



Our Lady of the Sacred Heart Catholic College



Sadadeen Campus Open House Year 12 Curriculum Booklet

Phone: (08) 8950 6400 Email: admin.olshalice@nt.catholic.edu.au

www.olshalice.catholic.edu.au CRICOS Provider 02598D

JUSTICE | LOVE | PEACE





CONTENTS

General Information: NTCET.....	2
Requirements to achieve the NTCET.....	3
Designing a course.....	4
Subject Selection.....	5
Subjects.....	5
• Biology.....	6
• Business Innovation.....	7
• Chemistry.....	8
• Creative Arts (Dance/Drama).....	9
• Creative Arts (Photography).....	10
• Design Technology and Engineering.....	11
• Essential English.....	12
• English Literary Studies.....	13
• English.....	14
• Food and Hospitality.....	15
• Legal Studies.....	16
• Essential Mathematics.....	17
• General Mathematics.....	18
• Mathematics (Methods).....	19
• Mathematics (Specialist).....	20
• Media Studies.....	21
• Modern History.....	22
• Music Studies.....	23
• Music Explorations.....	24
• Music Solo Performance.....	25
• Music Ensemble Performance.....	26
• Psychology.....	27
• Physical Education.....	28
• Physics.....	29
• Religious Education (Integrated Learning).....	30
Vocational Opportunities (VET).....	31
Pastoral Care & Wellbeing.....	32
Counselling Support.....	33
Inclusion Support.....	34
Indigenous Support.....	35
Current Contacts.....	36

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

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.

OLSH students usually study 5.5 subjects in Year 12. This is to ensure that students have adequate means to acquire the points for an ATAR at the necessary level and to keep students' study pathways as broad as possible, for as long as possible. Any variation to this program of study will need to be discussed with the Curriculum Co-ordinator and Careers/VET Coordinator.

CURRENT QUALIFICATION ARRANGEMENTS FOR UNIVERSITY ENTRY

Gaining the NTCET is the main method used by Northern Territory students to gain admission into university and TAFE courses. However, there are a number of other things students need to know to be eligible to apply. Students studying for the NTCET and applying for entry into University in 2021 and beyond must:

- complete the Northern Territory Certificate of Education (NTCET)
- complete at least 90 credits at Stage 2 (Year 12) in the NTCET
- complete pre-requisite requirements for some university courses
- obtain an Australian Tertiary Admission Rank (ATAR)

Further information the ATAR can be found at the following link: www.satac.edu.au.

DESIGNING A COURSE FOR YEAR 12

For students studying the NTCET in 2022 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 2 (YEAR 12)

All students will complete Integrated Learning (Religious Education) in Semester 1.

In addition, students choose five Stage 2 courses if the following pre-requisites for Year 12 are in place:

1. The Personal Learning Plan (PLP)
2. 20 credits of Stage 1 English or English as a second language. It is worth remembering that for interstate or international study, English usually is a compulsory requirement. It is not for South Australian study except for ESL students (dependent on Visa requirements). This is an important reason to continue English in Year 12.
3. At least 10 credits of Stage 1 Mathematics.
4. 130 credits in courses recognised by the SACE Board

If these pre-requisites are not in place an interview with the Curriculum Co-ordinator will be required to plan a student's Year 12 program.

How to select your course:

Subject 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.**

BIOLOGY

Credits: 20-credit full year subject at Stage 2

Contact person: Brodie Edwards

Assumed Prior Knowledge:

Completion of either Stage 1 Biology A or Biology B or both is recommended but not mandatory. Students who have not previously studied Biology should discuss their choice with the Curriculum Leader for Science before making their selection.

Course Description:

The study of Biology is constructed around inquiry into and application of understanding 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 2:

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

Assessment:

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%)

External assessment (30%):

- Assessment Type 3: Examination (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.

Career options include: Marine biologist, Agriculturist, and Forensic scientist, types of Health specialists like physiotherapist, Nurses, Doctors, and Pharmacists, Ecologist, Biotechnologists, Microbiologist, Biochemist, Nature Conservation Officer including Park ranger.

BUSINESS INNOVATION

Credits: 20-credit full year subject at Stage 2

Contact person: Innocent Madamombe

Assumed Prior Knowledge:

Completion of at least one semester of Stage 1 Business Innovation is recommended but not mandatory. Students who have not previously studied Business Innovation should discuss their choice with the contact person for this subject before making their selection.

Course Description:

In Stage 2 Business Innovation students are equipped with the knowledge, skills, and understandings to engage in designing, sustaining, and transforming business in the modern world. In a time when design-driven companies consistently outperform other stock market companies, Business Innovation foregrounds design thinking and assumption-based business planning tools to promote an iterative, human-centred approach to innovation and the transformation of business products, services, and processes.

Students 'learn through doing' in Business Innovation, using design thinking and assumption-based planning processes to anticipate, find, and solve problems. They learn in an environment in which risk is encouraged, where ideas are built up rather than broken down, and fear of failure is replaced with the opportunity to iterate as initial assumptions about problems, customers, or solutions are refined. Integral to this is the opportunity for students to work collaboratively in uncertain environments to identify problems or customer needs, generate and explore ideas and solutions, and make decisions based on incomplete information.

