

St Margaret's



Curriculum HANDBOOK



YEAR 9 **2020**

YEAR 10 **2021**

Mission Statement

In a supportive Christian environment, reflecting the philosophy of the Sisters of the Society of the Sacred Advent, St Margaret's Anglican Girls School aims to provide excellence in teaching and learning within a broad, balanced and flexible curriculum complemented by other school activities; preparing confident, compassionate and capable young women able to contribute in a global community.

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June 2019

Dear Parents / Guardians

"Learning is not attained by chance; it must be sought for with ardour and diligence"

Abigail Adams (1744-1818)

St Margaret's offers broad subject choice for students. In 2020 students in Year 9 will have the opportunity to engage in a range of subject areas as they continue their learning journey and prepare to meet the challenges of the future. The subjects they choose will form their academic program for the next two years. This continuity will allow them to develop their cognitive skills and provide them with a depth of conceptual understanding which will act as a solid foundation for the more senior years.

As your daughter moves into the next phase of her schooling it is important to remember that she should choose subjects that:

- She enjoys
- She will achieve in
- Keeps in mind her future aspirations
- Provides the kind of educational program the student and the family value.

The core plus elective approach to curriculum design embraced at St Margaret's aims to prepare students for whatever endeavour they ultimately wish to pursue. We believe that it is important for girls to keep their options open through their choice of subjects. This curriculum handbook is an important document to read as part of the subject selection process. I would also encourage students and parents to talk to teachers about making suitable choices. Learning is a lifelong endeavour and students are not expected to have made decisions about their future career aspirations as they enter Year 9. It is important; however, for them to choose wisely so that the learning is engaging and their opportunities maximised.

I do hope your daughter enjoys the growth that comes from an engaging learning program and wish her well in her studies.

Yours sincerely

Ros Curtis
PRINCIPAL

YEAR 9 – 2020 and YEAR 10 – 2021

The academic program for students entering Year 9 in 2020 will consist of six core subjects and three elective subjects that will be studied for 2 years. This is to ensure the learning opportunities offer deep learning experiences.

Electives are organised into Majors (4 lessons a week) and Minors (3 lessons a week). Some subjects are offered as both Majors and Minors to allow for a breadth of experiences offered to the students.

Below is a table that outlines the curriculum offerings for your daughter.

Core	Electives – Majors (select one)	Elective – Minors (select two)
English Mathematics Science History Religious and Values Education Health and Physical Education	French Chinese (Mandarin) Music Drama Visual Art Geography	Geography Food and Design Economics and Entrepreneurial Studies Legal Studies Physical Education English as an Additional Language Digital Technologies Music Drama Visual Art STEM extension

Staffing and resource constraints oblige the School to remove those courses which are not sufficiently supported by student selection. All students affected will be asked to reselect from those courses that are available.

St Margaret's will allow students participating in an elite sporting or performance program the option to select Independent Study as one elective. Details of this are contained in this handbook.

If students or parents have any questions in relation to the information contained in this Curriculum Handbook or the subject selection process they should contact the Dean of Studies, Mrs Nicole Devlin or the relevant Head of Faculty. Contact details are recorded at the back of this Handbook.

The Process for Online Subject Selection

In Term 3 the Year 8 students will be addressed by each Head of Faculty during the Year Level Assembly time. The curriculum details and requirements of each elective subject will be outlined. Students will have the opportunity to ask questions about the subjects they may be interested in pursuing next year.

In addition to these information sessions, the School will conduct a Parent Information Evening on **Monday 5 August**. This event will incorporate a Subject Expo where parents and students can speak with staff about subject offerings.

Following the Information Evening, students will be required to select their subjects through the online process outlined below.

1. Students will be emailed with their **Web Preferences Access Guide** to be used when selecting 2020 subjects online. Please note this is the only method that subject preferences will be received.
2. This instruction sheet will include an individual **Student Access Code** and **Password**. The relevant Head of Year will also have a copy of each student's **Access Code** and **Password**.
3. The girls will have three opportunities to change their preferences but the final selection must be completed by **Monday 12 August 4.00pm**.
4. All students are required to print a **Preference Receipt** on completion of the online process. This will need to be signed by parents and submitted to School Reception. Boarders may have this signed by Mrs Fowler or attach an email from their parents approving their preferences.

If there are any difficulties with the online process please contact Kristie Govender on 3862 0771

Independent Study Option for Flyers

At St Margaret's, we recognise that some students undertake significant extra-curricular activities in Sport or Performance, in addition to their academic load. For such students, there may be periods of the year where their commitment increases, such as when preparing for a high-level Music examination or competing at an elite level (State or National Representation). The Independent Study Option (ISO) may be considered when the School believes that it is in the student's best interests to have a lighter academic load for a semester. In this event, it is expected that students will use the time at school for study purposes maximising their capacity to prepare for their extra-curricular activities at other times. This flexibility is provided to assist students maintain their wide-ranging commitments in a balanced and positive way.

This option is only available to students who have applied to the Flyers Program and have been accepted. It is school policy that students take as close to the full complement of subjects as possible to ensure they fine-tune skills such as time management, in preparation for the academic rigours of Years 11 and 12. By studying a wide range of subjects, students have more options for subjects in Senior, particularly where prerequisites may be required.

REQUIREMENTS FOR SELECTING THE INDEPENDENT STUDY OPTION

Students wishing to undertake the Independent Study Option must:

- Complete a Flyer application and submit to the Head of Sport, Head of Performance or Head of Faculty – Arts and Design
- Have an interview with Head of Sport, Head of Performance or Head of Faculty – Arts and Design to discuss a training / practice schedule identifying the number of hours assigned to the activity per week and following this interview receive a letter of recommendation to support the application for this elective option
- Make an appointment to discuss the recommendation with the Deputy Principal
- Demonstrate conduct with a high degree of-discipline;
- Communicate with their Head of Year, and meet regularly with the Head of Sport, Head of Performance or Head of Faculty – Arts and Design to provide details as to how the time will be utilised

ELECTIVE SUBJECTS

ENGLISH AS AN ADDITIONAL LANGUAGE

COURSE OVERVIEW

This subject provides additional scaffolding and instruction to support the language requirements of Year 9 and 10 subjects. Smaller class sizes, typical of this subject, allow a more flexible and responsive environment that is well suited to students for whom English is an additional language. This elective provides student with a structured language course focussing on the skills of reading, writing, speaking and listening in academic and ever-day English as well as time for individual support and feedback.

