

St Mary's College Seymour



Curriculum 'Encounter'
Information and Assessment Handbook
Year 9 & 10 2020

Introduction

*“We should be shining lamps, giving light to all around us.”
Catherine McAuley (Foundress of the Sisters of Mercy)*

Dear Students and Parents/Guardians/Carers ,

It is a privilege that we can prepare our Year 9 & 10 students at St Mary’s College for their final years of secondary schooling and for their transition to a range of post-school pathway options.

It is our wish that Year 9 & 10 students of St Mary’s College will aspire to achieve their personal best. Our community fosters the mindset that all things are possible when individuals truly believe in their God-given gifts and abilities and never give up on their career path dreams. We aim to prepare students for the rigour of ongoing study, with a particular focus on the VCE and as such we offer the opportunity for Year 10 students to accelerate their learning in certain VCE areas of study.

St Mary’s College has a committed staff who go above and beyond for the students. We value the role that parents/guardians/carers and grandparents play in the education of their children. Year 9 & 10 is when the partnership between St Mary’s College and home is perhaps at its most critical. Students will find additional academic, developmental, organisational, time management and emotional demands on them, demands which can be overwhelming at times. A stable and supportive home environment, with parents/guardians/carers acting in close partnership with St Mary’s College staff, will contribute strongly to a good balance between school work, recreation, rest and a positive outlook. Communication is vital and the School has many systems in place to support Year 9 & 10 students in achieving excellent outcomes.

This Year 9 & 10 Student Information and Assessment Handbook contains essential information regarding the policies and procedures operating at St Mary’s College. It is expected that students undertaking Year 10, studies as part of their learning program, have made themselves aware of the requirements and information outlined in the handbook. Knowledge and application of the contents of the handbook will prevent unnecessary problems throughout the year.

We wish students every success and God's blessing as they take on the responsibilities of being a Year 9 or Year 10 student at St Mary's and that they feel supported and challenged to achieve their personal best.

Working together,

Best Wishes,

Mrs Christine Buhler
Deputy Principal
Learning & Teaching

Mrs Kymberleigh Rowland
Year 7 - 10 Curriculum Leader

1. Term Dates 2020

Term 1 2020: 29 January (students commence) – 27 March 2020

Term 2 2020: 14 April – 26 June 2020

Term 3 2020: 13 July – 18 September 2020

Term 4 2020: 5 October – 16 December 2020

2. St Mary's College Year 9 & 10 Contacts

Mrs Christine Buhler

Deputy Principal of Teaching and Learning

- Curriculum-related Advice
- Assessment & Reporting Advice

Mrs Zine Dovara

Deputy Principal of Student Wellbeing

- Pastoral Care Advice
- Attendance monitoring in conjunction with Level Coordinator & VCE Coordinator

Mrs Mary Tampion

Year 8-10 Level Coordinator

- Student Wellbeing
- Behaviour Management
- Attendance (for Year 9 & 10 Studies)

Mrs Kymberleigh Rowland

Years 7-10 Curriculum Leader

Literacy Leader Years 7-10

Secondary English Teacher

- Year 7 -10 Curriculum-related Advice
- Academic Performance
- Assessment Advice (for Years 9-10 studies or English)
- Subject Selections
- Acceleration of Studies Requests
- Assessment Task Rescheduling/ Missed Assessment Tasks

Mrs Genevieve Gordon

VCE Coordinator

VCE General Mathematics Units 1 and 2 Teacher

- Academic Performance
- Assessment Advice (for VCE studies or Mathematics)
- Attendance (for VCE studies)
- Special Provision (for VCE studies)
- Redemption (for VCE studies)
- Extension of Time Requests (for VCE studies)
- Outcome Assessment Tasks (for VCE studies)

Mrs Angela Molinaro

VCE VET Applied Languages Teacher

- Academic Performance (for Indonesian studies)
- Assessment Advice (for Indonesian studies)