In Business Innovation students engage with complex, dynamic, real-world problems, to identify and design, test, iterate, and communicate viable business solutions. Through design thinking and direct involvement in innovation, students not only develop but also understand and apply their critical and creative thinking skills.

Students learn to innovate and think like designers to find and solve problems that matter to specific people in a business environment characterised by change and uncertainty.

Assessment:

For Stage 2 – The following assessment types enable students to demonstrate their learning in Stage 2 Business Innovation:

School assessment (70%):

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

External assessment (30%):

- Assessment Type 3: Business Plan and Pitch (30%)

Future Options:

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

Career options include: Advertising account executive, marketing officer, accountant, business manager, human resources officer, retail manager, functions coordinator, bank clerk, insurance agent.

CHEMISTRY

Credits: 20-credit full year subject at Stage 2

Contact person: Laarni Gaces (or Brodie Edwards as Science Head of Department)

Assumed Prior Knowledge:

Completion of either Stage 1 Chemistry A or Chemistry B or both is recommended but not mandatory. Students who have not previously studied Biology should discuss their choice with the Curriculum Leader for Science before making their selection.

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 2:

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

Assessment:

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.

Career options include: Engineering – chemical, environmental, biotechnology. Health – medicine, pharmaceutical, clinical biochemistry, healthcare scientist. Research and Academic – teacher, scientist, researcher. Cutting-edge technologies – Space exploration, materials science, astronomy, anotechnology. Forensic science. Renewable energy technology – recycling. Agriculture – scientist, soil chemistry, fertilisers. Food science – botanist, aquaculture.

CREATIVE ARTS (DANCE/DRAMA)

Credits: 10-credit or 20-credit subject at either Stage 1 and Stage 2.

Contact person: Miriam Nicholls

Assumed Prior Knowledge:

Some prior knowledge of dance OR drama is required at Stage 2 level, through satisfactory completion of the Stage 1 course or equivalent experience.

Course Description:

Students undertake a specialised study within or across the arts disciplines of Dance and/ or Drama. They actively participate in the development and presentation of Creative Arts products. These may take the form of, for example, solo or ensemble performances, musicals, plays, or community productions. Students develop understanding of collaborative creative processes through involvement in diverse on- and off-stage roles, whilst their individual focus provides the opportunity to develop practical skills in a chosen area, for example, Jazz Dance technique, Method Acting or Costume Design.

Students analyse and evaluate the work of dance and drama practitioners in different contexts, and gain an understanding and appreciation of the ways in which these arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

Assessment:

For a 10 credit subject, students provide evidence of their learning through three assessments:

- develop and present one creative arts product
- undertake one investigation into the work of a creative arts practitioner
- complete a folio on a chosen area of skills development in the creative arts

For a 20 credit subject, students provide evidence of their learning through five assessments:

- develop and present two creative arts products
- undertake two investigations into the work of creative arts practitioners
- complete a folio on a chosen area of skills development in the creative arts

Future Options:

This course prepares students for further study in the Creative Arts at university and other higher education institutions, with a focus on dance and drama. Some examples of career options include: Actor, Arts Administrator, Choreographer, Comedian, Costume designer, Dancer, Designer, Director, Lighting/sound Technician, Physiotherapist, Playwright, Studio Manager, Teacher, Theatre Manager.

CREATIVE ARTS (PHOTOGRAPHY)

Credits: 20-credit full year subject at Stage 2

Contact person: Courtney Redden

Assumed Prior Knowledge:

There is no SACE pre-requisite, however an interest in photography is assumed.

Course Description:

Students undertake a specialised study of the art discipline, Photography. Students develop skills to form their knowledge and experience of capturing different subjects and applying various techniques for shooting, editing and publishing.

Learning to tell stories through photography, students will understand the scope of photography as both documentation and expression. Undertaking an inquiry, students investigate particular styles and skills related to their interests. Students analyse and evaluate photographer's work and practice their processes. By appreciating and breaking open other's work, students learn tips and develop their own variations and style to showcase their perspective of the world through their lens.

In creating photography products that are contemporary, students choose a medium to showcase their photos, from capturing portraits, events or stories through a photo essay, advertisements, graphic design, branding, keepsakes such as photo books, calendars, collages or other artistic expressions.

By addressing the formalities of what makes a photo and learning how to adequately use a camera, students learn about opportunities with photography in the community as well. Preparing a photography portfolio expands student's opportunities in their careers in the future.

Assessment:

Students provide evidence of their learning through five assessments:

- develop and present two creative arts products
- undertake two investigations into the work of creative arts practitioners
- complete a folio on a chosen area of skills development in the creative arts

Future Options:

This course prepares students for further study in the Creative Arts at university and other higher education institutions, with a focus on dance and drama. Some examples of career options include: Photographer, Videographer, Freelancer, Graphic Designer, Media and Marketing, Editor, Photojournalist, Social Media Manager, employed by organisations such as magazines/newspaper, studio or on location photographer.

