

PRIDE ACHIEVEMENT CARING COOPERATION HONESTY



# YEAR 9 HANDBOOK 2024







# LALOR SECONDARY COLLEGE

YEAR 9 HANDBOOK  
2024



## Mission

The community of Lalor Secondary College acknowledges the ability and right of all students to learn and to experience success. All students are encouraged and challenged to reach their full potential. The College provides students and staff with a safe and nurturing environment.

## Vision

Our vision for Lalor Secondary College is to be a vibrant school; a school where learning is valued and students empowered to become lifelong, socially responsible learners; where a challenging and diverse curriculum caters for the variety of learning styles; where the varying talents of students and staff are recognised and celebrated; where excellence and effort are rewarded.

**PRIDE**  
**ACHIEVEMENT**  
**CARING**  
**COOPERATION**  
**HONESTY**





# College Values

VALUES	ATTITUDES	BEHAVIOURS
PRIDE	<ul style="list-style-type: none"> <li>• Being loyal</li> <li>• Doing my personal best</li> <li>• Being passionate</li> </ul>	<ul style="list-style-type: none"> <li>• I am proud of my work</li> <li>• I am passionate about everything I do</li> <li>• I take pride in what I participate in</li> <li>• I am proud of my school</li> <li>• I dress appropriately and with pride</li> </ul>
ACHIEVEMENT	<ul style="list-style-type: none"> <li>• Being committed</li> <li>• Being persistent</li> <li>• Always striving to do my best</li> <li>• Having aspirations</li> <li>• Aiming for excellence</li> </ul>	<ul style="list-style-type: none"> <li>• I am committed</li> <li>• I am doing my best</li> <li>• I am organised</li> <li>• I complete all my work</li> <li>• I celebrate achievement</li> <li>• I am responsible</li> <li>• I am motivated</li> <li>• I am rational</li> <li>• I see mistakes as an opportunity for improvement</li> </ul>
CARING	<ul style="list-style-type: none"> <li>• Being respectful</li> <li>• Having positive relationships</li> <li>• Being helpful</li> <li>• Using manners</li> <li>• Showing friendship</li> <li>• Having a positive attitude</li> </ul>	<ul style="list-style-type: none"> <li>• I am attentive</li> <li>• I am helpful to others in need</li> <li>• I show respect to others and show them that they are being noticed</li> <li>• I choose my attitude</li> <li>• I am a good listener</li> <li>• I am sensitive to others' needs</li> <li>• I behave consistently to build richer relationships</li> <li>• I am respectful</li> <li>• I am tolerant</li> <li>• I am friendly</li> <li>• I am appreciative</li> <li>• I make others comfortable</li> <li>• I am encouraging</li> <li>• I accept others for who they are</li> <li>• I consider others' feelings and needs</li> <li>• I treat others in a caring manner</li> <li>• I am polite</li> </ul>
COOPERATION	<ul style="list-style-type: none"> <li>• Being tolerant</li> <li>• Being respectful</li> <li>• Having understanding</li> <li>• Working as a part of a team</li> </ul>	<ul style="list-style-type: none"> <li>• I work together with teachers and peers</li> <li>• I follow instructions</li> <li>• I accept other people's opinions</li> <li>• I accept decisions</li> <li>• I work in a team to achieve common goals</li> <li>• I work with others' willingly</li> <li>• I listen to others ideas/opinions</li> <li>• I am reliable</li> </ul>
HONESTY	<ul style="list-style-type: none"> <li>• Being truthful</li> <li>• Showing trust</li> <li>• Being reliable</li> <li>• Having integrity</li> </ul>	<ul style="list-style-type: none"> <li>• I have integrity in what I do</li> <li>• I have morals</li> <li>• I am loyal</li> <li>• I do not speak about others behind their back</li> <li>• I am trustworthy</li> <li>• I am responsible</li> <li>• I am honest</li> <li>• I am truthful</li> </ul>