Topics studied are organised according to students' overall needs in developing language and analytical skills as well as their broader assessment obligations. Students will learn about how language changes depending on purpose and context and appreciate that changes in genre and register can be used to either persuade, inform or analyse. Students will also be given intensive guidance regarding critical literacy to support their analysis of subjective texts.

Where appropriate, these skills will be taught within an historical and geographical context to expand students understanding of Australia and the world.

TOPICS OF STUDY

- Common genres and text types such as essays, feature articles, reports, short stories, speeches,
- Language register for different purposes such as academic, persuasive and imaginative styles,
- Critical literacy and the construction of analytical arguments,
- Speaking and non-verbal language skills, and
- Reading and research skills, note taking, summarising, synthesising

ELIGIBILITY

English as an Additional Language will suit students for whom English is not their first or home language. Eligibility for this elective will be determined upon consultation and recommendation of the subject coordinator.

ASSESSMENT

All assessment within English as an Additional Language is formative, ranging from short tests of skills in reading, writing, speaking and listening to longer tasks such as research essays and reports.

ECONOMICS AND ENTREPRENEURIAL STUDIES

COURSE OVERVIEW

Economics and Entrepreneurial Studies introduces students to basic accounting principles and the role of economics, both within Australia and globally, as well as providing students with a real-life experience of conducting a small business. Students learn about the role of budgeting within a household and acquire techniques that can be used to manage personal finances sustainably. Additionally, the course explores Australia's place in the global community by considering the nuances of international trade. The course also enables the opportunity for students to explore the dynamic role that entrepreneurship plays in our local, national and international community as an agent of creative destruction.

This subject will particularly appeal to students with interest in Economics, Accounting or business ownership. It will provide students with a broad range of academic and thinking skills that will apply to a variety of disciplines.

TOPICS OF STUDY

- Basic principles of Economics – scarcity, demand and supply, the government's role in managing the macroeconomy
- Personal budgeting, with an emphasis on borrowing and investing
- An introduction to Accounting and financial statement analysis
- The global village – economic development, trade and Australia's place in the international economy
- Entrepreneurship – cultivating, financing, marketing and growing a business idea

LEARNING EXPERIENCES

- Debating the extent to which the government can effectively manage the Australian macroeconomy,
- Developing data entry and data analysis skills using Microsoft Excel,
- Conducting an economic inquiry into the role of free trade as a global tool for development
- Researching Australia's place within the rising economies of Asia and broader global economy
- Using models to represent the marketplace and its responses to changing conditions
- Formulating recommendations for a small business to improve their performance based on financial ratios
- Conducting a small business and working in a team
- Pitching a business idea to venture capitalists

ASSESSMENT

Assessment instruments deployed in this course will mirror the assessment techniques and academic skills that students will be expected to replicate in their study of Accounting and Economics in the senior years. These include:

- Combination short response and response to stimulus examination
- Extended response to stimulus examination
- Research report
- Multi-modal presentation

DIGITAL TECHNOLOGIES

COURSE OVERVIEW

Digital Technologies enrich and impact on the lives of people and societies globally. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies and who can independently and collaboratively develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed, and constructed environments.

The practical nature of Digital Technologies engages girls in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. A systematic approach to experimentation, problem-solving, prototyping and evaluation instils in students the value of planning and reviewing processes to realise ideas

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions.

TOPICS OF STUDY

- 3D Object design
- Robotics programming
- Video editing
- Game programming
- Web site development
- Graphic Design
- Digital Systems

LEARNING EXPERIENCES

Students will undertake tasks to enable them to:

- Design and print 3D objects
- Design, create and maintain web sites
- Design and program interactive games
- Build and program robots
- Investigate and evaluate digital systems
- Create and manipulate graphics and videos

ASSESSMENT

Assessment in this subject is based on folio completion and project work and includes the following criteria: Collecting, managing and analysing data; Defining, designing, implementing and evaluating; Collaborating and managing

DRAMA

COURSE OVERVIEW

In Years 9 and 10, students have the opportunity to select Drama as a Major or Minor subject. Each subject selection covers the same content and skills, but the distinction between both options lies in the depth in which they are covered.

In this course, students will extend on their prior knowledge of the Elements of Drama in a range of projects within the areas of Making and Responding. Additionally, improvisation and acting techniques will be explored to create engaging performance work. The course is predominantly practical, with theoretical components included throughout to build core knowledge of a range of dramatic skills, styles and conventions as well as the ability to respond to and analyse live performance in preparation for a senior course of study in Drama.

TOPICS OF STUDY

- Script interpretation and character analysis
- Developing realistic and believable drama
- Creating visual and symbolic drama through movement and heightened performance styles
- Devising new and original dramatic concepts and realising them in a variety of modes
- Acting for a public audience
- Responding to live theatre as well as performances by themselves and their peers

LEARNING EXPERIENCES

- Dramatic elements are manipulated to express ideas and shape performances for a variety of audiences
- Dramatic action and texts are created and interpreted through specific styles, including realism and non-realism
- Roles, characters and relationships are interpreted to define motivation and purpose, using specific vocal, character building exercises and physical techniques
- Devising original dramatic concepts and linking existing text with this work
- Researching concepts for dramatic works and transforming them into dramatic action
- Viewing live performance by both peers and professionals
- Developing literacy through text and visually-based drama
- Exploring stagecraft through choices in set, props and staging as well as audio-visual components

DRAMA MAJOR

Within the major course, further attention will focus upon building practical acting skills and performance techniques, as well as the development of dramatic concepts and original ideas for performance. Students may also be offered opportunities to engage in drama workshops (both internally and externally) and performances for public audiences.

ASSESSMENT

Assessment tasks are project-based and allow students to demonstrate their skills in the areas of Making and Responding. They will include performances of scenes from published scripts, devising original performance work based on theatrical texts, styles or other appropriate stimulus, multi-modal presentation of dramatic concepts and ideas and responding to live theatre. While assessment in Drama occurs individually and small groups, each student is assessed individually in all situations using the specific Drama criteria.