DESIGN, TECHNOLOGY & ENGINEERING

Credits: 20-credit full year subject at Stage 2

Contact person: Anthony Bindle/Andrew Wright

Assumed Prior Knowledge:

Completion of either Stage 1 Design, Technology & Engineering (Timber/Metal) or Design, Technology & Engineering (Timber) or both is recommended but not mandatory. Students who have not previously studied Design, Technology & Engineering (Timber/Metal) should discuss their choice with the Curriculum Leader before making their selection.

Course Description:

In Design, Technology and Engineering students use the design and realisation process to engineer solutions for the development of products. This subject provides a flexible framework that encourages students to be creative, innovative and enterprising. Students apply critical problem solving skills and incorporate technologies to address design problems and challenges. Students further their learning on tool usage, materials development, and safely and competently complete a product.

Students learn to create a design brief that provides the basis for the development of potential solutions to design problems and review design features, processes, materials and production techniques to assist with the realisation of the solution. They apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices in the creation of the solution. Students use a diverse range of manufacturing technologies such as tools, machines and systems to convert resistant materials (metals/timber) into useful products.

Assessment:

The following assessment types enable students to demonstrate their learning in Stage 2 Design, Technology and Engineering.

School assessment (70%):

- Assessment Type 1: Specialised Skills Task (20%)
- Assessment Type 2: Design Process and Solution (50%)

External assessment (30%):

- Assessment Type 3: Resource Study (30%)

Students provide evidence of their learning through four to six assessments, including the external assessment component. Students complete:

- two specialised skills tasks
- one design process and solution task
- one resource study.

Future Options:

Design and Technology forms the basis and grounding for a number of careers. Architect, Building, Designer, Engineer, Apprenticeship for Trades in Automotive, Construction, Fabrication, Electrical/ Electronic, glazing, Jeweller, Locksmith, Marine, Plumber, Textiles and Youth Worker etc.

ESSENTIAL ENGLISH

Credits: 20-credit full year subject at Stage 2

Contact person: Al Strangeways

Course Description:

This course is offered as a continuation of or a choice for students who have undertaken Stage 1 English. All students are advised to discuss their senior English pathway with their teacher.

Stage 2 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 undertake tertiary study in the NTor SA. There is an emphasis on communication, comprehension, analysis, and text creation.

Some topics may include:

- Analysis of literary and everyday texts
- Creation of texts that entertain, inform, persuade, and raise awareness

Assessment:

Students provide evidence of their learning through seven assessments, including the external assessment component. Students complete:

- 3 x Responding to Texts 30%
- 3 x Creating Texts 40%
- 1 x Language Study 30% (Externally Assessed)

ENGLISH LITERARY STUDIES

Credits: 20-credit full year subject at Stage 2

Contact person: Al Strangeways

Course Description:

This course is a continuation of Stage 1 English Literary Studies. Stage 2 English Literary Studies has a emphasis on analysing literary texts. It focuses on the skills and strategies of critical reading. 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. All students are advised to discuss their senior English pathway with their teacher.

Some topics may include:

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

Assessment:

- 4 x Responding to Texts 50%
- 2 x Creating Texts 20%
- 1 x External Comparative Text Study 15%
- 1 x External Critical Reading Exam 15%

ENGLISH

Credits: 20-credit full year subject at Stage 2

Contact person: Al Strangeways

Course Description:

This course is offered as a continuation of Stage 1 English or a choice for students who have undertaken Stage 1 English Literary Studies. Stage 2 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 non-fiction 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. Students are advised to discuss their senior English pathway with their teacher.

Some topics may include:

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

Assessment:

- 3 x Responding to Texts 30%
- 4 x Creating Texts 40%
- 1 x External Comparative Study 30%

FOOD AND HOSPITALITY

Credits: 20-credit full year 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 planning, preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality trends and 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:

- Assessment Type 1: Practical Activity (4 tasks)
- Assessment Type 2: Group Activity (2 tasks)
- Assessment Type 3: Investigation (2000 words, marked externally)

Future Options:

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

Career options include: Dietician, food technologist, teacher, social worker, chef/cooks, biochemist, child care worker, food stylist and nutritionist.

LEGAL STUDIES

Credits: 20-credit full year subject at Stage 2

Contact person: Clare Curnow

Assumed Prior Knowledge:

Completion of at least one semester of Stage 1 Legal Studies is recommended but not mandatory. Students who have not previously studied Legal Studies should discuss their choice with the contact person for this subject before making their selection.

Course Description:

Law is intended to facilitate fairness, justice and harmony within communities. The study of Legal Studies enables an understanding of the operation of the Australian legal system, its principles and processes and prepares students to be informed and articulate in matters of the Law and society.

Students explore rights and responsibilities, sources of law and adversarial and inquisitorial dispute resolution processes. Through Legal Studies, students examine how people, governments and institutions shape the law and how law controls, shapes and regulates interactions between people, institutions and government. Students develop an understanding of the ways in which they can influence democratic processes, the importance of critical and conceptual thinking and the significance of checks and balances in providing lawful mechanisms to control the exercise of power.

Legal Studies empowers students to evaluate evidence in order to make decisions and potentially substantiated recommendations about legal principles and processes. Conceptual understanding and analysis provide for transference within and across disciplines and for future learning. This skill development disposes students to approach new situations and contexts with an analytical and problem-solving mindset.

