowledge to practical situations.

## **Some topics may include:**

- Biomechanics
- Sports Psychology
- Factors affecting performance
- Sports such as Badminton, Volleyball, Soccer and Golf

## **Assessment:**

For a 10-credit subject, students should provide evidence of their learning through two assessments. Each assessment type should have a weighting of at least 25%.

Students undertake at least one Performance Improvement task and at least one Physical Activity Investigation.

For a 20-credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 25%.

Students undertake two Performance Improvement tasks and two Physical Activity Investigations.

## **Future Options:**

This course prepares students for further study in health science and human movement courses at university and other tertiary institutions.

# PHYSICS

**Stage Offered:** Stage 1 and 2

**Credits:** 10-credit subject or a 20-credit subject at Stage 1, and as a 20-credit subject at Stage 2.

**Contact person:** Veronica Perez or Brodie Edwards (Science Head of Department)

## **Course Entry Requirements:**

Year 11 C+ level or above in Year 10 Science or at the discretion of the HOD.

Year 12 C+ level or above in Stage 1 Physics or at the discretion of the HOD.

## **Course Description:**

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years. Science inquiry skills and science as a human endeavour are integral to students' learning in this subject and are interwoven through their study of science understanding.

(Reference: <https://www.sace.sa.edu.au/studying/subjects/physics>)

## **Topics covered in Stage 1:**

- Linear motion and Forces
- Electric Circuits
- Heat
- Energy and Momentum
- Waves
- Nuclear models and Radioactivity

## **Topics covered in Stage 2:**

- Motion and Relativity
- Electricity and magnetism
- Light and atoms

## **Assessment:**

### **School assessment (70%):**

- Assessment Type 1: Investigations Folio (30%)
- Assessment Type 2: Skills and Applications Tasks (40%)

### **External assessment (30%):**

- Assessment Type 3: Examination (30%)

## **Future Options:**

This course prepare students for further study in the fields of engineering, renewable energy generation, communications, materials innovation, transport and vehicle safety, medical science, scientific research, and the exploration of the universe.

# RELIGIOUS EDUCATION (INTEGRATED LEARNING)

**Stage Offered:** Stage 2 only, undertaken by Years 11 and 12 simultaneously.

**Credits:** Over the course of Years 11 and 12 students will complete two semesters of 10 credit units in Year 11 and one 10 credit unit in the first semester of Year 12. (Year 12 students do not have Religious Education in Semester 2; they are given a “study line” to give them time to prepare for final Year 12 submissions and exams.)

**Contact person:** Clare Curnow

## **Course Description:**

Students undertake three units of RE which they complete over the course of the first three semesters of their senior years.

### *Unit 1: World Religions*

This unit focuses on various religions practised around the world and in Australia. Students learn about the historical and cultural contexts of religions, and how adherence to a religion can be rewarding and challenging. This unit develops knowledge and tolerance of different religions and encourages students to understand how people’s faith affects their values and behaviours.

### *Unit 2: Religion and Meaning*

In Religion and Meaning, students learn about the relative nature of good and evil and how understandings of good and evil are dependent on context. They also explore why and how people develop their perception of good and evil and how their beliefs influence the way they live their lives.

In the second half of the unit, students investigate how religions generally preach justice and equality as core values and they are tasked with researching ways religions endeavour to address injustice and inequality. Conversely, there is also study of how religions themselves can perpetrate and embed injustice and equality, whether that is intentional or not.

### *Unit 3:*

This will be a new unit and the course content has not been finalised.

## **Assessment:**

### *Unit 1: World Religions*

Practical Inquiry – 40%

Connection – 30%

Personal Endeavour – 30% (all students’ Personal Endeavour tasks are marked externally)

### *Unit 2: Religion and Meaning*

Reflective Analysis – 2 tasks, 20% each

Connections – 30%

Transformative Action – 30% (all students’ Transformative Action tasks are marked externally)

### *Unit 3:*

Assessment requirements are undecided and are pending the finalisation of the new course.

# VISUAL ART

**Stage Offered:** Stage 1 and 2

**Credits:** 10-credit subject or a 20-credit subject at Stage 1, and as a 20-credit subject at Stage 2.

**Contact person:** Renee Ferguson

## **Course Entry Requirements:**

Year 11 C+ level or above in Year 10 Visual Art or at the discretion of the HOD.

Year 12 C+ level or above in Stage 1 Visual Art or at the discretion of the HOD.

