



ANTONINE COLLEGE

A CATHOLIC CO-EDUCATIONAL COLLEGE F-12



YEAR 10 INFORMATION BOOKLET

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WELCOME

Dear Parents,

Having made the decision to continue into Year 10 at Antonine College students are invited to explore their own sense of what learning is and are challenged to accept and express a high level of self-discipline and independence in their own individual learning. The Year level theme is Agency.

Students start to refine their pathway choices and consider their future direction. Pastoral Care classes focus on the concept of careers as students plan for their VCE and beyond. The theme of Agency emphasises personal action and responsibility as students increase their capacity to work as individuals with a developing awareness of choice. Rites of passage support this development further preparing students for work experience, job interviews and readiness to be active and informed citizens.

When considering subject selection, it is crucial that students select units and programs based on personal interests and talents creating an individual pathway for their future career. Antonine commits itself to providing Year 10 students a comprehensive education that focuses on wellbeing for learning by acknowledging that spirituality, social awareness, physical health and Gospel values ensure a holistic educational experience.

The College aims to develop life-long learners who value their community and relationships in a caring and supportive environment. Partnership with family is an important link to open discussion about future choices considerate of the diverse needs of every student.

We look forward to working with our Year 10 students and their families across an exciting year

Ms Isabella Athaide
Year 10 Learning Coordinator
iathaide@antonine.catholic.edu.au



ANTONINE COLLEGE

Year 10 Theme **Agency**



*I will show you faith by my works
James 2:18*

Goal: Students have an authentic voice
and are active agents in their learning
and wellbeing

IMPORTANT INFORMATION

2025 VICTORIAN Term Dates

31 January: Year 7 and VCE classes commence
3 February: Foundation - Year 12 Classes Commence

Term 1: 3 February to 4 April

Term 2: 22 April to 4 July

Term 3: 21 July to 19 September

Term 4: 6 October to 19 December

CONTACT US

Telephone: 03 9354 1377

- **Option 0:** St Joseph Student Services & All Bus Enquiries
- **Option 1:** Enrolment
- **Option 2:** Accounts & Fees
- **Option 3:** St Joseph Campus – General Enquiries
- **Option 4:** Cedar Campus

Email: enquiries@antonine.catholic.edu.au

Correspondence: PO BOX 197, Moreland VIC 3058

OFFICE HOURS

The office is open Monday to Friday, 8:00am-4:30pm during school and a week of each term holiday.

DAILY ORGANISATION

Before School	08:00am
Period 1	08:35am
Period 2	09:38am
BREAK 1	10:38am
Period 3	11:17am
Period 4	12:20pm
BREAK 2	1:20pm
Period 5	2:00pm
After School	3:00pm

ST JOSEPH CAMPUS LEADERSHIP STAFF



ANTONINE COLLEGE *Staff Leadership Team 2025*



MS JOANNE BACASH
Principal



MR ROBERT FOMIATTI
Deputy Principal
Business Manager



MR ABRAHAM DIAB
Deputy Principal
Cedar Campus



MS RIA COFFEY
Deputy Principal
Learning and Teaching



MRS HELEN DIAB
Deputy Principal
Student Management and
Wellbeing



SR VERONIQUE KARAM
Office Manager



**MS CHRISTINA
STAUNTON-BURKE**
College Mission and Staff
Faith Formation



MS FRAN COMETTI
College Instructional
Practice Leader



MR DANIEL FILIPPINI
7-12 Learning Diversity Leader



MISS JESSICA HINE
F-6 Learning Diversity Leader



MS MORI MILHOLLAND
F-6 Learning Leader



MS TANYA KHATTAR
F-12 Religious Education Leader



MS INDIRA NATOLI
Year 7 Learning Leader



MS STEPHANIE HARTNUP
Year 8 Learning Leader



MS DIANE FARAH
Year 9 Learning Leader



MS ISABELLA ATHAIDE
Year 10 Learning Leader



MS AYESHA GUIDO
VCE Learning Leader

MISSION STATEMENT

As a Maronite Catholic learning community inspired by the Antonine Sister's charism we strive to:

Enhance our Education in Faith

- Provide a comprehensive education in a secure and caring environment in which every person can grow and develop spiritually, intellectually, socially, and physically. Gospel values are reflected in our daily practices. Differences are welcomed and the value of every individual as a child of God is affirmed.