FOOD AND DESIGN

COURSE OVERVIEW

In this course students will learn concepts and skills that solve problems and promote wellbeing. Students will engage in deeper learning about the importance of making informed decisions, analyse alternative solutions to problems, and reflect upon the needs of individuals and groups of people. Sustainability and recognising various social, cultural, historical, economic, technological and environmental perspectives underpins all study of Food and Design. This is undertaken in experiential practical classes interacting with materials and resources, often working together and presenting group responses to tasks. Theory course-work involves investigating and analysing contexts and issues, and at times, attending industry relevant excursions.

TOPICS OF STUDY

- Nutrition, the Australian Guide to Healthy Eating and individual dietary needs
- Food science and technology
- The food industry and factors affecting food choices around the globe
- Design influences and avenues
- Textiles technology, functional selection of fabrics, pattern drafting and alteration
- Fashion and the influence of culture and society
- Interior design and the built environment

LEARNING EXPERIENCES

FOOD

Students will:

- Understand the food production cycle
- Consider global conditions that affect the way people choose food
- Gather information about medically diagnosed conditions such as diabetes, coeliac disease, lactose intolerance, and other non-communicable diseases that may be managed through diet and lifestyle
- Explore and employ local produce, seasonal variations, promotion of food products, and food innovations
- Cook and perform kitchen hygiene and safety routines
- Use measuring techniques and knife skills to improve the quality of their cooking skills
- Use electrical cookery appliances in a state-of-art commercial kitchen classroom
- Plan food choices and meals to suit the needs of individuals and groups
- Apply principles of plating up and garnishing to improve the presentation of food
- Manage resources and time within constraints of design challenges
- Make decisions and solve problems in relation to meal planning and practical tasks
- Evaluating food, processes and presentation

DESIGN

Students will:

- Consider design perspectives, context, socio-cultural influences, user needs and constraints
- Consider sources of inspiration by referencing examples of historical, contemporary and innovative products
- Innovate and create
- Explore evidence and ideate to produce prototypes
- Undertake design processes and decision-making skills
- Reflect on and evaluate design solutions

FOOD AND DESIGN cont

- Apply design elements and principles
- Choose clothing and understand consumer responsibilities in sustainable contexts
- Develop ideas through drawing and making prototypes
- Sew, by hand, and use machines, making of textile items such as soft furnishings and clothing
- Employ decorative textile techniques such as tie dying, painting, printing and stencilling, appliqué, and quilting
- Use clothing patterns and comprehend dimensional aspects relating to garment components, accessories, and body shapes
- Identify design features and materials
- Use management skills to consider constraints and use resources

ASSESSMENT

- Process journal that outlines the gathering of facts and inspiration through investigation, development and analysis of design solutions, consideration of various perspectives, and reflections on the process or issue
- Production of drawings, prototypes, food and textile items that are examined in terms of their idea development, suitability, quality, functionality and the application of a variety of acquired skills.
- Communication through graphical, written and spoken presentations

GEOGRAPHY

COURSE OVERVIEW

In Years 9 and 10, students have the opportunity to select Geography as a Major or Minor subject. Each subject selection covers the same content and skills, but the distinction between both options lies in the depth in which they are covered.

This course allows students to develop an interest in the interaction of the physical and human environments. Students will develop geographic knowledge, understanding, skills, values and attitudes in order to engage in the community as informed and active citizens. This main focus of the course is investigation of specific environmental management and human development and well-being issues

Students will, firstly, investigate major biomes and how they have been modified by humans. Specifically, students will investigate how landscapes are used and altered to increase global food production and what could and should be done to ensure future global food security. Transport, communication, the provision of services and products will then be examined in the Geographies of Interconnections Unit.

Students will then have the opportunity to examine global, national and local differences in human wellbeing. To do this they will study economic, social and demographic indicators and their Human Development Rank. The characteristics of developing and developed countries will be compared and the spatial differences will be considered. This will lead into a unit which focusses will examine landscapes that pose management challenges for local government authorities. Students will undertake an inquiry investigation into the strategies used to minimise risks and hazards.

The final unit provides girls with an opportunity to reflect and plan for a better environment. Students will investigate how and why cities grow and the challenges that this places on governments and planning authorities. They will consider factors that make our urban environments liveable and sustainable and design elements to provide a sense of place and enjoyment.

TOPICS OF STUDY

- Biomes and food security
- Geographies of interconnection
- Environmental change and management
- Geographies of human wellbeing

LEARNING EXPERIENCES

- Manipulation of statistics, drawing conclusions and predicting future scenarios, mapping and graphing techniques, field work and the use of spatial technologies
- Describing climatic regions, their biomass, characteristics and long-term management
- Investigating food production practices, competition for land resources and land
- Investigate global connections and fair trade through a range of media in order to consider human wellbeing and economic enhancement

ASSESSMENT

- Practical and response to stimulus tests
- Multi-modal presentations
- Extended essays and Geographical reports.

FRENCH

COURSE OVERVIEW

Languages are the medium through which we learn about the world and develop curiosity about new ideas, values, peoples and places. Since knowledge about social relations and cultural identity are dependent on language, the study of a language extends, diversifies and enriches our ways of thinking and appreciation of our own language and culture. Learning a language is about communication. It involves the ability to comprehend and compose, and includes the four skills of listening, speaking, reading and writing. Learners communicate with real language for genuine purposes. Students will achieve communicative ability by using various skills and strategies in culturally appropriate ways within realistic contexts.

The benefits of learning a language accrue not only to the individual but also to the nation as a whole. Our trade, cultural and tourist links with other countries are enhanced if we have a pool of varied language expertise, including Australians from both English and non-English speaking backgrounds. The ability to use a language other than English can increase students' post-school options in a country with such strong international links. Experience has shown that learning a language contributes to and enriches the educational, intellectual, personal, social and cultural development of learners and has the potential to improve the quality of their participation in a rapidly changing world.

TOPICS OF STUDY

The following topics are explored during the French course: Discussing household tasks, discussing daily routines, talking about holidays plans and discussing the future, talking about past events and part-time jobs, discussing recent social events, narrating past events and saying why and how things happened, buying food and drink, talking about sporting injuries and illnesses, discussing how things used to be in the past, constructing a narrative using a range of past tenses, talking about personal relationships and problems, offering advice, expressing desires for the future.