Central to the study of Legal Studies at Stage 2 is an exploration of the competing tensions that arise between rights and responsibilities, fairness and efficiency, the empowered and the disempowered, and certainty and flexibility. Students gain understanding of these tensions through these three topics:

- Sources of Law
- Dispute Resolution
- When Rights Collide

Assessment:

Students must complete six assessments throughout the year, including the external assessment component. These tasks must consist of four folio tasks (essays, tests, presentations, etc.), one inquiry task and one examination.

School assessment (70%):

- Assessment Type 1: Folio (40%)
- Assessment Type 2: Inquiry (30%)

External assessment (30%):

- Assessment Type 3: Examination (30%)

Future Options:

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

Career options include: solicitor, politician, criminologist, police officer, legal secretary, barrister, human rights activist, union organiser, journalist, social worker, and detective.

ESSENTIAL MATHEMATICS

Credits: 20-credit full year subject at Stage 2

Contact person: Andrew Mirtschin

Assumed Prior Knowledge:

Stage 1 Essential Mathematics or Stage 1 General Mathematics (preferred entry)

Course Description:

Stage 2 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. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject.

Essential Mathematics allows students to apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. There is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

The course is a 20-credit subject delivered over three Terms and consists of the following six topics:

- Topic 1: Scales, plans, and models
- Topic 2: Measurement
- Topic 3: Business applications
- Topic 4: Statistics
- Topic 5: Investments and loans
- Topic 6: Open topic.

Students study five topics from the list of six topics above. All students must study Topics 2, 4, and 5.

Assessment:

Student learning in Stage 2 Essential Mathematics is both school-assessed (70%) and externally assessed (30%). All school-assessed tasks are marked with reference to the SACE Performance Standards of Concepts and Techniques, and Reasoning and Communication. Students demonstrate evidence of their learning through the following assessment types:

School assessment (70%):

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

External assessment (30%):

- Assessment Type 3: Examination (30%)

Future Options:

Essential Mathematics is intended for students planning to pursue a career in a range of practical trades or vocations such as automotive, building and construction, electrical, hairdressing, hospitality, nursing and community services, plumbing, and retail.

GENERAL MATHEMATICS

Credits: 20-credit full year subject at Stage 2

Contact person: Andrew Mirtschin

Assumed Prior Knowledge:

Stage 1 General Mathematics or Stage 1 Mathematical Methods

Course Description:

Stage 2 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, linear functions, matrices, statistics, finance, and optimisation. Students also learn to make informed and critical use of electronic technology.

The course is a 20-credit subject delivered over three Terms and consists of the following six topics:

- Topic 1: Modelling with linear relationships
- Topic 2: Modelling with matrices
- Topic 3: Statistical models
- Topic 4: Financial models
- Topic 5: Discrete models
- Topic 6: Open topic.

Students study five topics from the list of six topics above. All students must study Topics 1, 3, 4, and 5.

Assessment:

Student learning in Stage 2 General Mathematics is both school-assessed (70%) and externally assessed (30%). All school-assessed tasks are marked with reference to the SACE Performance Standards of Concepts and Techniques, and Reasoning and Communication. Students demonstrate evidence of their learning through the following assessment types:

School assessment (70%):

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

External assessment (30%):

- Assessment Type 3: Examination (30%)

Future Options:

Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

MATHEMATICAL METHODS

Credits: 20-credit full year subject at Stage 2

Contact person: Andrew Mirtschin

Assumed Prior Knowledge:
Stage 1 Mathematics (Methods)

Course Description:

Stage 2 Mathematical Methods focuses on the development of mathematical skills and techniques that enable students to explore, describe, and explain aspects of the world around them in a mathematical way. It places mathematics in relevant contexts and deals with relevant phenomena from the students' common experiences, as well as from scientific, professional, and social contexts.

The coherence of the subject comes from its focus on the use of mathematics to model practical situations, and on its usefulness in such situations. Modelling, which links the two mathematical areas to be studied, calculus and statistics, is made more practicable by the use of electronic technology. The ability to solve problems based on a range of applications is a vital part of mathematics in this subject. As both calculus and statistics are widely applicable as models of the world around us, there is ample opportunity for problem-solving throughout this subject.

The course is a 20-credit subject delivered over three Terms and consists of the following six topics:

- Topic 1: Further differentiation and applications
- Topic 2: Discrete random variables
- Topic 3: Integral calculus
- Topic 4: Logarithmic functions
- Topic 5: Continuous random variables and the normal distribution
- Topic 6: Sampling and confidence intervals.

Assessment:

Student learning in Stage 2 Mathematical Methods is both school-assessed (70%) and externally assessed (30%). All tasks are marked with reference to the SACE Performance Standards of Concepts and Techniques, and Reasoning and Communication. Students demonstrate evidence of their learning through the following assessment types:

School assessment (70%):

- Assessment Type 1: Skills and Applications Tasks (50%)
- Assessment Type 2: Investigation (20%)

External assessment (30%):

- Assessment Type 3: Examination (30%)

Future Options:

Stage 2 Mathematical Methods can lead to tertiary studies in economics, computer science, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as in health or the social sciences.