Enhance Teaching and Learning

- Provide a curriculum that caters for individual needs through a range of experiences suited to diverse learning styles.
- Utilise Digital Technologies so that learning is engaging, personalised and authentic enabling students to become active and informed citizens of the 21st century..

Promote Student Wellbeing

- Foster respectful relationships among students, staff and others associated with the College in a spirit of co-operation, trust and responsibility.

Strengthen School Community

- Our College is committed to the continuous growth in learning outcomes for students and to develop the skills for lifelong learning. Partnership between home and College is promoted.
- Opportunities for engagement in a deeper awareness of our cultural heritage, especially through the study of languages is provided.

Build Leadership

- All individuals are considered to be leaders demonstrating relationships

VISION STATEMENT

Antonine College will commit to building a faith-filled learning community where:

- every student and staff member takes ownership of and responsibility for continuous improvement and life-long learning
- students develop as autonomous, self managing, resilient and responsible learners

We Value

- **Spirituality**
Nurturing spirituality as an essential part of human life
- **Respect**
Respecting each other and God's creation
- **Support**
There is always someone to help
- **Learning**
A curriculum that provides a range of experiences and caters for individual needs
- **Community**
Partnership between the College and home is promoted and encouraged
- **Tradition & History**
Affirming and upholding a Christian identity within the Maronite tradition

DAILY PROCEDURES AND IMPORTANT INFORMATION

The school day begins at 8:30am. By this time students should have unpacked their bags and be ready for the first two periods of the day

Attendance

Students are required to attend 90% of classes to gain a satisfactory understanding of the knowledge and skills taught in the classroom.

Late Arrivals

Students who are late must report to Student Services to receive a late pass.

Early Departures

If a student needs to leave early, parents must contact Student Services. Students are only permitted to leave at the end of a period and not once class has started. Please check the bell times carefully when planning this.

Student Absences

If your child is absent from the College due to illness, appointment or any other circumstance, parents need to notify Student Services preferably by 8:20am and provide a medical certificate for their absence.

Ongoing Absences

To ensure your child's education and wellbeing are supported, we encourage parents to communicate openly with the College where a child has an ongoing health, medical or wellbeing condition which may result in ongoing absences or medical appointments during school hours.

Overseas Travel

Students should not miss more than two weeks of school in total. Missing more than two weeks may have a negative impact on progress at school. Please take this into consideration before making your decision to travel and discuss travel plans with the Year Level Coordinator.

Medical

If your child requires medication to be taken at school, please note the following:

- Medication for students with ongoing medical conditions such as Asthma, Anaphylaxis or Diabetes is kept in the College Sick Bay. A Medical Action Plan must be provided from a doctor.
- Other medication may be stored in the College sick bay and administered when/if required.
- Parents are required to update medical records in PAM regularly.

Treatment for Sick and Injured Students

It is recommended not to bring your child to school if they feel sick in the morning. Students must remain at home and a medical certificate for their absence must be provided to Student Services.

If your child feels sick or gets injured at school, parents are contacted for the child to be picked up.

It is therefore important for the College to have accurate details of where parents or a friend can be contacted to arrange for collection of your child.

Lockers

Every student has their own locker with a combination. Students are to put all belongings in the locker and keep it locked. Students should not tell anyone their combination. A record of student locker numbers will be kept by the Year Level Coordinator.

Students are not permitted to carry their bags to class or at break time.

DAILY PROCEDURES AND IMPORTANT INFORMATION

Mobile Phones

Mobile phones and other personal electronic devices are a distraction to learning, they must be switched off and in lockers during the school day. Under no circumstances are phones to be brought to classes or in the yard during breaks.

Parents are asked to call the College Office if there are urgent messages to be passed on to their child.

SIMON - Learning Management System

Year 7-12 students are expected to use the SIMON Learning Management System (LMS) to check their timetable, subject requirements, important dates, and daily messages. The learning resources for subjects are made available through SIMON, with assessments and class tasks being assigned and assessed through SIMON. Students are encouraged to be autonomous in their learning with the use of SIMON.