## **Course Description:**

Visual Arts engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation and the ability to develop ideas, refine technical skills, and produce imaginative solutions. An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal beliefs, values, feelings, concepts, and opinions to provide observations of their lived or imagined experiences. Through the initiation and development of problem-solving and experimentation, in a diversity of media and techniques students demonstrate a range of skills.

By analysing other practitioners' works of art, students gain an understanding of styles and learn to respond to these works in informed ways. Of particular interest in this subject are past and present influences that impact on the visual arts: local and global events, social and political values. Different perspectives of cultural groups and individuals also provide reference for study.

## **Assessment:**

A folio (40%), a practical component (30%), and a visual study (30%), are all used to assess students learning.

## **Future Options:**

This course prepares students with critical thinking for further study in design and creative arts courses at university and other tertiary institutions.



# 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 may also be able to undertake a School-based apprenticeship.

Students can seek advice on future employment, traineeships, school based apprenticeships, university and vocational options by 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 2023:

### **Group 1 - New Students in 2023 (DRAFT)**

#### **Weekly Courses – running 1 day per week:**

Cert II Aircraft Line Maintenance  
(Aviation Australia)  
Cert II Visual Arts (CDU)  
Cert II Retail Services (CDU)  
Cert II Information Technology (CDU)  
Cert II Salon Assistant (CDU)  
Cert II Retail Cosmetics (Beauty) (CDU)  
Cert III Hospitality (plus evening  
restaurants) (CDU)

#### **Block Courses – running 1 week per term:**

Cert II Workplace Skills – 1 year  
Cert II Meat Processing (Butchery) – 1 year  
Cert II Kitchen Operations (cooking) – 1 year  
Cert II Sport and Recreation – 1 year  
Cert II Music – 1 year  
Cert II Automotive Vocational Prep – 2 years  
Cert II Construction Pathways – 2 years  
Cert II Plumbing Services – 2 years  
Cert II Engineering Pathways – 2 years  
Cert II Conservation and Land Management –  
1 year

### **Group 2 - Continuing Students (Students who began in 2022)**

- Certificate II Automotive (Part 2)
- Certificate II Construction Pathways (Part 2)
- Certificate II Engineering Pathways (Part 2)
- Certificate II Retail Cosmetics (Beauty) (Part 2)
- Certificate III Business (For those who have completed Cert II Workplace Skills)
- Certificate II Information Technology (Part 2)

Year 11 Students may also commence Northern Territory Police, Fire and Emergency Services Cadets (Certificate III Business and Certificate II Community Services), Certificate II Aircraft Line Maintenance. These courses will be delivered weekly and run over Year 11 & Year 12.

# VOCATIONAL EDUCATION AND TRAINING (VET)

- Students can earn 5 NTCET credits for successfully completing 35 hours of VET, and 10 NTCET credits for 70 hours.
- The SACE Board determines whether the NTCET credits earned for a particular VET qualification will be recognised at Stage 1 or Stage 2.
- Students can refer to the VET Recognition Register for more information about recognition at Stage 1 and Stage 2.

**For more information about VET, and to check the VET Recognition Register, visit:**  
[www.sace.sa.edu.au/subjects/recognised-learning](http://www.sace.sa.edu.au/subjects/recognised-learning)

**In addition students may access:**

Certificate I and II in Retail-Offered online through a flexi learning program.

Enrolment in these subject will be arranged during Term 4 2022. They sit 'above and beyond' the normal subject load for most students in Year 11, although some students (eg NTPFES Cadets) will be able to access study lines, by discussion, at school.

# PASTORAL CARE & WELLBEING

The size of Sadadeen campus means that all students are known well. 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, 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, as well as being conversant with each student's curricular and co-curricular activities, 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 programmes, and other issues pertinent to students. The College is a MindMatters school and makes use of programs such as BounceBack, and Peer Support that aim to foster positive relationships, build self-esteem, confidence and enhance leadership skills.

Year 11 students in 2023 have the opportunity to engage in the Year 11 Leadership Colloquium and also East Timor Immersion experience.

# 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, but will continue in 2023, in the interim AIME are offering digital mentoring to our year 10, 11 and 12 students.

Suzanne Ellem is an Aboriginal and Islander Support worker based at the Sadadeen Campus. Sue is 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. 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. Sue can be contacted via the Sadadeen front office on 8950 7315, or at [suzanne.ellem@nt.catholic.edu.au](mailto:suzanne.ellem@nt.catholic.edu.au).