SPECIALIST MATHEMATICS

Credits: 20-credit full year subject at Stage 2

Contact person: Andrew Mirtschin

Assumed Prior Knowledge:

Stage 1 Mathematics (Methods) and Stage 1 Mathematics (Specialist)

Course Description:

Through the study of Stage 2 Specialist Mathematics, students extend their mathematical experience and their mathematical flexibility and versatility, in particular, in the areas of complex numbers and vectors. 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 use electronic technology, where appropriate, to enable complex problems to be solved efficiently.

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

The course is a 20-credit subject delivered over three Terms and consists of the following six topics:

- Topic 1: Mathematical induction
- Topic 2: Complex numbers
- Topic 3: Functions and sketching graphs
- Topic 4: Vectors in three dimensions
- Topic 5: Integration techniques and applications
- Topic 6: Rates of change and differential equations

Assessment:

Student learning in Stage 2 Specialist Mathematics is both school-assessed (70%) and externally assessed (30%). All tasks are marked with reference to the SACE Performance Standards of Concepts and Techniques, and Reasoning and Communication. Students demonstrate evidence of their learning through the following assessment types:

School assessment (70%):

- Assessment Type 1: Skills and Applications Tasks (50%)
- Assessment Type 2: Investigation (20%)

External assessment (30%):

- Assessment Type 3: Examination (30%)

Future Options:

Stage 2 Specialist Mathematics leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

MEDIA STUDIES

Credits: 20-credit full year subject at Stage 2

Contact person: Harry Symons

Assumed Prior Knowledge:

Completion of Stage 1 Media course to a satisfactory standard can be an advantage, but it is not essential. Camera operation, essay writing and Media literacy skills will be an advantage.

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:

- Television Advertising
- Documentaries
- Broadcast news
- Short Films and Genre studies

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.

Career options include: Graphic designer, multimedia developer, animator, videographer, photographer, video-editor, news journalist, brand marketing, advertiser, motion graphics artist, special effects creator, web developer and designer.

MODERN HISTORY

Credits: 20-credit full year subject at Stage 2

Contact person: Jon Raveney

Assumed Prior Knowledge:

Completion of at least one semester of Stage 1 Modern History is recommended but not mandatory. Students who have not previously studied Modern History should discuss their choice with the contact person for this subject before making their selection.

Course Description:

In the study of Modern History at Stage 2, students investigate the growth of modern nations at a time of rapid global change. They engage in a study of one nation, and of interactions between or among nations.

In their study of one nation, students investigate the social, political, and economic changes that shaped the development of that nation. They develop insights into the characteristics of a modern nation, and the crises and challenges that have confronted it. Students also consider the ways in which the nation has dealt with internal divisions and external challenges, and the paths that it has taken.

At Stage 2, students explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945, and consider their impact on the contemporary world.

Students investigate the political and economic interactions of nations and the impact of these interactions on national, regional, and/or international development. They consider how some nations, including some emerging nations, have sought to impose their influence and power, and how others have sought to forge their own destiny.

Through their studies, students build their skills in historical method through inquiry, by examining and evaluating the nature of sources. This includes who wrote or recorded them, whose history they tell, whose stories are not included and why, and how technology is creating new ways in which histories can be conveyed. Students explore different interpretations, draw conclusions, and develop reasoned historical arguments.

Assessment:

Assessment Type 1: Historical Skills (50%)

Students complete five historical skills assessments.

Assessment Type 2: Historical Study (20%)

Students write a historical study on an individually chosen topic.

Assessment Type 3: Examination (30%)

Section 1: Essay

Section 2: Source Analysis

Future Options:

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

Career options include: journalist, public servant, museum curator, travel agent, librarian, defence personnel, tour guide, archivist, lawyer, data analyst, human resources.

MUSIC STUDIES

Credits: 20-credit full year subject at Stage 2

Contact person: Fleur Summers

Assumed Prior Knowledge:
Stage 1 Music

Course Description:

Music Studies aims to develop a complete musician: performer, composer/arranger, musicologist, and critic. Students apply their knowledge and understanding of the elements of music, and musical conventions and styles, to develop and refine their musical works, their musical imagination, and their own ideas about and appreciation of music.

Students create their own compositions, write arrangements, and craft performances of musical works. They reflect on and evaluate their own and others' creative works. Through their studies, students develop and extend their understanding of music theory and standard notation, score-reading, aural skills and application of technical language in discussing and manipulating the elements of music.

Assessment:

The following assessment types enable students to demonstrate their learning in Stage 2 Music Studies:

School assessment (70%):

- Assessment Type 1: Creative Works (40%)
- Assessment Type 2: Musical Literacy (30%)

External assessment (30%):

- Assessment Type 3: Examination (30%)

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.

Career options include: Professional musician, Professional composer/arranger, Careers in TV and Film, Arts administration, Program Direction, Music therapy, Music Education, Management, Promotion, Booking, Audio engineering and Event Management.

MUSIC EXPLORATIONS

Credits: 20-credit full year subject at Stage 2

Contact person: Fleur Summers

Assumed Prior Knowledge:
Stage 1 Music

Course Description:

Music Explorations emphasises learning through exploring and experimenting with music. Through exploration of musical styles and influences, the elements of music, and how music is made, students process and synthesise the key learning that has taken place. Students develop musical literacy and engage critically and creatively with music through responding to their own and others' works. This subject is flexible in its design, allowing individual and collaborative exploration options in performing, composing, arranging and exploring music technology. Through practical application of their understanding of musical elements, students learn to analyse and deconstruct music, manipulate sound and create musical works that express their ideas and emotions.