LEARNING EXPERIENCES

Language classes are fundamentally interactive and purposeful, therefore, as a broad principle of methodology the focus of language learning experiences is on successful communication. Learning experiences in languages are designed to encourage students to process meaningful portions of language rather than to focus on single words. The language course includes learning experiences such as: performing and viewing role plays, skits and dialogues; conducting/designing interviews, surveys / questionnaires; telling anecdotes, singing songs and reciting poems; watching films and listening to announcements, conversations, stories, anecdotes and songs; reading newspaper and magazine articles, cartoons, advertisements, poems, stories and simple books; responding to realia - brochures, timetables, recipes; making lists and writing reports, articles and letters; and recording events as diary entries and simple narratives. A range of digital technologies are incorporated during many of the learning experiences in languages to allow for direct participation in the target language culture in a range of ways and with different levels of engagement.

ASSESSMENT

Students undertake one test for each of the macro-skills, reading, writing, listening and speaking per semester. The macro-skills are equally weighted and include unpredictable language which gives students the opportunity to respond spontaneously in unrehearsed situations.

CHINESE (MANDARIN)

COURSE OVERVIEW

Having the skill to communicate in the most spoken language in the world is of vital importance in today's society. It is predicted that in the foreseeable future – perhaps this decade - China will have the largest economy in the world, creating future job opportunities for St Margaret's students. This course will help students to work towards becoming a highly skilled young woman with a competitive edge in the job market.

Through the application of increased vocabulary and grammar recognition, students will be able to discuss topics in depth and to create extended written texts. The use of blended learning technologies will give students more autonomy over their learning and the ability work at a pace compatible with their skills and needs. By the end of this course students will be able to communicate ideas and opinions related to their immediate world and the wider community. This course is recommended for students who enjoy a challenge and love to achieve while having fun at the same time.

Only students who have studied Chinese in Year Eight should consider undertaking this course. If you are considering studying Chinese in Year 11 and 12 you must complete the Year 9/10 course.

TOPICS OF STUDY

Where do you live? In this unit, you will learn to talk about places in a town, rooms in a house and different types of jobs. Getting lost in a new city is a common problem for avid travellers and this unit will give students the skills to keep them from getting lost while travelling in Chinese speaking countries.

Bargain Hunting – You will fine tune your bargaining skills in this unit, learning how to get the best deal at the market place. You will also understand cultural practices related to haggling. You will apply your skills to participate in a role play at the Silk Market.

Travel – You will explore some Chinese festivals, learn to talk about the seasons, some famous places in Beijing and list souvenirs. You will make travel plans and describe the weather in different places and you will also learn how to discuss plans for a trip.

Personal Identity – Are you a kind-hearted person? What does your Chinese zodiac say about you? These are some of the questions that students will learn to respond to in this unit. Students will inform others about their own physical and personality traits as well as describe others.

Unit Health - Topic 1 - Seeing a doctor, you will learn how to describe your symptoms and discuss the pros and cons of visiting a traditional Chinese medicine doctor or Western medicine doctor.

Topic 2 – Healthy lifestyle (nutrition, sleep and exercise) – What does the healthy diet pyramid recommend? How are Chinese people's diets changing? What advice do scientists and nutritionists give? What do the Chinese Youth Health Guidelines say? And how do they compare with ours? You will learn how to talk like an expert to give an evidence-based opinion regarding how to lead a healthy lifestyle.

Unit Comparison - Topic 1 – Family relationship – East or West, home is the best. Are family relationships the same in the East and the West? By watching a classic Chinese movie, we will unpack the underlying meaning of the bond in Chinese families. You are going to develop your own personal perspective regarding how family relationships work in Australian culture and Chinese-speaking communities.

Topic 2 – Education – What is more important for a person: a happy childhood or a successful future? By studying the choices, we make in schools and as parents, we compare the similarities and differences of education systems in China and Australia, and also discuss the different values and expectations people add onto education choices.

CHINESE (MANDARIN) cont

LEARNING EXPERIENCES

Students will continue to be exposed to a range of carefully designed visual, aural, written and kinaesthetic resources and activities, catering to individual learning needs. Digital technologies will be employed where appropriate to improve independent learning skills. Students will develop their ability to analyse various text types by completing comprehension tasks and written work. Students will also watch movies and short video clips and express their opinion on characters and stories. Students will recognise and engage with an increasing variety of text types and grammatical functions through reading and writing tasks. They will learn the skills needed to look up characters in a Chinese dictionary and use this as a tool for growing their lexicon.

Students will be offered an opportunity to apply their language skills in the bi-annual St Margaret's China trip held in the September school holidays. The units in this course will provide students useful and practical language skills that will be relevant to the trip, their future travel opportunities and everyday life in our global environment.

ASSESSMENT

From Year 9, students will be exposed to assessment techniques used in the new senior syllabus. Assessment instruments used in Year 10 will mirror the assessment techniques and academic skills that students will encounter in the senior years. These include:

- Short response to stimulus examination
- Combination short response, extended response to stimulus examination and student-centred conversation
- Multi-modal presentation with student-centred conversation
- Combination short response, extended response to stimulus examination

LEGAL STUDIES

COURSE OVERVIEW

Legal Studies is centred on the interaction between the discipline of law and society. This subject considers the legal system that regulates activities and aims to protect the rights of all individuals and balances these with obligations and responsibilities. An understanding of legal processes and concepts enables citizens to be informed and better able to constructively question and contribute to the improvement of laws and legal processes. Knowledge of the law enables students to have confidence in approaching and accessing the legal system, and provides them with an appreciation of the influences that shape the system. It empowers students to make constructive judgments and knowledgeable commentaries on the law and its processes from critical perspectives. The subject satisfies interest and curiosity as student's question, explore and discuss tensions between changing social values, justice and equitable outcomes.

TOPICS OF STUDY

- Law: - What is it good for? An introduction to the legal system
- Police to Punishment: The criminal investigation, trial process and sentencing
- No win, no fee: An introduction to civil law
- Law in a changing society
- What are human rights and why do they matter?

LEARNING EXPERIENCES

The learning experiences deployed in Legal Studies will be crafted in such a way that they enable students to best demonstrate the objectives upon which they will ultimately be judged in this subject. The learning experiences, therefore, will entail:

- Determining key legal issues through the use of primary and/or secondary sources such as legislation, cases, media and expert commentary,
- Comprehending key facts, law and concepts associated with the Australian legal system,
- Investigating Australian Law through the use of media and databases,
- Analyse legal concepts to determine the nature and significance of troublesome legal issues
- Synthesise ideas in order to make informed decisions about the suitability of the law,
- Make recommendations for changes and reform to the law,
- Communicating through essays, research projects and multimodal presentations, and
- Reflecting on legal outcomes.