Christopher Harvey is the Aboriginal and Islander Education Coordinator. 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 has an extensive 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](mailto:christopher.harvey@nt.catholic.edu.au).

# CURRENT CONTACTS

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## Useful Websites

SACE Board  
[www.sace.sa.edu.au](http://www.sace.sa.edu.au)

SATAC  
[www.satac.edu.au](http://www.satac.edu.au)

Adelaide University  
[www.adelaide.edu.au](http://www.adelaide.edu.au)

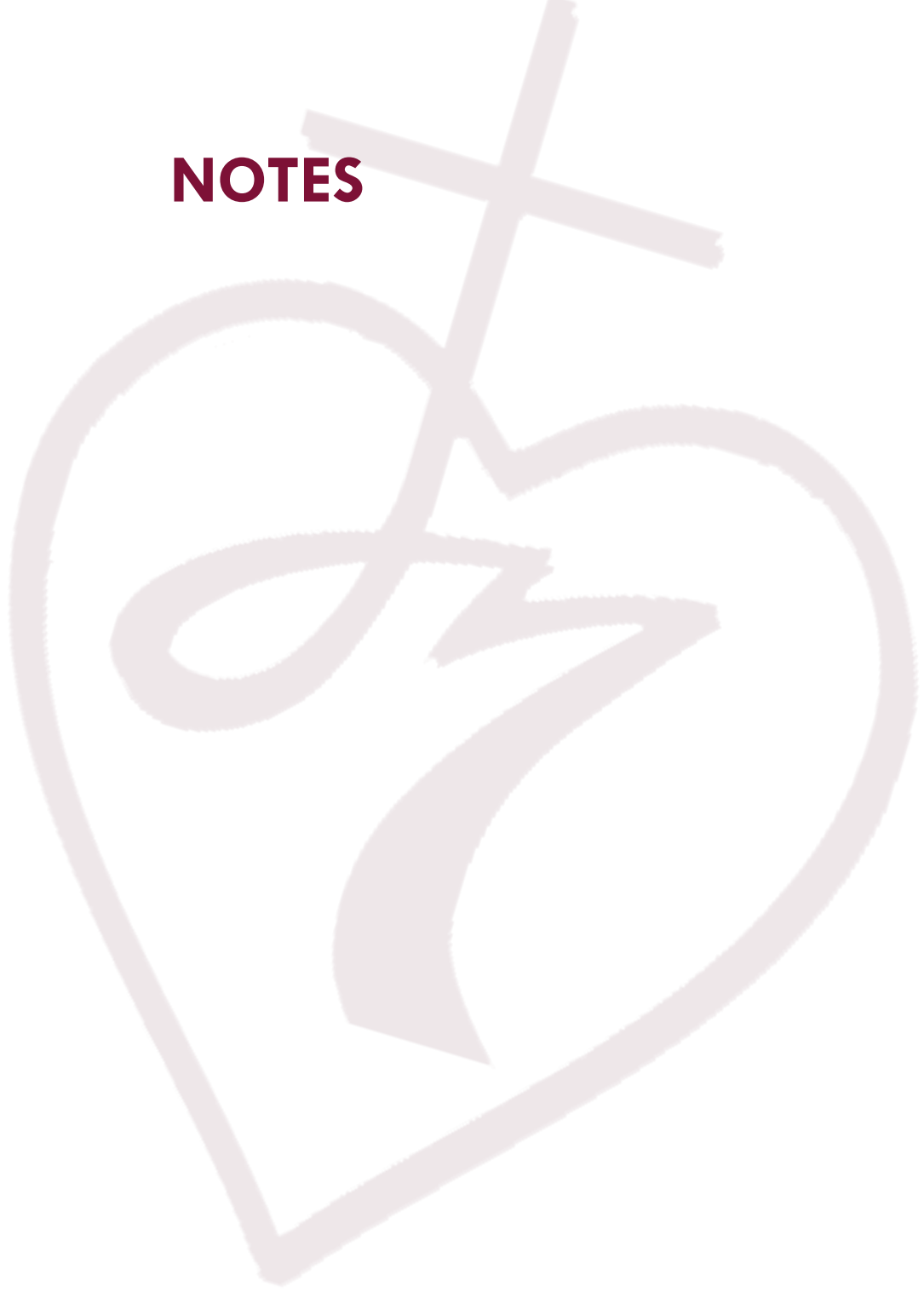
Flinders University  
[www.flinders.edu.au](http://www.flinders.edu.au)