# Contents

College Values	2	Specialist Subjects	20
Principal's Message	5	Health and Physical Education	20
Important Programs at the Year 9 Level	6-7	– Advance	20
Year 9 Course Information	8	– Sport Education	21
English	9	The Arts	22
– English	9	– Architecture and Industrial Design	22
– English as an Additional Language (EAL))	9	Technology	23
Mathematics	10	– Product Design and Technology	23
– Mathematics	10	– Jewellery Design	23
– Foundation Mathematics	10	– Cake Decoration	24
Science	11	– Food Technology	24
Humanities	12	– eSports	25
– Year 9 Humanities	12	– Robotics	26
The Arts	13	Humanities	27
– 2D Art Making: Painting and Print Making	13	– History's Mysteries	27
– 3D Art Making: Ceramics and Sculpture	13	Science	27
– Art in Fashion	14	– Forensic Science	28
– Visual Communication Design	14	– Environmental Science: Horticulture STEM	28
– Drama	15	– Inquiry Minds	29
– Music: School of Rock	16		
– Film and Television	16		
Languages	17		
– Languages	17		
Health and Physical Education	18		
Explore	19		

**LALOR SECONDARY COLLEGE**

David Street, Lalor 3075

[www.lalorsc.vic.edu.au](http://www.lalorsc.vic.edu.au)

Telephone: 9463 7300

E-mail:

[lalor.sc@education.vic.gov.au](mailto:lalor.sc@education.vic.gov.au)

**Principal**

Mr Corey Jewell

**Assistant Principal (Later Years)**

Ms Laura Forster

**Assistant Principal (Middle Years)**

Ms Julie Ryan

**Assistant Principal (Junior Years)**

Mr Josh Simpson

**Year 9 and 10 Sub-school Leader**

Ms Mary-Anne Lilikakis

**Curriculum Leader**

Ms Lana Siryani

Lalor Secondary College was established in 1963.

It is a co-educational Year 7-12 school situated in the City of Whittlesea and serves the communities of Lalor, Thomastown, Epping, South Morang, Mill Park and Reservoir. Set on approximately 4 hectares the college has excellent facilities and spacious grounds.

In 2024 the college will have an enrolment of approximately 1200 students representing more than 40 ethnic groups with approximately 60% from non-English speaking backgrounds.

The College provides a broad, inclusive and comprehensive Curriculum designed around the Victorian Curriculum to ensure the needs of all students are met.

The College provides a number of pathways at the senior level of the school including a comprehensive range of VCE subjects, including the VCE Vocational Major and VET programs.

A partnership between parents, staff and students is encouraged through informal and formal communication.



# Principal's Message



As a member of the Lalor Secondary College community for the past 20 years I have great confidence in the educational opportunities that we provide to all of our students. I know that Lalor Secondary College is a vibrant school where learning is valued and students are empowered to become lifelong, socially responsible learners, so that they are caring and confident contributors to the global community of the 21<sup>st</sup> Century.

The school's core values of Pride, Achievement, Caring, Cooperation and Honesty are embedded in our wellbeing and teaching practices, as well as our Student Code of Behaviour. High expectations and well developed policy and practices ensure a calm teaching environment that allows the focus of the classroom to be centred around the teaching and learning. The high expectations are driven by a student culture where students motivate and inspire each other to achieve excellence in the academic field, applied learning field or through the extra-curricular program.

The extra-curricular program is supported by both student and staff led clubs. Some of these include the Science and Maths clubs, Art Club, Horticulture Club, Sports Program, House Program, Music Program, Year 12 Mentor Program, Breakfast Club and Chess Club. This also includes a unique partnership with ABCN that provides numerous leadership opportunities to our students that supports the student leadership structures of the College. The school has an established and dedicated Wellbeing Team that delivers a coordinated approach to the Student Wellbeing Programs that have been embedded into the school curriculum and culture. Some of these programs include Peer Support, After School Homework Club and the Pre-Orientation Program. The College also offers distinctive educational programs such as the Years 7 to 10 differentiated Maths program, Years 7 to 10 Literacy Support Program, High Potential Learning Program, Years 7 to 12 Languages program offering Macedonian, Greek, Italian and French and an extensive elective program in Years 9 and 10.