ASSESSMENT

Assessment instruments deployed in this course will mirror the assessment techniques and academic skills that students will be expected to replicate in the senior years. These include:

- Combination short response and extended response to stimulus examination
- Inquiry report
- Argumentative essay

MUSIC

COURSE OVERVIEW

In Years 9 and 10, students have the opportunity to select Music as a Major or Minor subject. Each subject selection covers the same content and skills, but the distinction between both options lies in the depth in which they are covered.

Students live in a world in which music has an important and persuasive presence. Whether actively engaged in music by listening, performing or composing, or incidentally encountering music, students have an individual experience and this course builds on this. Music contributes to the holistic development of the individual through aspects such as memory, co-ordination, concentration and creativity. Students studying Music are empowered by the medium of music to gain insight into their ever-changing world, to develop self-discipline and to deepen their aesthetic awareness. Central to the Year 9/10 Music course are the three interacting dimensions of musicology, composing and performing.

TOPICS OF STUDY

YEAR 9

Battle of the Bands

Year 9 Music incorporates the highly anticipated “Battle of the Bands” in which students form their own rock bands and prepare a song for a live performance for the school community. Students develop performance skills learnt in Year 8 by using the electric and bass guitar, drum kit, piano and voice. Composition skills are developed as students write and record their own songs utilising technological processes. Students analyse contemporary songs and performers from a variety of styles.

Mood Music

The expressive capabilities of music are focussed on in Semester Two of Year 9, as students explore ways of telling stories, creating emotion and developing self-expression through composition and performance. Musicianship skills, (including aural, theory and analytical) will also be developed through the study of musicology and the analysis of music from a variety of styles and genres.

YEAR 10

Innovators

‘Innovators’ focuses on the music of the most significant composers of each musical era, such as Beethoven, The Beatles, Queen, Stevie Wonder, John Williams, Michael Jackson, Stravinsky, Mozart, Louis Armstrong and Debussy, as well as current pop idols. Through the exploration of influential vocal and instrumental works, students will learn to compose and perform music that develops their own personal strengths and style.

Music of the Stage and Screen

This unit further develops the topics introduced in Year 9 (Semester 2) and applies them to film music, musical theatre, opera, ballet and animated films. Students will use technology to create their own animated or live action film soundtracks and will explore the creative and production process of some of the greatest theatrical works throughout time.

LEARNING EXPERIENCES

- Listening, analysing, researching and discussing a variety of music including popular music and musicians
- Investigating chord structures, tonalities, textures and styles of songs and using this to create original works
- Developing technical skills on acoustic and electric guitar, drums, bass guitar and keyboard, and also skills required for producing effective lead and backing vocal parts present in an ensemble

MUSIC cont

- Developing individual skills in a chosen instrument or specialisation
- Creating ensemble parts and participating in both collaborative and individual composing processes
- Extending understanding of the music elements and developing skills on own performance instrument
- Develop critical literacy through activities that develop higher order thinking skills and creative problem-solving skills

ASSESSMENT

Students complete one assessment task in each dimension: Musicology, Composing and Performing. Musicology tasks include continuous musicianship tasks that assess aural skills, theory skills and music analysis skills, as well as developing the ability to form in-depth extended written responses to musical stimuli. Composing tasks include both individual and group construction of pieces in which students utilise current technologies such as Garage Band, and multi-tracking recording. Students will be supported, extended and have the opportunity to learn new instruments.

MUSIC MAJOR EXTENSION

- Musicianship skills will be further developed through extension of theory, aural and analytical work
- Students will have the opportunity to further develop solo performance skills alongside ensemble skills
- Students will develop skills in the use of notational software such as Sibelius

PHYSICAL EDUCATION

COURSE OVERVIEW

The knowledge, understanding and skills taught through Physical Education will enable students to enhance their own and others' participation in a diverse range of physical activities. The program consists of applying topics (linked to improving individual performance) directly to a variety of games, sports and performances. The study of this subject will provide students with the foundations for learning and is aligned to the Physical Education syllabus offered in the senior years.

TOPICS OF STUDY

The following overview illustrates the proposed course of study for Year 9/10. Each unit/focus area will be studied twice over the two-year course, but with a different theoretical emphasis and in different practical contexts. The order of delivery will also depend on the chosen practical element for each term.

Units of Study and Focus Areas	Proposed practical contexts for units of study/focus areas
Sport psychology and equity in sport: a. Sport Psychology b. Equity – barriers and enablers	a. Touch football b. Netball/Basketball c. Orienteering d. Dance
Movement and motor learning: a. Functional anatomy and biomechanics b. Motor learning	a. Athletics: throws and jumps b. Tennis c. Badminton/soccer d. Volleyball
Integrity and tactical awareness: a. Ethics and integrity b. Tactical awareness and physical activity	a. Active recreational activities b. Individual physical activities c. Team physical activities
Energy systems and training principles: a. Energy and performance b. Training and performance	a. Dance/sports aerobics b. Volleyball/tennis c. Athletics: track and field d. Swimming/Water Polo

GENERAL LEARNING EXPERIENCES

Students will understand concepts and strategies related to:

- Sports psychology, access, ethics and integrity related to acceptable behaviour and expectations
- functional anatomy, biomechanical and motor learning
- exercise physiology, energy systems and training principles
- tactics used in individual and team sporting activities

SPECIFIC LEARNING EXPERIENCES

Students will:

- implement psychological concepts that enhance performance
- analyse their biomechanical strengths and weaknesses and initiate technical skill changes
- evaluate personal fitness levels and energy requirements needed to participate in activities
- investigate stages of learning, principles of training and tactics/strategies to improve their success in individual and team practical contexts

PHYSICAL EDUCATION cont

ASSESSMENT

All physical activities have on-going practical assessment and contribute to 50% of student achievement levels per term. The remaining 50% is from theory. Focus Areas will be assessed using one of the following modes/instruments:

- Investigative Report
- Multi-modal presentation - Folio
- Exam

STEM EXTENSION

COURSE OVERVIEW

STEM is a course that challenges and inspires Year 9 to 10 students to develop their skills in the STEM disciplines of Science, Technology, Engineering and Mathematics through a practical, interdisciplinary approach. Entry into STEM is subject to high achievement in the core subjects of Science and Mathematics through Year 8, and to the approval of the Head of Faculty – Science and Technology. Students will undertake a series context-based projects that utilise the engineering design and refine cycle and combine mathematical reasoning with the application of technology and scientific understanding. These projects involve a hands-on approach to finding practical solutions to real problems through an interdisciplinary approach, with each semester seeing a more complex project to build in the skills acquired previously.

