



Our Lady of the Sacred Heart Catholic College

Sadadeen Campus

Open House

2021 Year 11 Curriculum Booklet



Co Educational | Transition to Year 12

HOLISTIC AND VALUES BASED EDUCATION

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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 2021?

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

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

The Requirements to Achieve the NTCET

To gain the certificate students must earn 200 credits. Ten credits are equivalent to one semester or six month's study in a particular subject or course. Some elements of the 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 in Year 11

For students studying the NTCET in 2021 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 students 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 maping 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 as a 20-credit subject at Stage 2.

Contact person: Brodie Edwards

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 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
- Evolution

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%)

External assessment (30%)

- Assessment Type 3: Examination (30%).

Future careers

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

Stage Offered: Stage 1 and 2

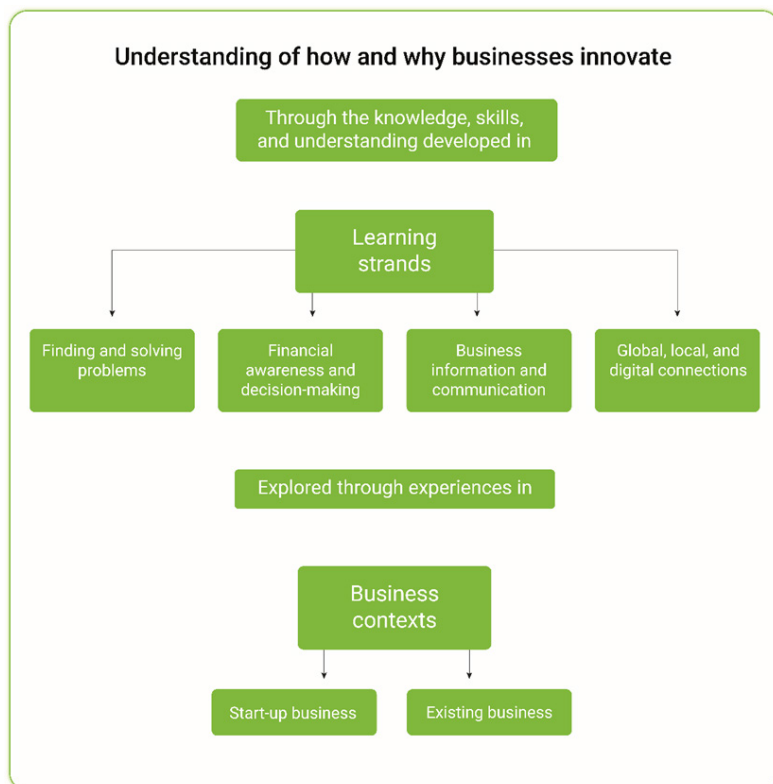
Credits: 10-credit subject or a 20-credit subject at Stage 1, and as a 20-credit subject at Stage 2.

Contact Person: Innocent Madamombe

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.



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/Assessments:

Stage 1 Business Innovation:

- Assessment Type 1: Business Skills
- Assessment Type 2: Business Pitch

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

Career 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

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: Laarnie Gaces (or Brodie Edwards as Science Head of Department)

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
- Combinations 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 Careers

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)

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: Miriam Nicholls

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

Career 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)

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: 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

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

Career 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 and Engineering - Material Solutions (Metal)

Stage Offered: Stage 1 and Stage 2

Credits: 10-Credit subject or a 20-Credit subject at stage 1.

Contact Person: Anthony Bindle

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

Stage 1 School based assessment 10-Credit (3 Tasks) or 20-Credit subject (6 Tasks)

These are Specialised Skills Tasks and a Design Process and Solution tasks (Minor/Major). Included in this is a Folio that contains documentation of their investigation and planning for their product.

Career 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.

The subjects, when taken in Yr. 11 and can contribute up to 20 credits towards the Certificate of Education and contributes towards the ATAR score.

The emphasis is on, design of, and skills needed to manufacture a product.

Design, Technology and 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: Andrew Wright

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 (IIES10, IIES20)

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 (IMRS10, IMRS20)

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

The school has state of the art workshop facilities for realization and completion of these courses in one or a combination of metals, plastics, timber, composites, ceramics and textiles.

Essential English

Stage Offered: Stage 1

Credits: 2 x 10-Credit Subjects at Stage 1

Contact Person: Sarah Bonney

Course Description

- This course is offered as extension of Year 10 English Link.
- All students are advised to discuss their Senior English Pathway with their Miss Bonney.

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 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.
- If, however, Stage 1 Essential English students wish to continue English in Stage 2, in accordance with university and other tertiary institution preferences, students are encouraged to complete Stage 2 English and not Stage 2 Essential English.