Assessment:

The following assessment types enable students to demonstrate their learning in Stage 2 Music Explorations:

School assessment (70%):

- Assessment Type 1: Musical Literacy (30%)
- Assessment Type 2: Explorations (40%)

External assessment (30%):

- Assessment Type 3: Creative Connections (30%)

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.

Career options include: Professional musician, Professional composer/arranger, careers in TV and Film, Arts administration, Program Direction, Music therapy, Music Education, Management, Promotion, Booking, Audio engineering and Event Management.

MUSIC SOLO PERFORMANCE

Credits: 10-credit full year subject at Stage 2

Contact person: Fleur Summers

Assumed Prior Knowledge:

Minimum two years instrumental experience

Course Description:

Students develop and extend their practical music-making skills through performing works for instrument(s) and/or voice. They apply their musical understanding, skills, technique, and accuracy in refining and performing music, and in developing stage presence and skills in engaging an audience. Students analyse their chosen repertoire, and critique strategies to develop their performances, and reflect on and evaluate their performances as a soloist. They apply their knowledge and understanding of the style, structure, and conventions appropriate to their chosen repertoire, in crafting their musical performances, developing their musical imagination, and in communicating their own ideas about and appreciation of music.

Assessment:

The following assessment types enable students to demonstrate their learning in Stage 2 Music Performance — Solo

School assessment (70%):

- Assessment Type 1: Performance (30%)
- Assessment Type 2: Performance and Discussion (40%)

External assessment (30%):

- Assessment Type 3: Performance Portfolio (30%)

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.

Career options include: Professional musician, Professional composer/arranger, Careers in TV and Film, Arts administration, Program Direction, Music therapy, Music Education, Management, Promotion, Booking, Audio engineering and Event Management.

MUSIC ENSEMBLE PERFORMANCE

Credits: 10-credit full year subject at Stage 2

Contact person: Fleur Summers

Assumed Prior Knowledge:

Band or Choir Experience

Course Description:

Students develop and extend their practical music-making skills through performing works in an ensemble. They apply their musical understanding, skills, and techniques in refining and performing music. Students analyse their repertoire, and critique strategies to rehearse and develop their performances, and contribute and collaborate as effective members of an ensemble. They apply their knowledge and understanding of the style, structure, and conventions appropriate to the repertoire, in developing and refining their musical performances, their musical imagination, and their own ideas about and appreciation of music.

Assessment:

The following assessment types enable students to demonstrate their learning in Stage 2 Music Performance — Ensemble

School assessment (70%):

- Assessment Type 1: Performance (30%)
- Assessment Type 2: Performance and Discussion (40%)

External assessment (30%):

- Assessment Type 3: Performance Portfolio (30%)

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.

Career options include: Professional musician, Professional composer/arranger, Careers in TV and Film, Arts administration, Program Direction, Music therapy, Music Education, Management, Promotion, Booking, Audio engineering and Event Management.

PSYCHOLOGY

Credits: 20-credit full year subject at Stage 2

Contact person: Matt de Jong

Assumed Prior Knowledge:
Stage 1 Psychology

Course Description:

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Psychology. In this subject, students are expected to explain the factors that cause psychological differences and similarities between people and give examples of how these factors affect the behaviour of themselves, others, and groups of people. They analyse the behaviour of themselves, others, and groups of people in different contexts in a way that recognises the values of independence and interdependence. Students demonstrate an understanding of ethical research by undertaking and evaluating guided investigations. They are encouraged to make informed decisions about issues, events, and situations in society by applying relevant psychological principles and ethics and by presenting particular points of view, giving examples of the thinking and reasoning behind them.

Topics Studied:

- Psychology of the Individual
- Psychological Health and Wellbeing
- Organisational Psychology
- Social Influence
- Psychology of Learning

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 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.

Career options include: Psychologist, Counsellor, Social Worker, Teacher, other allied health areas.

PHYSICAL EDUCATION

Credits: 20-credit full year subject at Stage 2

Contact person: Penny Reid

Assumed Prior Knowledge:

Completion of Stage 1 Physical Education to a satisfactory standard can be an advantage, but it is not essential.

Course Description:

In Physical Education 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. Students explore their own physical capacities and analyse performance, health, and lifestyle issues.

In this subject, students are expected to:

- Apply knowledge and understanding of movement concepts and strategies in physical activity using subject-specific terminology
- Apply feedback and implement strategies to improve participation and/or performance in physical activity
- Reflect on and evaluate participation and/or performance improvement
- Apply communication and collaborative skills in physical activity contexts
- Analyse and evaluate evidence related to physical activity
- Evaluate implemented strategies and make recommendations for future directions.

Stage 2 Physical Education consists of three focus areas:

- Focus Area 1: In movement
- Focus Area 2: Through movement
- Focus Area 3: About movement

The focus areas provide the narrative for the knowledge, skills, and capabilities that students develop. Learning is delivered through an integrated approach where opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities (e.g. sports, theme-based games, laboratories, and fitness and recreational activities).