TOPICS OF STUDY

The following show examples of possible topics that may be covered (but limited to) during the Semesters.

- **Topic 1** - Students investigate how engineering solutions can help improve living conditions, particularly through the emerging field of biomechanics. From studying the anatomy – function and form – of the human arm, to the engineering principals of levers, students will design, fabricate, and then refine a prosthetic limb that will be operated by a microprocessor. Students will demonstrate competency with creating efficient and effective software code which, when matched with their own built prosthesis, will demonstrate mastery of the physical design and coding to emulate the human hand.
- **Topic 2** – Students investigate the principles of aerodynamics and motion by designing and building F1 drag-cars in line with the specifications of the F1 in school's competition. By being required to meet certain design specifications, students are required to think critically about developing their cars so that they race at the fastest pace possible. Through completing this project students will design a 3D model of their car, put together a design folio that analyses their design before building their cars out of balsa wood and 3D printing parts.
- **Topic 3** – Students investigate the principles of rollercoaster design and operation through the designing and building of a roller coaster cart and track section. In completing this topic, students will study the principles of motion, forces, gravity and the effects of roller coasters on the body. As part of this topic, students will go on an excursion to a theme park to engage in the practical components of roller coasters and the engineers who work behind the scenes to ensure they run efficiently.

LEARNING EXPERIENCES

The course is designed to challenge and extend the intellectual capacity of the students, enabling them to solve problems and create solutions. This will assist in transforming their cognitive behaviours, promoting the emergence of deepest thinking in the areas of science, mathematics, engineering and technology. Tools employed include Fusion 360 3D modelling software, 3D printing, laser cutting, programming using Arduino software, operation of power tools and equipment and putting together design folios for presentation. The course builds on the pillars of science, mathematics, engineering and technology to extend students with interesting engineering projects.

ASSESSMENT

The program of assessment includes periodic check point quizzes, research and investigations, which will culminate in the presentation of a project, continuous assessment through levels of engagement with practical tasks as well as theory will also contribute to the overall level of achievement.

VISUAL ART

COURSE OVERVIEW

In Years 9 and 10, students have the opportunity to select Visual Art as a Major or Minor subject. Each subject selection covers the same content and skills, but the distinction between both options lies in the depth in which they are covered.

The Visual Art Course develops students' understanding of the visual world by making and appreciating images and objects. An understanding of the skills of artists, designers, craftspeople, critics and historians is developed. Emphasis is placed on experimentation and an enjoyment of the art making process. Students experience the work of talented artists first hand by visiting contemporary art galleries and by working with artists in workshop situations.

TOPICS OF STUDY

- 'Observing the Obvious', still life painting on canvas
- 'Design from Nature' - ceramic forms
- 'Social Comment', 2D focus
- 'Face It', 2D preliminary focus, 3D major
- 'Surrealism', 2D and digital media, which may include printmaking and animation
- 'Inside Out', figurative drawing and printmaking
- Collaborative project (2 and 3D media focus)

LEARNING EXPERIENCES

- Painting, still life and figure drawing, ceramic modelling, digital and mixed media explorations
- Create, present and reflect on art works that incorporate Visual Art techniques, technologies, processes and language
- Understand and use the Elements and Principles of Art and Design
- Research and evaluate the practices of local and international artists in relation to students' own ideas
- Evaluate and reflect on art works in responding and theory tasks

ASSESSMENT

Work will be assessed using the following schema: Most tasks will have an integrated *Making and Responding* requirement

- Visual Journal preliminary work and documentation of individual concepts and practical activities
- Statement of intent and Reflection tasks
- Painting on canvas
- Sculpture
- Analyse art works using visual arts language
- Class test and/or assignment

ART MAJOR EXTENSION

- Collaborative project to feature at the Biannual MAYO Arts festival, school or community event. Students will be challenged to: develop concepts which extend and express a personal aesthetic. Projects may also take the form of a collaborative artwork or installation
- Students may meet with and experience the studio environment of a contemporary artist

CORE SUBJECTS

ENGLISH

COURSE OVERVIEW

At St Margaret's Anglican Girls School, students employ imagination, creativity and their appreciation of world views to interpret and construct English texts that share their ideas, persuade audiences and address issues and events in their own lives and communities.

The Year 9 and 10 English program provides our students with a range of opportunities to engage with the capabilities outlined in the Australian Curriculum. The study of English is central to the learning and development of students in Australia, and although Australia is a culturally diverse nation, the ability to communicate effectively and precisely in the English language is integral to participation in all areas of Australian life. English will allow students to develop their skills and knowledge in the area of English, as ethical and thoughtful members of Australian society, and they will be presented with opportunities to engage imaginatively and critically with literature.

TOPICS OF STUDY

English at St Margaret's is organised according to the three interrelated content strands laid out by the Australian Curriculum - Language, Literature and Literacy. These strands are interrelated and their content is taught in an integrated way, and collectively they describe the skills learnt in English, as well as important areas of knowledge and understanding.

Throughout the course, students will consider a variety of topics which involve them exploring the ways in which texts offer persuasive and reflective viewpoints and how language can be used for emotive and aesthetic impact on readers. Students will explore a variety of literary and non-literary texts, including:

- novels and plays such as *The curious incident of the dog in the night-time*, *To kill a mockingbird* and *Romeo and Juliet*
- a selection of classic and contemporary short stories and poetry
- contemporary films and documentaries such as *Edward Scissorhands* and *Blackfish*
- Indigenous poetry

LEARNING EXPERIENCES

In English, students learn to speak, listen to, read, view, write and shape texts. They develop their ability to analyse how texts are constructed for particular purposes and to suit different contexts. Students also focus on developing their ability to make deliberate choices when constructing their own texts in order to achieve different purposes.