PAM - Parent Access Module

It is necessary for all parents to use the Parent Access Module (PAM) of SIMON. Using the calendar to check important dates, reviewing assessment and class task results, permission for excursions, medical records and bookings for parent/teacher interviews are all completed by parents through PAM.

Excursions

Educational excursions provide a broader range of experiences than those given in the classroom. Parents will be notified in advance of any planned excursions with no additional charge. Parents must provide permission for any excursion via the PAM online parent portal. All students are expected to attend College excursions and incursions.

Assemblies

Assemblies are held regularly throughout the year and students are involved in the preparation and delivery.

Liturgies

During the year, there are opportunities for students to participate in mass, spiritual retreats, and other liturgical celebrations both as an individual class and as a college.

The College conducts regular liturgies and prayer services, with notice given in the Newsletter/Calendar where possible. Parents are welcome to attend the Opening Year Mass and the Antonine Day Mass.

College Photos

Individual and family are taken annually. Photographers are booked in advance, and you will be notified as the date approaches.

College News

Please visit the College website and newsletter for latest news and information www.antonine.catholic.edu.au

Lost Property

It is essential that all possessions be named clearly so lost property can be returned. If any item is lost, please check with Student Services.

Canteen

The College canteen is open and operates daily with a range of food options.

DAILY PROCEDURES AND IMPORTANT INFORMATION

Saint Joseph Campus Library

The library at Saint Joseph Campus is open to students daily from 8am. The library provides a comfortable space that accommodates students for silent reading, private study, classes and quiet leisure activities such as chess.

The library catalogue, Access-it, provides all day access from any location to online digital resources including eBooks and audio books.

The library at Saint Joseph Campus is a place for productive activity and is an essential resource which supports students and their learning requirements.

- During Break 1 Year 10 to 12 students have access to the library.
- During Break 2 Year 7 to 9 students have access to the library.

SunSmart Policy

College hats are recommended to be worn each day in Terms 1 and 4, during break time and other outdoor activities, such as physical education, sports, and excursions. Students are also encouraged to wear hats when travelling to and from the College. It is recommended students use SPF 30+ sunscreen each day.

Visitors to the College

All visitors must report to the College Office. They are required to provide appropriate ID, sign-in, Working with Children Check (if applicable) and will be provided with a lanyard for emergency and safety reasons. Upon exiting, visitors are

required to return the lanyard and sign out.

WELLBEING AND ENGAGEMENT POLICY

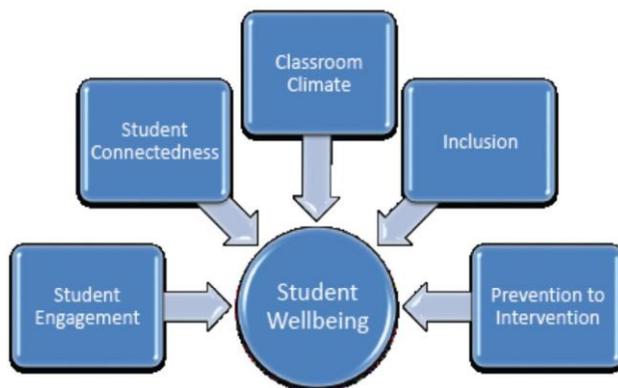
GUIDING PRINCIPLES

Antonine College seeks to ingrate faith, life and culture in a safe, affirming and supportive environment where Gospel values are reflected in our daily practices.

Catholic schools are rich places involved with young people during their most formative years and as such the College recognises its position in fostering the positive development of students that emphasises and builds on their capabilities.

The outcome and benefit of promoting positive behaviour in schools is to create safe, supportive learning environments which lead to increased student engagement and improved academic outcomes. Research concerned with student health and wellbeing emphasises the relationship between academic achievements of students and the promotion of wellbeing.

Antonine College is committed to enhancing the wellbeing of its students through a whole school and tiered approach in the following areas:



COUNSELLING

The College provides wellbeing support for students who may be experiencing ongoing or short-term issues that could affect their learning outcomes.

If you are concerned about your child and would like to make a referral, please contact:

- Year 10 Coordinator - Ms Isabella Athaide
- Deputy Principal - Student Management and Wellbeing – Ms Helen Diab
- School Counsellor – Ms Lidia Tanski

Families are also able to get support from the College Chaplains and Antonine Sisters. The College is affiliated with Youth Workers and other Catholic and government services.