Our school community acknowledges the ability and the right of all students to learn and to experience success in the classroom. The College delivers a rigorous and comprehensive educational program built around the Victorian Curriculum in Years 7 to 10, where a challenging and diverse curriculum caters for a variety of learning styles. The varying talents of students at years 7 to 10 are recognised and celebrated and excellence and effort are rewarded throughout the College at regular intervals throughout the year. The program offered at Years 11 and 12 provides opportunities for students to excel in VCE, Vocational Major and VET, which is long established through results that are above the state average. The school has a strong pathways program that ensures a high retention from Year 7 to Year 12 and assures all students in Years 9 to 12 receive counselling in choices of study and focuses on providing an individual pathway for every child.

The school recognises that the final years of schooling are a challenging time for students and parents, however the College has well established programs that offer wellbeing support to students through a teacher-student Mentor program, pathways and career support, stress management sessions and study skills presentations. The rigorous nature of the academic program means students are provided the opportunity to excel, within the newly revised VCE and VCE Vocational Major study, and academic excellence is the expectation from all within the College.

The information in this handbook will provide more explicit detail to assist you with your upcoming choices. If you require any further information or clarification to assist you with your choices, please do not hesitate to contact the relevant staff member or myself.

**Mr Corey Jewell**  
College Principal

# Important Programs at the Year 9 Level

The Year 9 program emphasizes independent life skills and encourages participation through a diverse range of activities.

## Year 9 Explore Program

Designed to cater for the wellbeing, needs and interests of Year 9 students, Explore is an integral part of the Year 9 Curriculum. The program will encompass enrichment activities such as:

- City Experience, taking place during the final week of Year 9, this involves students researching aspects of city life and travelling to and within the City
- Pathways and Career information and advice, including subject selection and preparation for Year 10 work experience
- Guest speakers, incursions and excursions
- Classroom based learning focusing on personal and interpersonal development, local and global connectedness

The program is designed to develop independence, confidence and life skills based around the four key themes: self, local community, global community and careers.



## Year 9 Camp

In previous years this has been in the form of an educational tour for those wishing to attend. The purpose of the camp is to provide a challenging, engaging learning opportunity. The venue for the camp varies.

## Community Services

Students in Year 9 have an opportunity to become involved in community programs through the Advance program and participation in activities organised for the Explore program.



## Differentiated Mathematics Program

As part of the differentiated Mathematics program, students are placed into classes based on their ability. These include Foundation Maths, General Maths and Maths Methods. Each of these classes is designed to assist students improve their mathematical skills and knowledge.

Foundation Maths is designed to develop key numeracy skills and apply them to real life situations. This course gives students the opportunity to achieve success whilst enhancing their mathematical understanding.

General Maths and Maths Methods both cover the Year 9 Mathematics skills required by the Victorian Curriculum. Those students in Maths Methods will have their learning enriched through use of more complex applications of these concepts. Students who require extension will be challenged.

## Literacy

The BOOST Program aims to provide additional support to those students identified as requiring extra assistance to improve their literacy skills. The goals of the program include:

- Students learn to build their personal set of reading comprehension strategies, so they can be used spontaneously and selectively.
- Students improve knowledge of spelling and letter patterns, of sentence and paragraph structures and of networks of concepts.
- Collect and monitor the evidence of student's improved literacy learning.
- Increasing students' self-esteem, confidence and motivation.

## Library Resource Centre

The core role of the Library Resource Centre is to support and enrich the educational program of Lalor Secondary College. It does this by providing an abundance of current and relevant resources in a wide variety of formats and levels. The Library staff work to provide a learning environment that encourages independent lifelong learners.

To enable the Library Resource Centre to fulfil its central educational role in the school, Teacher-librarians provide programs in Literature, Information Literacy and I.C.T.

### Library Hours

Monday	8:20am to 4pm
Tuesday	8:20am to 3:00pm
Wednesday	8:20am to 4pm
Thursday	8:20am to 4pm
Friday	8:20am to 4pm

*Note: The library is closed at Recess every day.*

### Borrowing

All students may borrow up to four books at a time. Items vary in borrowing times up to two weeks. Students may renew items by bringing them into the Library. Also, students are asked to present their Student ID Card whenever they need to access and or borrow resources.