Students explore movement concepts and strategies through these physical activities to promote and improve participation and performance outcomes.

Assessment:

Students demonstrate evidence of their learning through the following Assessment Types:

School assessment (70%):

- Assessment Type 1: Diagnostics - 2 tasks, 3000 words each (30%)
- Assessment Type 2: Improvement Analysis - 1 task, 4000 words (40%)

External assessment (30%):

- Assessment Type 3: Group Dynamics - 1 task, 2000 words, marked externally (30%)

Career options:

Ambulance officer, police officer, fitness instructor, health promotion officer, sports psychologist, teacher, exercise and sports scientist, physiotherapist, nurse, medical practitioner, sports journalist.

PHYSICS

Credits: 20-credit full year subject at Stage 2

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

Assumed Prior Knowledge:

Completion of either Stage Physics A or Physics B or both is recommended but not mandatory. Students who have not previously studied Biology should discuss their choice with the Curriculum Leader for Science before making their selection.

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 2:

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

Assessment:

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%)

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.

Career options include: Engineer, Physicist, Medical Practitioner, Mine Surveyor, Physiotherapist, Forensic Scientist, Defence Force Officer, Maths/ Science Teacher, Nuclear Medicine Technologist, Air Traffic Controller, Architect, Pilot, Patent Examiner, Metallurgist, Industrial Designer, Radiologist, Naval Architect, Prosthetist/Orthotist, Marine Surveyor, Astronomer.

RELIGIOUS EDUCATION (INTEGRATED LEARNING)

Stage Offered: Stage 2 Compulsory subject completed as follows: Year 11 Semester 1; Year 12 Semester 1

Credits: 10-credit subject at Stage 1 & Stage 2 in Year 11, 10-credit subject at Stage 2 in Year 12

Contact person: Matt de Jong

Course Description:

Students in Year 11 complete two semesters of Religious Education in Year 11 and one semester in Year 12. The first semester of each year is comprised of Year 11 and Year 12 students, completing a Stage 2 'Integrated Learning' unit. This enables RE to run on each 'line' in the timetable, so as to ensure other subjects remain available to students. Integrated Learning is a subject framework that enables students to make links between aspects of their day-to-day lives, and what they are learning in class.

In Semester One of 2021, the Integrated Learning RE unit focuses on Christian ethics, specifically Catholic Social Teaching. With an understanding of Christian ethics, students then involve themselves with the work done by local charities and other Non-Government Organisations (NGO's). This unit is designed so that students understand the history and theory of Christian ethics, and how they can live out these values in the local community.

At the end of Semester One, Year 12 students complete their RE studies and pick up a 'study line' in preparation for final Year 12 assessments.

In Semester Two of 2021, Year 11 students complete a Stage 1 Religion Studies unit. This unit focuses on scripture; contemporary social issues; and reflecting on their time and understanding of what it means to be a part of OLSH.

Assessment:

For a 10-credit subject, students will provide evidence of their learning through three assessment tasks.

- Assessment Type 1: Practical Task (30%)
- Assessment Type 2: Connections Task (40%)
- Assessment Type 3: Self-Directed/Issues Investigation (at Stage 2, these tasks are externally marked) (30%)

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 in Year 12 may conduct a School-based apprenticeship connected to an appropriate VET course.

Students can seek advice on future employment, traineeships, 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 2022 - Yet to be confirmed following NT Government funding allocations.

Group 2 (Continuing Students in 2022):

- Certificate III Music
- Certificate II Automotive
- Certificate II Engineering (Part 2)
- Certificate II Construction Pathways (Part 2)
- Certificate II Engineering Pathways (Part 2)
- Certificate II Kitchen Operations
- Certificate II Retail Cosmetics (Beauty)
- Certificate II Business (Part 2)
- Certificate II Plumbing (Part 2)
- Certificate III Business (through NTPFES cadets)

In addition students may access:

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

Enrolment in these subjects will be arranged during Term 4 2021. Most selections will require students having started the courses this year.

Others points to note:

- 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, by visiting: www.sace.sa.edu.au/subjects/recognised-learning.

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 12 students in 2022 experience the Year 12 Retreat, Big Day Out, Formal & Valedictory events and can also apply to be a part of the Cambodia 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 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

Paul Melloy
Principal
paul.melloy@nt.catholic.edu.au

Jasmeet Dhingra
Head of Sadadeen Campus
jasmeet.dhingra@nt.catholic.edu.au

Innocent Madamombe
Assistant Head of Sadadeen Campus
innocent.madamombe@nt.catholic.edu.au

Penny Reid
Senior Curriculum Coordinator
penny.reid@nt.catholic.edu.au

Jon Raveney
Vocational Studies and Careers
Counsellor
jon.raveney@nt.catholic.edu.au

Fleur Summers
Year 11/12 Year Level Co-ordinator
miriam.nicholls@nt.catholic.edu.au

Anthony Bindle
Year 9/10 Year Level Coordinator
anthony.bindle@nt.catholic.edu.au