UNIFORM POLICY

Uniform Policy applies during school hours (including travelling to and from the College) and when students are engaged in school activities out of school hours. Parents should ensure their child's uniform is being worn correctly.

The Antonine College Uniform Policy aims to:

- Accurately reflect the values of the Antonine Sisters and College community
- Create a sense of collective and individual pride in students and their identification with Antonine College
- Promote a positive College image within the wider community

Uniform Requirements

All students are required to own and wear the prescribed Antonine College uniform daily and for all official school occasions. Uniforms should be kept clean, pressed and mended, with shoes cleaned and polished.

School contact is required when circumstances arise causing children to wear non-uniform attire. After 3 uniform infringements within each semester, students may be removed from classes and sent home.

Uniforms are purchased from Academy Uniforms - 238 Wolseley Place, Thomastown or online: <https://academyuniforms.com.au/>

Hair Grooming:

The College expects students' hair to be neat, clean and kept off face.

- Long hair must be tied back and not cover the eyes. No hair extensions permitted.
- Short hair styles must be neat.
- No extremes in hair colour and styles permitted
- All boys to be cleanly shaven.

PERMITTED ITEMS

- Small ear studs or sleepers (only one per ear)
- Wristwatch
- One religious bracelet and/or necklace

ITEMS NOT PERMITTED

- Make up, including artificial eye lashes
- Coloured nail polish
- Artificial nails/gel nails/long nails
- Visible body piercing/tattoos

Only uniform items authorised by the College are to be worn during school hours.

Items not listed on the College dress code are prohibited.

All items of clothing and equipment must be clearly marked with the child's full name. The College cannot accept any responsibility for the loss of jewellery or other personal belongings.

UNIFORM ITEMS

Academic Uniform



Sport Uniform



House Top



Bags



Academic Uniform

All students are required to wear full Academic uniform, including the school shirt and leather black school shoes daily.

Sport Uniform

Students enrolled in Outdoor Education, Fit for Life, and/or Dance are permitted to wear full Sport uniform on days they have these classes. It is mandatory that the blue sports shirt is worn.

House Top

During specific times of the year (Swimming Carnival, Athletics Carnival and House Days), students must wear their house top with school shorts/pants.

HOUSE SYSTEM

At Antonine College we have established four House groups. As each student joins the College, they are allocated to one of the College's four Houses.

The House system provides opportunities for students to:

- Develop their leadership capabilities and interact with students outside their class and year level
- Participate in a variety of activities (sporting and cultural)

Each year a House Shield is presented on 'Antonine Day' to the House that has accumulated the most points over the twelve month period. Points are awarded for achievement and participation in all levels of College life.

MacKillop (Red)



MacKillop House is named after Saint Mary MacKillop, the first Australian Saint.

Maroun (Gold)



Maroun House is named after Saint Maroun, the patron of the Maronite Church.

Nassar (Blue)



Nassar House is named after Sister Marie Nassar, the first Principal of Antonine College.

Paterson (Green)



Paterson House is named after Andrew Barton 'Banjo' Paterson, famous Australian poet. Paterson's more notable poems include 'Waltzing Matilda'.

YEAR 10 RITES OF PASSAGE

	Title	What makes this a Rite of Passage?
Term 2	Preparation for Vocation	Students participate in activities designed to support their future pathways. This may include Work Experience and the Real Industry Job Interview and TAFE Tasters.
Term 3	Planning study pathways	Students use their experiences, knowledge and understanding to participate in the subject selection process or alternative pathways selection. This is an important task students will need to complete to be active agents in their career pathways.
Term 1-4	Faith Development and Formation	Students participate in the Retreat, liturgies, daily reflection and prayer with their year level.

Important Events:

- End of Semester Exams
- Faith Retreat
- Participation in Premier League – girls & boys basketball, volleyball and soccer
- Subject specific excursions and incursions
- Work Experience
- RIJI – Real Life Job Interviews
- Athletics Carnival
- Antonine Day
- Feast Days

CORE SUBJECTS

The following core subjects are studied by all students in Year 10:

Religious Education

In this subject student's study challenges in church history and examine how the Catholic Church responded. Students explore and reflect on the meaning and significance of the Eucharist and Devotional Prayers in the Catholic faith. Students also study the Gospels as historical literature, with a specific focus on the Gospel of Mark. Students investigate the foundations on which people base their ethical and moral stance with the study of conscience and decision-making.