## Printing and Photocopying

Printing and photocopying can be done in colour and black & white. All students are provided with a \$5 credit at the beginning of the school year for printing and photocopying purposes. Students are expected to purchase more printing credits from Reception.

## After School Homework Program (ASH)

The reasons students give for not completing homework are varied and may include the following: not having a homework routine, lack of a quiet place to study, or not understanding the work set. To help address these issues, Lalor Secondary College, in collaboration with The Smith Family and Whittlesea Community Connections deliver a weekly after school homework program in the Library Resource Centre.

The After School Homework Program (ASH) runs afterschool 1 day a week between 3:00pm - 4:00pm. Students have the option of leaving early and are not required to stay for the length of the program. Teachers and trained volunteer tutors attend each session to assist students with work. Students have access to computers, internet, and library resources. Students are also encouraged to bring their digital devices for educational purposes. Staff from the Wellbeing Team provide supervision and assist students in getting themselves organised to complete work.

ASH is open to students in all year levels; however Parent/Guardian/Carer consent is required for students who want to attend the program. Forms are available from the General Office or the Welfare Office.

# Year 9 Course Information

The Year 9 Curriculum at Lalor Secondary College is designed to provide opportunities for students to explore. It aims for students to succeed by offering a wide range of subject choices and pathways into future courses and career options.

All students will complete subject selection online and print out their selections, which must be signed by a parent or guardian. Staff at the College are available to discuss any concerns or clarification about the Year 9 program.

## Core Subjects

- English/English as an Additional Language
- Mathematics (differentiated program)
- Science
- Humanities
- Health and Physical Education
- Arts-based Core
- Languages
- Explore

The Year 9 program is designed to allow students to maximise their opportunities to succeed by offering choice within the Arts based core.

## Arts based core (choose one subject per semester from the following):

- 2D Art Making
- 3D Art Making
- Music: School of Rock
- Drama
- VCD
- Film and Television
- Art in Fashion
- Jewelry Design

## Languages – compulsory two semesters continued from Years 7 and 8 from the following:

- Macedonian
- Greek
- Italian
- French

## Specialist Subjects

Students are able to choose from a range of subjects dependent upon their interests and abilities. Specialist subjects also provide pathways for future progression and choice.

Specialist subjects run for a semester and students chose two semester length subjects from the range offered below.

*(Please note: Advance Program runs for 2 semesters)*

- Advance (Two Semesters)
- Architecture and Industrial Design
- Cake Decoration
- Digital Design
- Robotics
- eSports
- Music: School of Rock
- Food Technology
- History's Mysteries
- Forensic Science
- Inquiry Minds
- Environmental Science STEM
- Product Design and Technology
- Sports Education – choice of one sport per semester
- Girls netball and hockey
- Boys hockey and football
- Boys volleyball and soccer
- Girls volleyball and soccer
- Mixed tennis and basketball

associated with them that covers consumables and materials. Please note that at the time of publication these fees were correct, however, they may be subject to change dependent on the provider/supplier.

## Subject Fees

Some subjects have fees

# English

“Books are the carriers of civilization. Without books, history is silent, literature dumb, science crippled, thought and speculation at a standstill. They are engines of change, windows on the world, lighthouses erected in the sea of time.”

Barbara W Tuchman

## Two Semesters

### Learning Focus

English in Year 9 seeks to further develop the skills of reading, writing, listening and speaking, and understanding the English language. It aims to enhance reasoning and analytical abilities and encourage reading for pleasure, understanding and language enrichment.

Students interpret a variety of texts with an emphasis on the development of more complex responses to literature. Students use writing to explore different perspectives and to extend their skills in writing for different purposes and audiences.

Students demonstrate oral fluency via formal speech making, debating and presentations on contemporary issues. They also critically evaluate how the spoken language influences audiences through the study of persuasive techniques.

Emphasis is placed on the accurate use of language conventions and on extending vocabulary.