To complement the units on offer, the Year 9 and 10 English course embeds the explicit teaching of literacy skills through the Literacy Boost Program which focuses on spelling, punctuation, grammar and reading comprehension, with activities being completed on a weekly basis. The emphasis of the Literacy Boost program is on students mastering their ability to apply their explicit literacy learning to their own writing.

ASSESSMENT

Assessment in English at St Margaret's Anglican Girls School allows for the collection of evidence of student learning over time to allow for an on-balance judgement about the quality of student achievement, as well as to assist students achieve success in their English studies through the provision of effective feedback, careful monitoring, and a balanced coverage of the English content descriptions outlined in the Australian Curriculum. Throughout the course, students will prepare a seminar presentation, a short story, a critical review, a persuasive speech and a novel chapter, along with two analytical essays.

HEALTH AND PHYSICAL EDUCATION

COURSE OVERVIEW

Students will be participating in 2 core Health and Physical Education lessons per week. The subject focuses on the students being active, whilst experiencing a variety of different practical contexts which are new to the cohort. The main objective is based on the principle that students should be provided with opportunities that allow them to develop their competence and confidence.

CONTEXTS OF LEARNING

These opportunities will fall under the contexts of learning presented below:

- Active play and minor games – small group, minor and lead up games
- Challenge and adventure activities - Orienteering
- Fundamental movement skills – Aquatic activities for Disadvantaged swimmers
- Games and sports – Volleyball, European Handball, Basketball and Cricket
- Health-related physical activities – Sports Aerobics, Resistance Training and Fitness goals
- Rhythmic and expressive movement – Synchronised Swimming, Cultural Dance performance

GENERAL LEARNING EXPERIENCES

Students will:

- use a range of concepts to refine their own and others' movement performances
- respond to changing playing conditions and game situations
- refine their personal, social, leadership and collaboration skills as they participate in a range of activities

SPECIFIC LEARNING EXPERIENCES

Students will:

- apply a range of motor skills to different games and sports
- design and implement actions to deal with inequities in participation in water activities
- perform and evaluate individual and group routines in a variety of performance contexts
- explore the influence that culture has had on the interpretation of dance in the Asian-Pacific region
- participate in activities that reflect the principles of resistance and aerobic training

ASSESSMENT

Assessment is not the focus of this subject and as such there will not be any formal assessment.

HISTORY

COURSE OVERVIEW

History at St Margaret's aims to stimulate students' minds to create an interest in and enjoyment of exploring the past. It is about developing critical skills of historical inquiry and enabling students to see the impact of Historical events on their lives today. Through investigations and case studies of key historical eras and events around the world, students consider, what past societies were like, how these societies ordered their politics, and what beliefs, values and cultures influenced people's actions. They study the diversity of human experience through history and develop empathy for those involved. Students analyse how key events have shaped the world as we know it today. They will understand more about themselves as individuals and members of society.

TOPICS OF STUDY

- Industrial Revolution (1750 – 1914)
- Movement of Peoples (1750-1900)
- Asia and the world – Nationalism and Imperialism in China 1750-1911
- World War I (1914 – 1918) – Australia's experience at War
- Ancient Civilizations: The Roman Empire
- World War II (1939 – 1945)
- Rights and Freedoms (1945 – Present)
- Migration experiences (1945 – Present)

OBJECTIVES TO BE ASSESSED

- Comprehend terms, issues and concepts
- Devise historical questions and conduct research
- Analyse historical sources and evidence to show understanding
- Synthesise information from historical sources and evidence to form an historical argument
- Evaluate historical interpretations to make judgments
- Create responses that communicate meaning to suit audience and purpose

ASSESSMENT

- Examination - Historical Essay in response to Historical Sources
- Investigation - Independent Research Interrogation
- Investigation - Historical essay based on research
- Examination - Short Response to Historical Sources

MATHEMATICS – Year 9 2020

COURSE OVERVIEW

The Year 9 curriculum focuses on developing and refining mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. The content involved in this subject is organised into a number of strands, which in turn includes a number of topics. These strands are:

- (i) Number & Algebra
- (ii) Measurement & Geometry
- (iii) Statistics & Probability

Underpinning the study of Mathematics at St Margaret's are the following general capabilities:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

TOPICS OF STUDY

- Pythagoras and measurement
- Applications of percentage and percentage change
- Enlargement and similarity
- Ratio, rate and direct proportion
- Linear relations
- Probability
- Index laws and scientific notation
- Solving equations and rearranging formula
- Statistics
- Expanding and factorising

LEARNING EXPERIENCES

- Emphasis on developing and refining core skills and processes
- Introduction and exposure to concepts essential for mathematics at senior level
- Introduction and use of a variety of technologies as tools for supporting learning and inquiry
- Challenging and engaging experiences which promote inquiry and the development of strategic thinking skills required for problem solving in the real world.

ASSESSMENT

Multiple opportunities will exist for the demonstration of learning outcomes with an emphasis on developing and refining core skills and processes through a system of second chance testing.

- End of term tests and end of semester tests
- Mastery learning quizzes
- Investigation and problem-solving tasks

MATHEMATICS – Year 10 2020

The goal of the Mathematics Faculty at St Margaret's is to empower young women to achieve to their highest potential in mathematics. Our overarching program focuses on developing strong positive self-efficacy in mathematics through an approach which centres on mastery goals rather than achievement goals.

Mathematics education at St Margaret's to the end of Year 10 focuses on developing and refining mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills, and to provide a strong foundation for future study in Mathematics. Year 10 students are required to study either Mathematics 1 or Mathematics 2. Guidance will be provided by teachers regarding the most appropriate choice for individual students.

MATHEMATICS I

Mathematics I is a preparatory course for Senior General Mathematics.

COURSE OVERVIEW

Mathematics I is intended to provide learning experiences which extend students' exposure to useful applications of Mathematics and technology in the real world. The course is inherently practical and does not require the same depth of abstract reasoning needed for Mathematical Methods and Specialist Mathematics. The topics studied in Mathematics I provide students an insight into the dimensions of learning required for General Mathematics at senior level.