Mrs Tanya Oakley

Careers Practitioner

- Career development
- Job Pathways
- Tertiary and TAFE entry requirements
- Work Experience Program and Structured Workplace Learning
- VET/Pathways and Course [WJ4] Advice
- Victorian Assessment Software System (VASS) Administrator

Subject Teachers

Year 9 Core Subjects		
Faith Education	Mrs Rochelle Gough	Mrs Mary Tampion
Mathematics	Mrs Karen Gilchrist	Mr Martin Keating
English	Mrs Lorna Hooper	Mrs Kymberleigh Rowland
Science	Mr Darcy McLean	Mr Martin Keating
Humanities	Economics & Business Mrs Kathy Kovacic	History Mrs Kymberleigh Rowland
Health & Physical Education	Mrs Karen Gilchrist	Mrs Allison Moore

Year 10 Core Subject		
Faith Education	Mrs Allison Moore	Mrs Mary Tampion
Mathematics	Mr Martin Keating	Mrs Genevieve Gordon
English	Mrs Lorna Hooper	Mrs Kymberleigh Rowland
Science	Mr Darcy McLean	Ms Andrea Williams
Humanities	Citizenship & the Law Mrs Kymberleigh Rowland	Economics & Business Mrs Kathy Kovacic
Health & Physical Education	Mrs Allison Moore	Mrs Genevieve Gordon

**Year 9 & 10
Elective Subjects**

Food	Mrs Cobie Morris
Materials Technology	Ms Andrea Richards
Photography	Ms Andrea Richards
Digital Technology	Miss Naomi Hanlon
Textiles	Mrs Loretta Duncan
Agriculture & Horticulture	Mr Andrew Allen
Dance Drama & Physical Theatre	Miss Naomi Hanlon
Media	Mrs Lorna Hooper
Music	Mr Andrew Allen
Indonesian	Mrs Angela Molinaro
VCE General Mathematics	Mrs Genevieve Gordon

Staff Email Addresses

firstname.lastname@smseymour.catholic.edu.au

Background

Assessment is an ongoing process of gathering, analysing and interpreting data about learners' progress to support growth along a learning continuum.

- **focused on growth** - uncovering the narrative of learners.
- **relational** - engaging students, teachers and families in learning.
- **ongoing and continuous** - focusing on growth across religious, physical, cognitive, social and emotional domains.

Students receive feedback from two perspectives

- Achievement is measured against the age expected level in the Victorian Curriculum (known as progression point).
- Growth in learning is defined as improvement in knowledge, abilities and skills no matter what the starting point.

SMC will

Follow and implement the Victorian Curriculum F – 10 Curriculum, Assessment and Reporting Framework. With the addition of Religious Education, St Mary's College adheres to the requirements as outlined by the Victorian Curriculum Assessment Authority (VCAA) in their curriculum documents.

The standards of the Victorian Curriculum F–10 give indications of student outcomes at any level of schooling. Student achievement will be assessed and reported against these indicators.

SMC acknowledges that assessment and feedback are continuous and can occur in many ways and at many stages of the learning cycle.

Assessment and Feedback

In preparation for a task

- All assessment tasks will reflect the learning and teaching program.
- Teachers and teams will create assessments opportunities that allow different students to demonstrate achievement in different ways.
- Teachers must provide clear indications to students regarding the expectations of the assessment requirements of units/tasks.
- The assessment rubric/criteria will be explained to students in advance of undertaking the task.
- Students needing adjustments or modifications to their learning will be aware of their Personal learning plan, and have the modification recorded in SIMON.
- Students may be offered samples/exemplars or models to guide them.

- The tasks should be based on high-expectations and offer students reasonable challenge.
- Student learning needs must be considered and reasonable adjustments made to assessment to enable all students to undertake the task with confidence and challenge.
- Teachers will construct assessments that inspire creativity and critical thinking and create assessments that encourage collaborative opportunities.