English

In this subject in students undertake an analytical and creative text response in interpretation of John Steinbeck's 'Of Mice and Men,' present an orally cohesive point of view and analyse persuasive texts and visuals through an extended written analysis. Students also read and respond to Shakespeare's play 'Macbeth'.

Pastoral Care & Careers

In this subject, students participate in "You Can Do It!" which is a program to teach social and emotional competence specifically: Getting Along, Organisation, Persistence, Resilience and Confidence. Students also participate in activities such as circle time and journal writing.

Health & Wellbeing

In this subject, health and wellbeing education addresses contextual factors that influence the health, safety, relationships and wellbeing patterns of individuals, groups and communities. They gain the skills needed to take positive action regarding diversity, inclusion, consent and respect in different social contexts. They learn about personal, social and emotional changes and transitions and develop a sense of their own and others' identity and emotional responses. Students develop personal and social skills through interacting with others in classrooms, outdoor learning environments and movement contexts.

Mathematics

Year 10A Maths

In this subject, students study algebra, equations and linear relationships, indices and surds and quadratic expressions and equations, parabolas and other graphs, trigonometry, measurement, probability, logarithms and polynomials. 10A Maths prepares students for a Maths Methods pathway. Entry into 10A Maths is based upon the following criteria: PAT Maths testing and NAPLAN results and Year 9 Advanced and Core Mathematics results.

Year 10B Maths

In this subject, students study a range of mathematical concepts such as algebra, equations and linear relationships, geometry and networks, indices and exponentials, measurement, quadratic expressions and equations, trigonometry and statistics. Students will learn how to use a CAS graphics calculator to solve equations. Students may choose to continue with a Maths pathway into General Maths at VCE.

Year 10C Maths

In this subject, students study measurement, consumer arithmetic, algebra & indices, statistics, geometry and Pythagoras's theorem and trigonometry. Students may choose to continue with a Maths pathway into Foundations Maths at VCE.

Physical Education

In this subject, students engage in a range of sports and physical activity. Fundamental to physical education are the acquisition and application of movement skills, concepts and strategies across a range of contexts. Students gain skills, understanding and dispositions that enable them to participate confidently and competently to support lifelong involvement in physical activity and enhanced movement performance.

Careers

In this subject, students focus on 'Planning My Career'. The course is comprised of self-development, career exploration and career management. Students will have the opportunity to make informed subject and course choices to feel more confident making decisions, setting goals that reflect interests and talents and establish career management techniques to form useful habits for future career planning. Students participate in a week of work experience as well as real industry job interviews.

PATHWAYS SUBJECTS

The possible options for Year 10 Subject Selections are outlined below:

Block	Preferences	Semester One 2025	Preferences	Semester Two 2025
A		Drama		Dance
		Business and Economics		Legal Studies and Global Politics
		Outdoor Education		Outdoor Education
		Accounting		Media
		Vis Com		Vis Com
B		History War and Freedom		History Global
		Electronics Systems and Engineering		Robotics
		Fit For Life		Fit for Life
		Arabic Unit 1		Arabic Unit 2
		Art		Art
C		Art History		Art History
		Physical Education Theory		Health & Human Development
		Computer Applications Programming		Music
		Food Technology		Food Technology
		Italian		Italian

Students will be able to nominate their preference for two of the following science subjects:

Psychology

(Matters of the mind – the connection between the brain and behaviour)

Physics

(Forces, Energy and Motion)

Chemistry

(Chemical Patterns and Reactions)

Biology

(Genetics, Evolution and Natural Selection)

General Science

(A combination of short units of work comprising of Psychology, Physics, Chemistry and Biology)