### Areas Of Study

1. Texts (Literary and Visual)
2. Writing
3. Issues
4. Oral Presentation

### Suggested Assessment Tasks

1. Analytical Response Essay
2. Creative Writing
3. Argument Analysis
4. Oral Presentation
5. Persuasive Writing
6. Examination

# English as an Additional Language (EAL)

## Two Semesters

### Learning Focus

EAL classes provide intensive English tuition for students who have come to Australia from another country and are learning to use English as their main language. Students need to understand and control the English language as a means of learning. Students’ understanding of English will develop through reading, writing, speaking and listening. Study of novels, short stories, plays, poetry and issues in media are the main foci in EAL. Attention is given to correctness of spelling, punctuation and grammar and the development of oral skills.

### Areas Of Study

1. Text Study
2. Writing
3. Issues

### Suggested Assessment Tasks

1. Text Response
2. Writing Folio
3. Oral Presentation
4. Exam



# Mathematics

“The essence of mathematics is not to make simple things complicated, but to make complicated things simple.”

S. Gudder

## Learning Focus

### Semester One

In Semester One the students continue to develop their number skills, focusing especially on Proportion and Rates, Index Laws and Scientific Notation. They also start to develop their understanding of simple interest and apply Mathematics to real life situations. They will be introduced to Pythagoras’ Theorem and trigonometry. They will continue to develop the knowledge and understanding of algebraic concepts to include working with graphs and using Index Laws in algebra. All the concepts will be developed through known and unknown situations bringing skills they use in a classroom to situations where they would be used in real life.

### Semester Two

In Semester Two students continue to develop their understanding of topics such as Measurement, Probability and Statistics. Within measurement, they develop the skills of area to include complex composite shapes, surface areas of cylinders and prisms. In Probability, students look at two step chance experiments, tree diagrams and Venn diagrams. Statistics focuses on presenting data in back to back stem and leaf plots, histograms and ensuring the right terminology is being used to compare data sets.

## Areas of Study

Semester One	Semester Two
Financial Maths	Measurement
Algebra	Linear Relationships
Pythagoras & Trigonometry	Probability
	Geometry

## Suggested Assessment Tasks

- 1. Topic Tests
- 2. Inquiry Projects
- 3. Exam

# Foundation Mathematics

As part of the differentiated Maths program at Lalor Secondary College, Foundation Mathematics is designed to assist selected students to develop and improve key numeracy skills through their application to real life situations. Topics studied will include Number Skills and an introduction to Financial Maths, which will be the focus for Semester One as well as a modified course in line with General Maths topics. Students will work on the application of the four number operations to real life situations. Semester Two will see topics such as Measurement including area, perimeter and volume by themselves but also linked to costing and comparing DIY projects. Probability will cover the calculation of the chance of different situations occurring. Statistics will look at how data can be presented and how to understand graphs, especially those that the media are showing.

## Key Learning Area: Science

# Science

“The Whole of Science is nothing more than a refinement of everyday thinking.”

*Albert Einstein*

### Learning Focus

#### Semester One

Science at Year 9 will focus on the two strands: Science Understanding and Science Inquiry Skills. In Semester One the students will continue to develop their Science understanding, focusing on Control and Regulation, how different body systems interact with each other to function and fix issues. Students examine the structure of the atom, developing the understanding of what makes up everything around us including nuclear radiation and decay. Within each topic they will be able to experience ‘real world’ situations and examples to develop their science understanding, knowledge transference and how science links to the world in which we live.

#### Semester Two

Science at Year 9 will focus on the two strands: Science understanding, Science as a Human Endeavour and Science inquiry skills. In Semester Two students build on the concepts they have developed in Semester One with particular focus on ecosystems, plate tectonics, electricity and electromagnetism in a reaction. The students will also further their understanding through an Inquiry task to develop their understanding. The biology focus for the Semester will be on ecosystems and plate tectonics. With regards to electrical energy, students develop an understanding of series and parallel circuits including practical uses of different circuits.

### Areas of Study

*Please Note: Topic sequences can change from time to time when the opportunity to work in cross faculty themes and topics arise.*

Semester One	Semester Two
Control and Regulation	Ecosystems
Chemical Reactions	Electricity
Matter	Electromagnetism
	Plate Tectonics

### Suggested Assessment

#### Tasks:

1. Topic Tests
2. Practical Reports
3. Inquiry Tasks

## Key Learning Area: Humanities

# Humanities

“It is a convenient truth: You go into the humanities to pursue your intellectual passion; and it just so happens, as a by-product, that you emerge as a desired commodity for industry.”