At the conclusion of the task the teacher will

- Assess student work objectively using evidence from student work. Ensure assessment is formative in identifying strengths, limitations and offers advice for improvement.
- Ensure that the assessment affirms student achievement.
- Provide feedback that does not describe performance in terms that compare one student to another.
- Offers feedback that respects the dignity of the student and the confidentiality of the teacher-student relationship.
- Use assessment as an opportunity for teachers, students and parents to engage in dialogue regarding student progress.

Reporting

- Teachers will submit an End of Semester Report for parents and students twice a year (June and December) in writing. The purpose of this is to offer parents a summative statement of a student's progress against the Victorian Curriculum Achievement Standards. Teachers make global summative decisions which are evidence-based, standards-based and locate, accurately, the level at which a student is operating in any given learning area. The Semester Report will also include Religious Education and General Capabilities results.
- Teachers will offer ongoing online feedback and reporting to students and parents/guardians on a regular basis and a timely manner according to the agreed schedule (See Appendix). This feedback offers students and their parents/guardians feedback as described below and encourages parents to engage with their child and his/her education at the College in an informed manner. Teachers will regularly update SIMON/PAM throughout the year.

Timeline for Assessment and Reporting:

The timeline for assessment and reporting is published at the start of each year. It is one part of establishing good home College partnerships, and supporting student learning. Students in years 9-10 are involved in the conversations around their achievements, goals and challenges.

4. Communication

Simon/ PAM Feedback on Assessment Tasks

Victorian Curriculum Area	Continuous Assessment - Feedback Marking in SIMON At least 1 task marked and published by mid semester That is: end term 1 (and term 3) All tasks marked and published by end of semester: term 2 and 4 Comments Directed to the student - 'you have' etc Reporting Comment - past tense directed to parents	Reporting End of Semester June/Dec
English	3 tasks at least 2 with rubric all with detailed comment about progress and achievement	VC Progression Points Capabilities 4 Approaches to Learning
Faith Education	2 tasks at least 1 with rubric all with detailed comment about progress and achievement	RE CEM Progression Points Capabilities 4 Approaches to Learning
Health and PE	3 tasks at least 1 with rubric all with detailed comment about progress and achievement	VC Progression Points Capabilities Critical and Creative Thinking Personal & Social Approaches to Learning
Humanities	4 tasks at least 2 with rubric all with detailed comment about progress and achievement	VC Progression Points Capabilities 4 Approaches to Learning
Languages 9/10	4 tasks with rubric as required by VET all with detailed comment about progress and achievement	VC Progression Points Capabilities Critical and Creative Thinking Ethical Intercultural Approaches to Learning
Mathematics	3 tasks with a competent/not yet Tick sheet End of semester rubric all comment on progress and achievement	VC Progression Points Capabilities Critical and creative thinking Personal & Social Approaches to Learning
Science	4 tasks at least 2 with rubric all with detailed comment about progress and achievement	VC Progression Points Capabilities 4 Approaches to Learning
Technologies 9-10	3 tasks at least 1 with rubric all with detailed comment about progress and achievement	VC Progression Points Approaches To Learning
The Arts 9-10	3 tasks at least 1 with rubric all with detailed comment about progress and achievement	VC Progression Points Approaches To Learning

5. Assessment Rules

All assessment tasks at St Mary's College Seymour will be conducted using the following procedures:

1. All assessment tasks are to be submitted by the required date. If there is an approved absence students are still required to submit the assignment after the due date. The student will be advised of the rescheduling, modification or exemption (under extreme circumstances) of an assessment task by the subject teacher or the Year 7-10 Curriculum Leader.
2. If a student is away on the day an assessment task is due, it is the student's responsibility to locate the teacher and submit the work to the teacher on their first day back at school.
3. Where evidence of plagiarism and/or unauthorised collaboration occurs the person(s) involved will be required to resubmit and this will be noted in the student feedback in SIMON.

Plagiarism is when you pretend that you have written or created a piece of work that someone else created. It is cheating, it is dishonest, and it could jeopardise your results.

This includes (but is not limited to) copying and pasting research from websites. Unauthorised collaboration refers to students working together on an individual task or when one student passes work onto another student who then copies and submits it as their own work.