PATHWAYS AND SUBJECT DESCRIPTIONS

BLOCK A			
Subject	Subject Description	Duration	Pathway
Drama	In Drama, students focus on the creation and performance of characters and stories that communicate ideas, meaning and messages. Students use creative processes, a range of stimulus material and play-making techniques to develop and present devised work. Students explore characteristics of selected performance and apply and manipulate conventions, dramatic elements and production areas.	Semester	VCE Drama
Dance	In Dance, students are exposed to various genres of Dance. They will learn about the origin, influence, cultural aspects, and movements specific to the style. Students will learn safe dance practices and stage etiquette. In addition, learn and perform dance routines with their peers, whilst learning how to respond to and interpret choreography	Semester	VCE Dance
Vis Com	In Visual Communication and Design, students' complete designs in the following areas: publishing, advertising, architecture, product design, package and multimedia design. It has practical applications in environmental, industrial and communication design, as well as engineering. Students explore manual and digital methods to develop and refine presentations.	Semester	VCE Visual Communication & Design
Business & Economics	In business and economics, students compare different economies with a focus on Australia's economy and performance. Students will develop an understanding of the ways governments manage the economy to improve living standards along with the reasons why economic performance and living standards differ between economies. Students also analyse businesses and covers ownership structures and aspects of successfully running a business. Students will explore the consequences of decisions and the responses of business to changing economic conditions.	Semester	VCE Business Management VCE Economics VET Business

PATHWAYS AND SUBJECT DESCRIPTIONS

<p>Legal Studies & Global Politics</p>	<p>In Legal studies and Global Politics, students focus on Australia’s international legal obligations and the key principles of Australia’s justice system will be examined. Students will develop an understanding of the Australia’s system of government through investigating how the contemporary party system operates in our liberal democracy and examine Australia’s roles and responsibilities within the international context, such as its involvement in the United Nations.</p>	<p>Semester</p>	<p>VCE Legal Studies VCE Global Politics</p>
<p>Outdoor Education</p>	<p>In Outdoor Education, the subject provides an opportunity to develop and practise the skills to be safe in the outdoors, create human–nature relationships and develop personal and social capabilities while explicit subject learning also takes place. Students will participate in a range of activities and develop a greater understanding of the environment and nature.</p>	<p>Semester</p>	<p>VCE Outdoor Education, VCE Physical Education VET Sport & Rec</p>
<p>Accounting</p>	<p>In Accounting, students explore the financial reporting, recording and analysis of a small business. Students will use both manual and digital forms to record, report and analyse financial data.</p>	<p>Semester</p>	<p>VCE Accounting</p>
<p>Media</p>	<p>In Media, students explore song lyrics and create a series of photos which represent them either literally or metaphorically. Students then complete a folio of film production techniques, exploring story and production elements including shot sizes, camera angles, lighting, sound and more. Students embark on a documentary journey, learning about the codes and conventions of documentary filmmaking, while telling a personal story. Finally, students learn about advertising techniques in the media and produce their own advertisement for an ‘unsellable’ product.</p>	<p>Semester</p>	<p>VCE Media</p>

PATHWAYS AND SUBJECT DESCRIPTIONS

BLOCK B			
Subject	Subject Description	Duration	Pathway
History: The Globalising World	In History – The Globalising World, students will explore the Globalising World through America’s influence in shaping Australia’s society. Students will study popular culture movements and how they have shaped Australia. They will look at the migration experiences of people who call Australia home and how we as a nation have been affected by and contributed to International Political Crisis’. Students identify and evaluate patterns of continuity and change in the development of the modern world and Australia. They will be able to locate and select historical sources and identify their origin, purpose, and content features.	Semester	VCE History
History: War & Freedom	In History – War and Freedom, students will study significant events and turning points of World War II and understand Australia’s involvement on the battlefield and on the home front. Students also investigate the rights and freedoms of Indigenous People and African Americans through the Civil Rights Movement and the consequences and change we see in the present day. Throughout the unit, students identify and evaluate patterns of continuity and change in the development of the modern world and Australia. They will be able to locate and select historical sources and identify their origin, purpose and content features.	Semester	VCE History
Fit For Life	In Fit for Life, students will engage in both practical and theoretical based topics to understand the physical, social and emotional impacts that physical activity can have on the body. Students will undertake a range of activities that incorporate mental health and wellness, positive relationships and practical participation of games and sports.	Semester	VCE Physical Education VCE Health & Human Development VET Sport & Recreation