For further information, please consult VET & Careers Coordinator, Mr Jon Raveney.

Some topics may include:

* The topics and tasks are alike Stage 1 English and will assist student learning for Stage 2 English

- Shared Analysis of Shorter Texts like short stories, poetry, persuasive texts, short films.
- Creation of texts like speeches, micro-stories, narratives.

Assessment

In Stage 1 (Year 11), per semester, students will provide evidence of their learning through four assessments, e.g. one - two analytical and two - three creative.

Career Options

Career options include, but not limited to: practical work and trade related jobs, clerk, retail, hospitality, real estate agent.

English Literary Studies

Stage Offered: Stage 1 and 2

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

Contact Person: Sarah Bonney

Course Description

Stage 1 English has a high emphasis on responding to texts, creating texts, and intertextual study. Literary Studies focuses on the skills and strategies of critical thinking 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.

* It is open to Year 10 English Studies Students, and also Year 10 General Students following discussion with their current teacher and Miss Bonney. If you have completed Year 10 General English, but have a love for English – you could always trial English Literary Studies for Semester 1.

** As an examinable subject, it receives a higher ATAR Ranking in Stage 2.

Some topics may include:

- Shared analysis and transformation of texts like films, Shakespearean plays, poetry, novels, and short-stories.
- Individual analysis of shorter texts under supervised conditions.
- Creation of texts like poetry, micro-stories, and narratives.

Assessment

In Stage 1 (Year 11), per semester, students will provide evidence of their learning through four assessments.

Career Options

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

Career options include: author, science and medical fields, media, lawyer, psychologist, teacher, journalist, editor.

English

Stage Offered: Stage 1 and 2

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

Contact Person: Sarah Bonney

Course Description

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. Stage 1 English connects with Stage 2 English and Stage 2 English Literary Studies. In Stage 2 English students 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.

English is open to Year 10 General, Link, and English Studies Students. For those in Year 10 English Link, Miss Bonney will speak to you regarding English Essential, which pending pathways and performance in Year 10 English, could be an option of you may feel ready and or capable to try Stage 1 English.

Some topics may include:

- Shared analysis and transformation of poetry, novels, and films.
- Creation of texts like poetry, micro-stories, narratives, and speeches.

Assessment

In Stage 1 (Year 11), per semester, students will provide evidence of their learning through four assessments at least two creative and two analytical/intertextual.

Career Options

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

Career options include: Advertising executive, human resources officer, teacher, child care worker, marketing officer, clerk, real estate agent, nurse, editor, author, journalist.

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

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

Food and Hospitality is a 10-credit subject or a 20-credit subject at Stage 1, and a 10-credit subject or a 20-credit subject at Stage 2.

In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry and develop an understanding of contemporary approaches and issues related to food and hospitality. Students develop skills in using technology and safe work practices in the preparation, storage, and handling of food, and complying with current health and safety legislation. They investigate and discuss contemporary food and hospitality issues and current management practices, and explore concepts such as the legal and environmental aspects of food production, trends in food and hospitality, consumer protection, and the nutritional impact of healthy eating.

Career 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, nanny, biochemist, child care worker, food stylist, nutritionist.

Legal Studies

Stage Offered: Stage 1 and 2

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

Contact Person: Clare Curnow

Course Description

Stage 1 Course Outline:

In Stage 1 Legal Studies, students consider how the concepts of rights, power, change, and fairness and justice are present in our Legal System. This is done by exploring these themes through various focus areas. Some topics may include:

- Law and Communities
- Crime, Law and Punishment
- Young People and the Law
- Media and the Law
- Emerging Legal Issues

Stage 1 Assessment:

For a 10-credit subject (one semester), students should provide evidence of their learning through three assessments. Each assessment type should have a weighting of at least 20%. These assignments consist of an analytical response, an inquiry task, and a presentation.

Stage 2 Course Outline:

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

Stage 2 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-based assessment (70%)

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

External assessment (30%)

- Assessment Type 3: Examination (30%)

Career 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

Stage Offered: Stage 1 and Stage 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 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.

Essential 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:

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

Assessment

Assessment at Stage 1 is school-based. 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 in each semester course:

	<u>Semester 1</u>	<u>Semester 2</u>
Skills and Applications Tasks	70%	50%
Folio	30%	50%

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 Stage 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 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

Assessment at Stage 1 is school-based. 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 in each semester course:

Skills and Applications Tasks	65%
Mathematical Investigation	35%

Future Options

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

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

Career options include: nurse, police officer, primary school teacher, retail, defence forces

Mathematics (Methods)

Stage Offered: Stage 1 and Stage 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 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

Assessment at Stage 1 is school-based. 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 in each semester course:

Skills and Applications Tasks	75%
Mathematical Investigation	25%

Future Options

Stage 1 Mathematics (Methods) provides the foundation for further study in mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.