*Damon Horowitz*

### Learning Focus

The Year 9 curriculum provides a study of the history of the making of modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the ‘war to end all wars’.

The Geography component provides a study of geographical units that explore biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. This course of study also investigate geographies of interconnections, with a focus on how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.

The Year 9 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an ‘economy’ and explore what it means for Australia to be part of the Asia region and the global economy.

Students also study Australia’s political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government

and decision making processes. This unit of study includes an investigation of the features and principles of Australia’s court system, including its role in applying and interpreting Australian law.

### Areas Of Study

The areas of study will include the following units that address the study of History, Geography, Business and Economics and Civics and Citizenship:

Industrial Revolution	Biomes and Food Security
Making a Nation	Geographies of Interconnections
World War 1	Characteristics of Economic Systems
	The Australia Political System

### Suggested Assessment Tasks

Assessments may take the following forms and will consist of at least three pieces of formal assessment per semester:

1. Essay
2. Document analysis
3. Fieldwork Report
4. Inquiry led research
5. Test or case study

Two subjects (one per semester) from the following options must be selected for the Arts based core.

### Key Learning Area: The Arts

## 2D Art Making: Painting & Printmaking

“Art is not what you see, but what you make others see.”

*Degas*

### One Semester

#### Learning Focus

The Year 9 core choice 2D Art program encourages students to express their individual ideas creatively. It provides them with the opportunity to experiment and create artworks within the areas of drawing, painting, printmaking and mixed media.

It develops student's practical skill and theoretical knowledge by studying artworks of Australian and International artists. This elective is particularly suitable for students who are keen to study Art Making and Exhibiting at the VCE level. Students may choose to undertake the 3D Art elective, which complements the coursework completed in 2D Art.

#### Areas Of Study

1. Art Production
2. Art Appreciation

#### Suggested Assessment Tasks

1. Folio One
2. Short Answer Responses
3. Folio Two

#### Cost

\$15.00 per semester

## 3D Art Making: Ceramics & Sculpture

“The aim of art is to represent not the outward appearance of things, but their inward significance.”

*Aristotle*

### One Semester

#### Learning Focus

The Year 9 3D Art program aims to inspire students to create artworks in primarily 3-dimensional form. Students will work in a range of materials, specifically clay, as well as recycled and found materials.

Students will use research and drawing as starting points to develop their initial ideas, then work individually and collaboratively to create their 3D artworks. They will apply glazes where appropriate to decorate the surfaces of their designs which may be functional or non-functional.

#### Areas Of Study

1. 3D Art Production
2. Art Appreciation

#### Suggested Assessment Tasks

1. Folio One
2. Short Answer Responses
3. Folio Two

#### Cost

\$15.00 per semester

## Art in Fashion

“The joy of dressing is an Art.”

*John Gialliano*

### One Semester

#### Learning Focus

The Year 9 Art in Fashion course examines the impact Art has had on fashion.

Students follow the design process to design contemporary clothing as well as accessories. Students explore sewing, fabric printmaking and garment construction, as well as fashion trends and designers both past and contemporary.

#### Areas Of Study

1. Design Process
2. Sustainability
3. Design

#### Suggested Assessment Tasks

1. Folio One
2. Design Analysis
3. Folio Two

#### Cost

\$15.00 per semester

## Visual Communication Design

“Design is not just what it looks like and feels like. Design is how it works.”

*Steve Jobs*

### One Semester

#### Learning Focus

The Year 9 Visual Communication Design program introduces students to the concept of developing effective designs in order to communicate information visually.

They will learn how to use freehand and technical drawing techniques, as well as aspects of the design process to find solutions to design problems as outlined in a brief.

#### Areas Of Study

1. Design Elements and Principles
2. Communication Design
3. Industrial Design

#### Suggested Assessment Tasks

1. Folio of industrial designs
2. Design Analysis
3. Folio of communication designs

#### Cost

\$15.00 per semester

# Drama

“I regard the theatre as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being.”