PATHWAYS AND SUBJECT DESCRIPTIONS

<p>Electronics Systems & Engineering</p>	<p>In Electronics, students undertake experiments and practical exercises using circuit boards, tools and test equipment that will put theory into practice. Students will explore the electro-technology industry by designing and building electrical and electronics circuits and systems that perform a specified practical function. The knowledge, skills and techniques developed in Electronics Systems & Engineering will enable you to pursue careers in a variety of electronic and electrical engineering fields including design, simulation, maintenance, construction, and project management.</p>	<p>Semester</p>	<p>VCE Physics</p>
<p>Art</p>	<p>In Art, students explore the elements and principles of art and various creative techniques to produce 2D and 3D artworks. The students explore a range of artists and complete artworks in a variety of mediums including a selection of painting, drawing, watercolour, clay, Papier Mache, wire and lino printing.</p>	<p>Semester</p>	<p>VCE Art & Exhibiting</p>
<p>Robotics</p>	<p>In Robotics, students can design and build programmable robots using motors, sensors, gears, wheels and axles, using real life robotic technology.</p>	<p>Semester</p>	<p>VCE Physics, Applied Computing</p>
<p>Arabic Unit 1 & 2</p>	<p>In this subject, students develop the ability to understand and use a language, which has both economic and political significance. It also connects with major intellectual, artistic and scientific achievements. The Arabic influence goes far beyond the confines of modern Arab countries.</p>	<p>Full Year</p>	<p>VCE Arabic</p>

PATHWAYS AND SUBJECT DESCRIPTIONS

BLOCK C			
Subject	Subject Description	Duration	Pathway
Food Technology	In Food Technology, students will create food solutions for a range of cultural, sustainable and leisurely practices. They will learn about food safety, preparation, preservation and the influences on food choices.	Semester	VCE Food Technology VET Food Studies
Physical Education Theory	In Physical Education Theory, students explore areas of health and wellbeing, food and nutrition, transitions throughout the lifespan, body systems, physical activity participation, biomechanics, energy systems and training principles and training methods.	Semester	VCE Physical Education VET Sport & Recreation
Health & Human Development	In Health and Human Development, students study understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society.	Semester	VCE Health & Human Development
Computer Applications & Programming	In Computer Applications and Programming, students will develop skills in applications such as Excel, Website development and Python language. Each activity will be presented to students as a design brief or in the form of a problem-solving activity. Students will explore and create products using spreadsheets, developing personal websites, and writing programs in Python.	Semester	VCE Applied Computing
Music	In Music, students focus on developing their theoretical and practical musical skills in a variety of mediums. Students compose their own pieces using music technologies, perform a variety of songs and analyse how music can convey different emotions.	Semester	VCE Music
Italian Studies	In Italian Studies, the focus in year 10 is on fluency and confidence in common Italian phrases. Students develop and extend skills in listening, speaking, reading, writing and viewing in Italian in a range of contexts and develop cultural understanding in interpreting and creating language investigating the Italian culture including food, history and geography.	Semester	VCE Italian
Art History	In Art History, students will explore art through a historical lense, researching the symbolism and styles that have been a part of art culture throughout our modernising world.	Full Year	VCE History

HOMWORK POLICY

Students will receive homework in most of their subjects and will need to be organised and prepared for each lesson. The table below describes the homework policy for Year 10 students during term time.

Year Level	Homework	Recommended Time
Year 10	<ul style="list-style-type: none"> • Should include daily independent reading • May extend class work, focus on developing study notes, projects and assignments, essays and research • Should be coordinated across learning areas to avoid unreasonable workloads for students • Could include online programs or Apps 	1.5-2 hours per night



ANTONINE COLLEGE Wellbeing for Learning



Make our school community safe, inclusive and respectful

Establish and maintain collaborative and authentic relationships

Be motivated, empowered and adaptable learners

Trust in God and love one another

enable + connect + engage + faith = success

PROMOTION POLICY

For a Year 10 student to be promoted into the senior years at Antonine College, the student will need to receive a Satisfactory result in all ten subjects studied in Year 10. If a student has received an N Result in one subject there may be the possibility to progress to senior studies, but the student will be required to have a compulsory interview with a parent/guardian present to discuss future subject choices or pathways. This is to ensure that each student has adequately prepared for the rigor that VCE studies will present in the senior years.