4. When a student deliberately absents himself/herself from class or any school activity to study or complete an assessment task they may be penalised.
5. If a student is unavoidably absent for an assessment task done in class-time, it is his/her responsibility to see the teacher and make arrangements to do another similar task. This class task will be conducted outside of scheduled class time such as lunch time or after school.
6. If a student is away when assessment information is distributed, then it is his/her responsibility to request that information from the appropriate teacher. If a student is absent from school for an extended period it is the student's responsibility to contact the school to arrange for work to be sent home. Teachers will endeavour to ensure that students receive all necessary assessment information.

6. Attendance

At St Mary's College it is compulsory for students to attend all classes, at all year levels. Therefore, students are expected to attend every class except when they are prevented by a valid reason e.g. significant illness, an important school activity.

Attendance requirements

All subjects involve at least 50 hours of scheduled classroom instruction per semester. A student needs to attend sufficient class time to complete work. The School sets minimum class time and attendance rules. If a student has completed work but there has been a substantial breach of the College's Attendance Policy, the School is unable to authenticate the student's work and in such cases the School can choose to assign an N result for the subject.

There is an 80% attendance requirement for satisfactory completion of a subject.

Attendance below 80% per semester (unapproved absences) = an N for that subject.

Process for monitoring attendance

The following process applies:

1. Subject teacher records attendance for each class electronically using SIMON.
2. If a pattern of absence occurs, the Subject Teacher will alert the Year Level Coordinator, Curriculum Leader and Homeroom Teacher.
3. When attendance falls below 90% the Year Level Coordinator following consultation with the Curriculum Leader will action a letter/email to be sent to the student's parents/guardian/carers informing them of the situation.
4. When 85% attendance has occurred, the Year Level Coordinator, following consultation with the Curriculum Leader, will request an interview with the student's parents/guardians/carers.
5. The interview will be conducted by the Year Level Coordinator and Subject Teacher. The student will be warned that their attendance is not satisfactory and that, without improvement, they may not satisfactorily complete the course(s). Where necessary, the College will set up additional support to assist the student in achieving a better attendance rate.
6. If the unauthorised absences continue after the interview and fall below 80% attendance, the College may issue an N in accordance with the College's policy.

In summary, a student who does not attend at least 80% of scheduled class time, except for when they are able to provide proof of a valid reason for absence, such as medical certificates, may be assessed as not satisfying the requirements of the subject. A student can only be given an **N** for the subject from lack of attendance if the above process has been followed.

Authorised Absences

The 80% attendance requirement does not include any time away from class that is identified as authorised absences.

Student absence is deemed to be authorised if it was due to:

- illness
- personal environment (e.g. extreme family difficulties/deaths etc.)
- physical disability
- significant hardship
- official school activities that the student has permission to attend.

These absences must be supported by relevant documentation such as:

- a medical certificate, or qualified medical practitioner report/letter
- professional documentation
- Counsellor/Psychologist report/letter.

Missed Assessments due to Absence

Students who are absent from classes and miss any scheduled Assessment Tasks due to illness are to provide a Medical Certificate, which indicates that they were 'Unfit for work' in order to have the assessment rescheduled.

Students are to present the Medical Certificate(s) to the Homeroom Teacher and Curriculum Leader.

The Homeroom teacher will note the days of absence which relate to the certificate for entry on SIMON. The Curriculum Leader will make the Subject Teacher aware that the student has provided a Medical Certificate and confirm arrangements with them to have the assessment rescheduled.

If a Medical Certificate is not presented the Curriculum Leader may issue a warning letter (see example letter below).

7. Sample Warning Letter: Overdue/ Missed Assessment Task

Dear *(Parents/Guardians/Carers name(s))*,

This email is to officially notify you that *(Student Name)* has:

- not submitted the following assessment task by the due date
 - **(Title of assessment)**
- was absent for a scheduled assessment task
 - **(Title of assessment)**

and your support is required in ensuring this work is completed.