Wendy Russ
Student Counsellor
wendy.russ@nt.catholic.edu.au

Joanna Duncan
Student Counsellor
joanna.duncan@nt.catholic.edu.au

Br Francis Hough
Student Counsellor
francis.hough@nt.catholic.edu.au

Heads of Department

Sarah Bonney
English
sarah.bonney@nt.catholic.edu.au

Dr Andrew Mirtschin
Mathematics
andrew.mirtschin@nt.catholic.edu.au

Matthew Dejong
Religious Education
Matthew.dejong@nt.catholic.edu.au

Brodie Edwards
Science
brodie.edwards@nt.catholic.edu.au

Clare Curnow
SOSE
clare.curnow@nt.catholic.edu.au

Useful Websites

SACE Board
www.sace.sa.edu.au

SATAC
www.satac.edu.au

Adelaide University
www.adelaide.edu.au

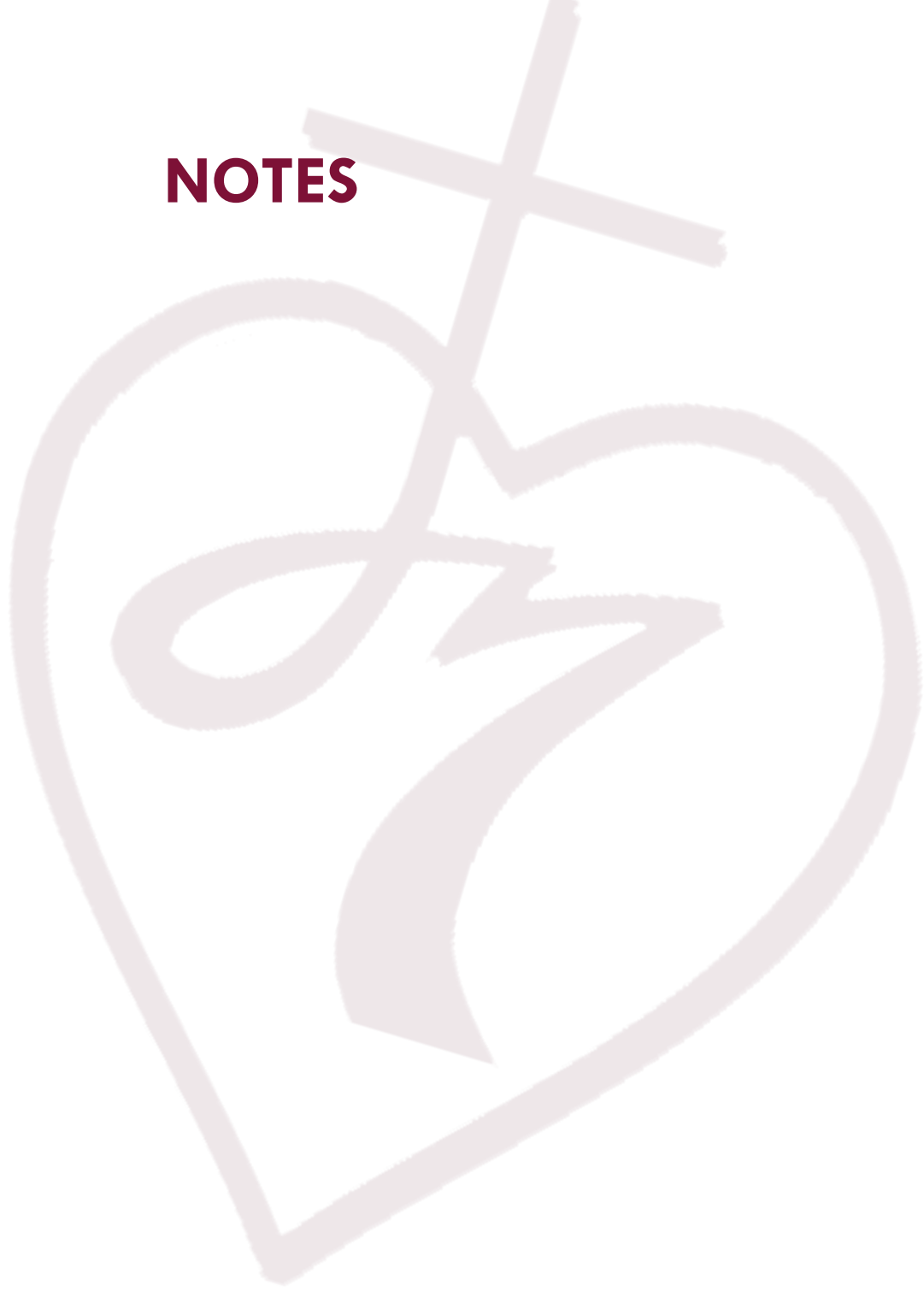
Flinders University
www.flinders.edu.au

Uni SA
www.unisa.edu.au

TAFE SA
www.tafe.sa.edu.au

My Future
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**



Our Lady of the Sacred Heart College
P.O. Box 2508 Alice Springs, NT, Australia, 0871
admin.olshalice@nt.catholic.edu.au
www.olshalice.catholic.edu.au
(08) 8950 6400
CRICOS Provider 02598D
www.facebook.com/olshalicesprings
Instagram @olsh_alicesprings_