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

Mathematics (Specialist)

Stage Offered: Stage 1 and Stage 2 (as Specialist Mathematics)

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 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

Assessment at Stage 1 is school-based. 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 in each semester course:

Skills and Applications Tasks	75%
Mathematical Investigation	25%

Future Options

Stage 1 Mathematics (Specialist) provides the foundation for further study in mathematics in Stage 2 Specialist Mathematics.

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

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 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.

Career 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

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-c2012)

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.

Career 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.

Music Advanced

Stage Offered: Stage 1

Credits: 20-credit subject

Contact Person: Fleur Summers

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.

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 Experience

Stage Offered: Stage 1

Credits: 20-credit subject

Contact Person: Fleur Summers

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.

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

Stage Offered: Stage 1& Stage 2

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

Contact: Evelyn Gaces

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

- Introduction to psychology
- Social Behaviour
- Intelligence
- Cognition
- Brain and Behaviour
- Human Psychological Development
- Emotion

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.

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

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 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

Stage 1

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.

Career Options

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

Career options include: Ambulance officer, police officer, fitness instructor, health promotion officer, sports psychologist, teacher, exercise and sports scientist, physiotherapist, nurse, medical practitioner, sports journalist

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 (Brodie Edwards, Science Head of Dept.)

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

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%)

External assessment (30%)

- Assessment Type 3: Examination (30%).

Future Careers

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 Stage 2 credits and 10 Stage 1 credits at Year 11. 10 Stage 2 credits at Year 12

Contact Person: Kieran Curnow

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.

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

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: Courtney Redden

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 and concepts, refine technical skills, and produce imaginative solutions. An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts, and opinions, provide observations of their lived or imagined experiences, and represent these in visual form. Through the initiation and development of ideas, problem-solving, experimentation, and investigation in a diversity of media, processes, and techniques, students demonstrate a range of technical skills and aesthetic qualities.

By analysing other practitioners' works of art or design, students gain knowledge and understanding of their styles, concepts, content, forms and conventions, and learn to respond to these works in informed ways. A range of approaches to the interpretation of works of art or design from different cultures and contexts is used to explore the messages and meanings that these works communicate. 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 provided by the diversity of cultural groups, and the styles, aesthetic values, and philosophies of individuals and groups of practitioners of particular times and places.

Assessment

A folio, a practical component and a visual study are all used to assess students.

Future Options

This course prepares students with critical thinking for further study in design and creative arts courses at university and other tertiary institutions. Career options include: Teacher, film set designer, gallery | museum curator, art critic, interior designer, industrial designer, artist, graphic designer, visual merchandiser, architect, photographer, jeweler, illustrator, fashion designer.

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 2021

Group 1 (New Students in 2021) Provisional Delivered in 4 x 1 week blocks

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

Group 2 (Continuing Students in 2021) Delivered in 4 x 1 week blocks

- 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 Screen and Media

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.

- 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

In addition students may access:

Certificate II in Hospitality through a weekly attendance program.

Certificate III & IV in Hospitality through a weekly attendance program

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

Enrolment in these subject will be arranged during Term 4 2020. 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 2021 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 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 2021.

Suzanne Ellem is acting Aboriginal and Islander Support worker based at the Sadadeen Campus. (We are currently in the process of appointing a new AIEW at Sadadeen). 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 so is well aware of the needs of young aboriginal people at OLSH. Sue can be contacted via the Sadadeen front office phone number, or at suzanne.ellem@nt.catholic.edu.au

Br Tony Caddy is the Aboriginal and Islander Education Coordinator for 2020. Br Tony works with the AIEW's on each campus and coordinates the RAP and other policies and programs in relation to Aboriginal and Islander Education. Br Tony comes to the position in 2020 with a background of working closely with aboriginal people, especially at Santa Teresa where he spent 5 years as Principal. Brother is based at Sadadeen and can be contacted by phone via the Sadadeen front office. Alternatively, his email is tony.caddy@nt.catholic.edu.au

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Useful Websites

SACE Board

www.sace.sa.edu.au

SATAC

www.satac.edu.au

Adelaide University

www.adelaide.edu.au

Flinders University

www.flinders.edu.au

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TAFE SA

www.tafe.sa.edu.au

My Future

www.myfuture.edu.au

Notes



Our Lady of the Sacred Heart Catholic College

Co Educational | Transition to Year 12

Every Child Counts, Every Student Matters