Time has been provided in class for the completion of this task, along with guidance and support of the subject teacher. This task was due to be submitted/conducted on *(original due date)*.

Students have been reminded on several occasions about the need to complete and submit this task. Without sighting the students' work, accurate evidence in assessment of learning and feedback to determine the areas for future skill development is limited.

In the continued absence of the completed Reportable Assessment Task, (student first name) will be deemed **not** to have met all the requirements of *(subject)*, which **may result in a grading of unsatisfactory and/or not submitted for this assessment task**. The lack of progress will be reflected in the report as no formal assessment has been sighted.

Please encourage your child to complete this work and hand it to *(subject teacher name)* by **(resubmission date)** and feel free to communicate with me if this is not possible.

Yours sincerely,

Mrs Kymberleigh Rowland
Year 7-10 Curriculum Leader

Subject Teacher

8. Assessment Tasks (Arranged by Subject)

Year 9

Task	Due Date
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Faith Education

St Mary's Heritage Task	Term 1 Week 7
Timeline Research Task	Term 2 Week 6

Mathematics

Measurement Topic Test	Term 1 Week 6
Algebra Topic Test	Term 2 Week 2
Statistics Topic Test	Term 2 Week 6
Pythagoras/Trigonometry Topic Test	Term 2 Week 11

English

Student Anthology	Term 1 Week 6
Protest Assessment	Term 1 Week 9
Sustained Writing Task - Chinese Cinderella	Term 2 Week 5
Multicultural Thematic Essay	Term 2 Week 9

Science

Atomic Assignment	Term 1 Week 5
Chemical reactions practical report	Term 1 Week 9
Diseases and disorders research task	Term 2 Week 4
Plate tectonics written piece	Term 2 Week 8

Humanities - History	
The Industrial Revolution - Investigation	Term 1 Week 7
Australia and Asia - Japan Source Analysis	Term 2 Week 4
Australia at War - Life in the Trenches	Term 2 Week 8
Semester Summary - In Class Assessment	Term 2 Week 9

Humanities - Economics & Business	
Economy Study - Rich Task	Term 1 Week 7
Managing Financial Risks and Rewards - Investigation	Term 2 Week 4
The Changing Work Environment - Case Study	Term 2 Week 8
Semester Summary - In Class Assessment	Term 2 Week 9

Health & Physical Education	
Lawn Bowls Skills	Ongoing, Term 1 Week 9
First Aid Test	Term 2 Week 3
Sports injury research task	Ongoing, Term 2 Week 9
Volleyball skills	Ongoing, Term 2 Week 10

Languages Indonesian VCE VET	
Reading Emails from Indonesia	Term 1 Week 4
Writing Character Profile for Edmodo Program	Term 1 Week 7
Lunch Time Listening	Term 2 Week 5
Student Exchange Role Play	Term 2 Week 8

Year 10	
Task	Due Date

Faith Education	
All About Me Task	Term 1 Week 4
Mark's Gospel Showbag	Term 1 Week 9
Monasticism Research Task	Term 2 Week 8
Exam	Term 2 Week 9

Mathematics	
Measurement Topic Test	Term 1 Week 5
Algebra Skills Topic Test	Term 2 Week 2
Real Number/ Surds Topic Test	Term 2 Week 4
Statistics Topic Test	Term 2 Week 8
Exam	Term 2 Week 9

English	
Survival - Migration & Journeys Anthology	Term 1 Week 4
Survival Narrative Writing	Term 1 Week 9
Response to Text Literature Activities (Schindler's List and Night)	Term 2 Week 4
Response to Text - Night	Term 2 Week 6
Exam	Term 2 Week 9

Science	
Genetics- Genetic disease research task	Term 1 Week 4
Evolution- Writing task	Term 1 Week 8
Chemical Reactions- Practical Report	Term 2 Week 2
Force, Mass and Movement- Practical Task	Term 2 Week 5
Exam	Term 2 Week 9