If a student receives an N result in 2 or more subjects the student will be guided and recommended to:

- Repeat Year 10
- Investigate an alternative enrolment and pathway at another school
- Select VCE subjects that they have experienced success in (including English or Literacy).

If a student is in this situation, the College will provide all the necessary support to assist a student to choose the most appropriate and realistic future academic pathway.

All Year 10 students will be required to complete a Careers portfolio, complete work experience and attend a senior pathway interview with a parent/guardian before being considered for VCE studies.

Some senior subjects require a student to have a demonstrated specific standard of skill and ability to be accepted. The school will also use data collected (PAT, NAPLAN and class assessments) to support decisions on subject selection.

A student application for Unit 3 & 4 subjects in Year 11 and Unit 1 & 2 subjects in Year 10 must be completed and students must attend an interview. The subject selection process for senior pathways will occur during term three.

Subject	Recommended Results	Class
Unit 1 & 2 Math Methods	Above 70% Overall Result	10A Maths
Unit 3 & 4 Math Methods	Above 70% Overall Result	Unit 1 & 2 Math Methods
Unit 1 & 2 General Maths	Above 60% Overall Result Above 90% Overall Result	10B Maths 10C Maths
Unit 3 & 4 Further Maths	Above 80% Overall Result Above 90% Overall Result	10A Maths 10B Maths
Unit 1 & 2 Chemistry, Physics or Biology	Above 80% Assessment Average across Science Subjects	10 Science
Unit 1 & 2 Arabic	Above 70% Overall Result	Year 9 Arabic
Unit 3 & 4 Religion & Society	Above 80% Overall Result NAPLAN and PAT Data	Year 10

*Making adjustments to coursework and assessment may limit promotion into some VCE subjects

CAREER DEVELOPMENT, PATHWAYS AND TRANSITIONS

A focus for students throughout Year 10 is careers development. Students spend time in class, particularly their Careers classes, and during a range of external activities (e.g. work experience, mock job interviews) preparing for the next transition which includes considering future opportunities and options, making decisions about their final years of secondary education and researching areas of interest. It is important to make informed and considered choices relating to the next steps of your learning, training and employment.

To prepare you for informed decision making, all students in Year 10 will:

- Develop job skills to seek work experience placements
- Complete a resume and cover letter and participate in Real Industry Job Interviews
- Participate in one week of work experience and career exploration
- Undertake a vocational career assessment
- Use the Career Antonine website tools to investigate suggested occupational interests
- Use VTAC and course explorer tools to investigate relevant courses and training based on subject choices
- Continue to review and update personal career action plans to set achievable goals based on school academic reports and experiences in and out of school

Throughout the year students will have access to TAFE tasters, guest speakers and workshops that will provide opportunities to build networks, explore occupations and courses for a range of interests and abilities.



ANTONINE HIGH ACHIEVER (AHA) PROGRAM

Antonine High Achiever (AHA) program is designed to offer students an opportunity to engage in a range of challenging activities including setting learning goals, participating in STEM activities and seeking out independent tasks to extend understanding and develop thinking skills.

AHA Saint Joseph Campus

Part 1: Personalised Learning Plan (PLP) for students who achieve high results.

1-2 goals to challenge and extend students, identified through close analysis of a range of data as high achieving, will be written for the subject area (either Maths or English) each semester for the year.

Part 2: High quality in-class differentiation

Teachers will continue to provide high quality in-class differentiation to meet the needs of their learners.

Part 3: Learning Area Extension Certificates

Each Learning Area will be responsible for creating 2 -3 Extension Certificates. Students who complete these will receive a certificate and acknowledgement of this accomplishment.



AHA Extension Certificates

<https://simon.antonine.catholic.edu.au/WebModules/KnowledgeBanks/ViewKnowledgeBank.aspx?KnowledgeBank=58>



ANTONINE COLLEGE

A CATHOLIC CO-EDUCATIONAL COLLEGE F-12

Cedar Campus (Foundation - Year 6): 130 Harding Street, Coburg VIC 3058

Saint Joseph Campus (Year 7 - Year 12): 71 Grandview Ave, Pascoe Vale South VIC 3044

P: (03) 9354 1377

E: enquiries@antonine.catholic.edu.au