Uni SA  
[www.unisa.edu.au](http://www.unisa.edu.au)

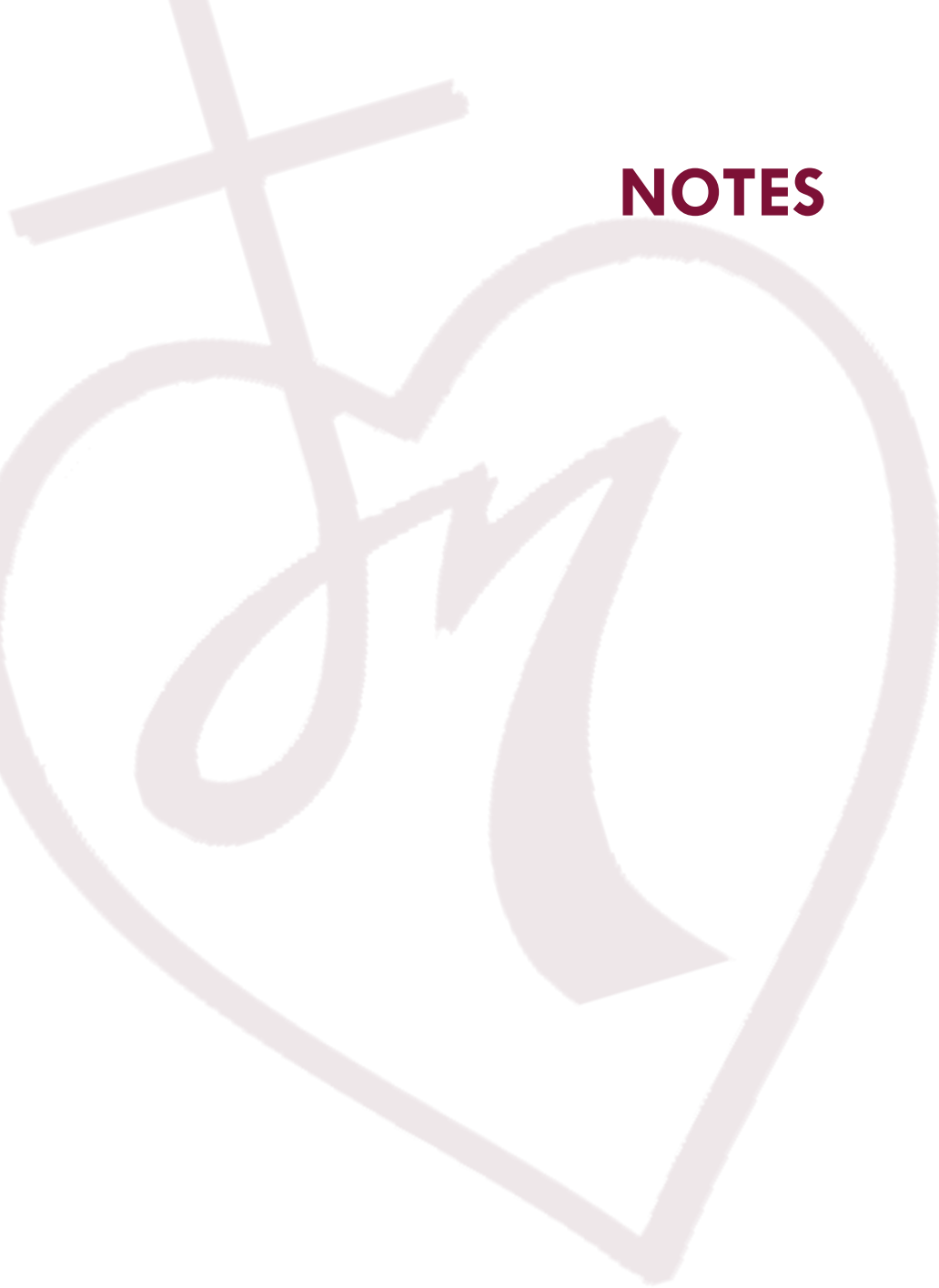
TAFE SA  
[www.tafe.sa.edu.au](http://www.tafe.sa.edu.au)

My Future  
[www.myfuture.edu.au](http://www.myfuture.edu.au)

# NOTES



## NOTES





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





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