Humanities - Citizenship & the Law	
Australia's Democracy and the Global Context - Rich Task	Term 1 Week 7
The Australian Constitution and the High Court - Case Study	Term 2 Week 4
Australian's International Legal Obligations - Investigation	Term 2 Week 8
Exam	Term 2 Week 9

Humanities - Economics & Business	
Measuring Australia's Economic Performance - Investigation	Term 1 Week 7
Living Standards Study - Rich Task	Term 2 Week 4
Business Environment - Case Study	Term 2 Week 8
Exam	Term 2 Week 9

Health & Physical Education	
Skeletal System Test	Term 1 Week 4
Muscular System Test	Term 1 Week 7
Table Tennis Skills	Term 1 Week 9
Coaching Clinic Task	Term 2 Week 5
Game Play Task	Term 2 Week 9
Exam	Term 2 Week 9

Languages Indonesian VCE VET	
Listening to Job Interviews	Term 1 Week 4
Interviewing a Teacher	Term 1 Week 8
Reading a Job Advertisement	Term 2 Week 4
Writing a Job Application	Term 2 Week 8

Year 9 & 10 Elective Subjects

Task	Due Date
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Food

Food For Life Investigation	Term 1 Week 7
Production Task 1	Term 2 Week 2
Production Task 2	Term 2 Week 4
Evaluation	Term2 Week 5

Materials Technology

Flat Pack Toys Task	Term 1 Week 6
Design Thinking Prototype	Term 2 Week 2
Resource Innovation Written Research	Term 2 Week 5
Product Design and Folio Presentation	Term 2 Week 8

Photography

Photoshop Basics Task	Term 1 Week 4
You Inside Nature Task	Term 1 Week 8
Learning to Look Task	Term 1 Week 9
Nature Calendar Task	Term 2 Week 8

Digital Technology

Ethical Use of Technology Video	Term 1 Week 5
Augmented Reality Folio (Aurama Program)	Term 1 Week 9
Compression & Optimisation	Term 2 Week 4
Data Systems & Networking	Term 2 Week 8

Textiles	
Crazy Patchwork Cushion	Term 1 Week 9
Visual Diary	Term 2 Week 3
Design Brief	Term 2 Week 8

Agriculture & Horticulture	
OH&S Test	Term 1 Week 3
Agriculture in Australia Presentation	Term 1 Week 6
Individual Focus Activity	Ongoing
Practical Work	Ongoing

Dance, Drama & Physical Theatre	
Theatrical Styles Presentation/Performance	Term 1 Week 5
Stage Craft Project	Term 1 Week 9
Acting History/Craft Quiz	Term 2 Week 5
Solo Performance	Term 2 Week 9

Media	
Heywire Task (Draft)	Term 1 Week 6
Group Comic Book Character Origin & Development	Term 1 Week 4 & 5
Heywire Task (Production Complete)	Term 2 Week 4
Group Climate Change Debate	Term 2 Week 8

Music	
Garageband Task	Term 1 Week 5
Individual Performance	Term 2 Week 7
Whole Group Task	Term 2 Week 9

VCE General Mathematics (Year 10 Only)

Please note: Assessments are referred to as Outcome Assessment Tasks (OATs) in VCE
Unit 1 & 2 at St Mary's College

OAT 1: Topic Test Computation & Practical Arithmetic	Term 1 Week 4
OAT 2: Linear Modelling Task	Term 1 Week 9
OAT 3: Video Tutorial Task	Term 2 Week 2
OAT 4: Unit 1 Test	Term 2 Week 6