TOPICS OF STUDY

- Linear equations and their graphs
- Consumer arithmetic
- Shape and measurement
- Univariate data analysis
- Bivariate data analysis
- Applications of trigonometry
- Networks and graphs
- Time and time zones

LEARNING EXPERIENCES

- Development and refinement of concepts and skills essential for General Mathematics at senior level
- Use of a variety of technologies as tools for supporting learning and inquiry with special emphasis on the effective use of scientific calculators, EXCEL and GeoGebra
- Challenging and engaging experiences which promote inquiry and the development of strategic thinking skills required for problem solving in the real world

ASSESSMENT

Multiple opportunities will exist for the demonstration of learning outcomes with an emphasis on the development and refinement of concepts essential for General Mathematics at senior level. The assessment system at St Margaret's in Years 7 to 10 focuses on developing mastery through a system of second chance testing. In Year 10 the specific focus is on introducing students to the style of assessment in senior.

- Mastery learning quizzes
- End semester tests
- Problem-solving and Modelling tasks [PSMT]

MATHEMATICS – Year 10 2020 cont

MATHEMATICS 2

Preparatory Course for Mathematical Methods and prerequisite course for Specialist Mathematics.

COURSE OVERVIEW

The intent of Mathematics 2 is to encourage students to develop a positive attitude to the more abstract components of mathematics. Emphasis is placed on problem solving and modelling and the use of technologies and software to enhance inquiry and learning.

Students wishing to study Mathematical Methods or Mathematical Methods and Specialist Mathematics in Years 11 and 12 must select this subject and will need to demonstrate an achievement level of a B by the end of Year 10. It is recommended that students who do not reach this prerequisite grade in Mathematics 2 should study General Mathematics in Years 11 and 12.

TOPICS OF STUDY

- Surds
- Factorising quadratic expressions
- Simplify algebraic fractions
- Solve linear and quadratic equations
- Linear relations and arithmetic sequences
- Index laws and exponential relations
- Applications of trigonometry including the sine and cosine rules
- Graphs and applications of quadratics
- Bivariate data analysis
- Probability
- Comparing data

LEARNING EXPERIENCES

- Development and refinement of concepts and skills essential for Mathematical Methods at senior level
- Use of a variety of technologies as tools for supporting learning and inquiry with special emphasis on the Ti-84 Plus graphics calculator, EXCEL and GeoGebra
- Challenging and engaging experiences which promote inquiry and the development of strategic thinking skills required for problem solving in the real world.

ASSESSMENT

Multiple opportunities will exist for the demonstration of learning outcomes with an emphasis on the development and refinement of concepts essential for Mathematical Methods and Specialist Mathematics at senior level. The assessment system at St Margaret's in Years 7 to 10 focuses on developing mastery through a system of second chance testing. In Year 10 the specific focus is on introducing students to the style of assessment in senior.

- Mastery learning quizzes
- End semester tests
- Problem-solving and Modelling tasks [PSMT]

RELIGIOUS AND VALUES EDUCATION (RVE)

COURSE OVERVIEW

Religious and Values Education introduces the students to a Christian way of life, as well as the aims and objectives of the Sisters of the Society of the Sacred Advent. The students study one lesson of RVE per week.

TOPICS OF STUDY

- Notion of God
- Film study
- Parables of Jesus
- Finding God - Reflection, Stillness, Listening, Music and Art
- World Religions – how major world religions view the Godly
- Community service – Anglican Aid Organisations

LEARNING EXPERIENCES

- Familiarity with the Biblical text
- Creating a Personal Reflective Journal
- Experiencing the liturgies and symbols of the Anglican Christian faith
- Writing a modern-day parable
- Researching ways and organisations that reach out to others
- Participation in/and preparation for Chapel services

ASSESSMENT

Assessment is not the focus of this subject and as such there will not be any formal assessment.

SCIENCE

COURSE OVERVIEW

The study of Science at St Margaret's develops the six overarching ideas of the Australian Curriculum in Science: patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy. The curriculum provides opportunities for students to develop an understanding of the important scientific concepts and processes, as well as the practices used to develop scientific knowledge, or science's contribution to our culture and society, and its application to our lives. The curriculum supports students in gaining an understanding of science to develop the necessary skills to make informed decisions, and so to participate in science related careers if they wish.

TOPICS OF STUDY

Year 9 Science	Year 10 Science
The topics of study for Year 9 Science include: <ul style="list-style-type: none">• Materials• Electricity• Body Coordination• Chemical Patterns & Reactions• Energy and Electromagnetic Radiation• Introduction to Psychology	The topics of study for Year 10 Science include: <ul style="list-style-type: none">• DNA & Genetics• The Universe• Types of Chemical Reactions• Forces, Energy and Motion• Evolution

LEARNING EXPERIENCES

Students will develop their scientific skills and understanding through the following learning experiences during Years 9 & 10 Science:

- Practical laboratory classes – including student-led experiments
- Kinaesthetic activities
- Multimodal presentations
- Inquiry-based learning activities
- Exercises involving analysis and interpretation of data
- Exercises involving evaluation of data

ASSESSMENT

Students will be given Formative Assessment Tasks throughout the Semester.

The Years 9 & 10 Science Assessment Plan includes the following tasks per semester:

- 1 x Student Experiment Task/Research Task
- 1 x End of Semester Examination (assessing all three units covered).

The End of Semester Examination will be assessing the following criteria:

- Science Understanding (60%)
- Analysing, Applying and Interpreting Data (40%)

Contact Details

Dean of Pedagogy

Mrs Jo Butterworth

3862 0703 / jbutterworth@stmargarets.qld.edu.au

Dean of Studies

Mrs Nicole Devlin

3862 0873 / ndevlin@stmargarets.qld.edu.au

Careers & Portfolio Pathways

Ms Naomi Holley

3862 0728 / nholley@stmargarets.qld.edu.au

Careers Counsellor

Ms Elizabeth Johnston

3862 0710 / ejohnston@stmargarets.qld.edu.au

English

Ms Alina Layton

3862 0885 / alayton@stmargarets.qld.edu.au

Health & Physical Education

Miss Desley Upton

3862 0821 / dupton@stmargarets.qld.edu.au

Sociocultural Studies

Mr Tom McCormick

3862 0756 / tmccormick@stmargarets.qld.edu.au

Global Studies

Mr Mathew Stein

3862 0714 / mstein@stmargarets.qld.edu.au

Mathematics

Ms Vicki Strid

3862 0712 / vstrid@stmargarets.qld.edu.au

Science & Technology

Mr Chris Dunn

3862 0748 / cdunn@stmargarets.qld.edu.au

The Arts & Design

Ms Annette Box

3862 0755 / abox@stmargarets.qld.edu.au