9. Assessment Tasks (Semester Overview)

Year 9			
Term	Week	Week Beginning	Subjects
1	1	29th Jan	
	2	3rd Feb	
	3	10th Feb	Ag & Hort,
	4	17th Feb	Indonesian, Photography, Media
	5	24th Feb	Science, Digital Tech, Dance & Drama, Music, Media
	6	2nd Mar	Mathematics, English, Materials Tech, Ag & Hort, Media
	7	9th Mar	Faith Education, History, Economics & Business, Indonesian, Food
	8	16th Mar	Photography
	9	23rd Mar	English, Science, Photography, Dance & Drama, Textiles,
Term 1 Holidays 30th March - 13th April			
2	1	14th Apr	
	2	20th Apr	Mathematics, Health & PE, Food, Materials Tech, Digital Tech
	3	27th Apr	Textiles
	4	4th May	Science, History, Economics & Business, Food, Media
	5	11th May	English, Indonesian, Food, Materials Tech, Dance & Drama,
	6	18th May	Faith Education, Mathematics
	7	25th May	Music
	8	1st Jun	Science, History, Economics & Business, Indonesian, Materials Tech, Photography, Digital Tech, Textiles, Media
	9	8th Jun	Independent Assessment Tasks Weeks 9-11 in Core Subjects in class time English, History, Economics & Business, Digital Tech, Dance & Drama, Music
	10	15th Jun	
	11	22nd Jun	Mathematics
Term 2 Holidays 29th June - 10th July			

Year 10

Term	Week	Week Beginning	Subjects
1	1	29th Jan	
	2	3rd Feb	
	3	10th Feb	Ag & Hort
	4	17th Feb	Faith Education, English, Science, Indonesian, Health & PE, Photography, VCE Maths, Media
	5	24th Feb	Year 10 Camp Wed 26th - Fri 28th Mathematics, Digital Tech, Dance & Drama, Music, Media
	6	2nd Mar	Materials Tech, Ag & Hort, Media
	7	9th Mar	Citizenship & the Law, Economics & Business, Health & PE, Food
	8	16th Mar	Science, Indonesian, Photography
	9	23rd Mar	Faith Education, English, Health & PE, Photography, Digital Tech, Dance & Drama, Textiles, VCE Maths
Term 1 Holidays 30th March - 13th April			
2	1	14th Apr	
	2	20th Apr	Mathematics, Science, Food, Materials Tech, VCE Maths
	3	27th Apr	Textiles
	4	4th May	English, Mathematics, Citizenship & the Law, Economics & Business, Indonesian, Food, Digital Tech, Media
	5	11th May	Science, Health & PE, Food, Materials Tech, Dance & Drama
	6	18th May	English, VCE Maths
	7	25th May	Music
	8	1st Jun	Faith Education, Mathematics, Citizenship & the Law, Economics & Business, Indonesian, Materials Tech, Photography, Digital Tech, Textiles, Media
	9	8th Jun	Year 10 Exam Week English, Maths, Science, Humanities, Health & PE, RE Dance & Drama, Music
	10	15th Jun	Work Experience Week
	11	22nd Jun	
Term 2 Holidays 29th June - 10th July			

10. B4W 2020 Dates

The program has been revised from previous years and consists of two days per terms 1, 2, & 3 and a trip to Tasmania in Term 4. The activities included are linked to Victorian Curriculum Learning Outcomes.

Term	Date	Activity
1	Wed 5th Feb	Program Expectations & Delivery Wheelchair Basketball (Empathy Focus) Seymour Orientation & Mapping
	Thursday 26th March	Melbourne Churches Shrine of Remembrance
2	Friday 17th April	Whroo Goulbourn Weir
	Tuesday 2nd June	Melbourne Discovery
3	Friday 31st July	Big Issues Classroom Parliament
	Wednesday 16th Sept	Old Melbourne Gaol Culpable Driving Court Case
4	27th-29th October	Tasmania Trip

10. Careers & Pathways

Year 9

Shepparton Careers Day Out 2020, Tuesday 5th May.

Various guest speakers.

Year 10

Work Experience - Term 2, Week 11, Monday 15th June - Friday 19th June.

During Term 2 there will be a series of lessons to support students in completing the work placement forms and OH&S requirements.

Assumption College Career Expo - Term 2

Pathway and subject selection interviews for 2021 - Term 3.

St Mary's College Careers Website

careers.smseymour.catholic.edu.au