*Oscar Wilde*

## One Semester

### Learning Focus

The Year 9 Drama course focuses on developing students' expressive and performance skills by introducing them to a range of dramatic styles and techniques.

Theatre styles from all over the world will be explored through practical workshops and research tasks. Students will maintain a drama journal to reflect and record their observations, experiences and generate ideas.

### Areas of Study

1.	Mime
2.	Melodrama
3.	Slapstick Comedy

### Suggested Assessment Tasks

1. Melodrama Performances
2. Research Assignment
3. Slapstick Comedy Performances

### Cost

\$20.00 per semester



## Music: School of Rock

“Music can change the world  
because it can change people”

*Bono, U2*

### One Semester

#### Learning Focus

In School of Rock students will experience what it is like to play in a band and gain an understanding of the various instruments and parts involved in performances.

Students will form performance groups and choose appropriate songs for their ability level and instrumentation. They will work on developing their ‘ear’ as well as looking at different types of music notation.

As this is a performance based subject students will be supported to perform to an audience at events such as class performances, assembly, school concerts and North-West Victorian Region (NWVR) School of Rock event. To assist with this all students will be enrolled in the Instrumental Music Program if they are not currently receiving lessons at school or privately. The Music Department will be available at lunchtimes for extra rehearsals via prior arrangement with their teacher.

#### Suggested Assessment Tasks

1. Rhythm Assessment
2. Performance Assessment
3. Reflection Task

## Film and Television

“The best education in film is to  
make one”

*Stanley Kubrick*

### One Semester

#### Learning Focus

The course aims to provide students with an understanding of the media through television and film.

Each medium is analysed to determine major concepts and students will undertake practical work.

The aim of the course is to introduce students to the technical and creative process of media production and familiarize students with media equipment.

#### Areas of Study

1. Sitcoms
2. Media Pre-Production Process
3. Media Production Process

#### Suggested Assessment Tasks

1. Sitcoms Test
2. Media Pre-Production Process
3. Music Video Production

#### Cost

\$20.00 per semester

## Key Learning Area: Languages

# Languages

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart”.

*Nelson Mandela*

*Students continue with the Language option studied in Years 7 and 8.*

## Two Semesters

### Learning Focus

The College provides an extensive language program with French, Greek, Italian and Macedonian being offered.

It is compulsory for all students to undertake a language in Year 9. The language program provides for both advanced (Pathway 1) and beginner students (Pathway 2).

Through a thematic approach, the language courses aim to develop and/or further improve students' confidence, fluency and understanding of the specific language they are studying.

### Areas of Study

1. Communicating in a language other than English
2. Intercultural knowledge and language awareness

### Suggested Assessment Tasks

1. Oral Task
2. Written Task
3. Comprehension Task

# Health And Physical Education

“Movement is a medicine for creating change in a person’s physical, emotional and mental states.”

Carol Walsh

## Two Semesters

### Learning Focus

In Year 9 Health and Physical Education, students will develop proficiency in a range of high level movement and manipulative skills, and implement ways of improving the quality of their performance during games, physical activity and sports.

Students will also examine physical, social and mental health, as well as personal development across the various stages of the lifespan.

### Semester One

#### Areas of Study

Practical	Theory
1. Fitness Program	1. Fitness Training
2. Self Defense	2. Nutrition and Body Image
3. Team Sports	
4. Minor Games	

### Suggested Assessment Tasks

1. Practical Performance (Term 1 & Term 2)
2. Term Assignment
3. Term Assignment

### Semester Two

#### Areas of Study

Practical	Theory
1. Team Sports	1. Sexual Health/relationships
2. Peer Teaching Unit	2. Risk Taking Decision Making
	3. Drugs

### Suggested Assessment Tasks

1. Practical Performance (Term 3 & Term 4)
2. Semester Test
3. Semester Assignment

# Explore

## Two Semesters

Year 9 is 'A Time to Explore.' This subject allows students to investigate various topics and pathways to reach their career goals and become a responsible, caring and informed citizen and learn skills to aid their learning and prepare them for their future. This subject is assessed based on the Critical and Creative Thinking capabilities as well as the Ethical, Personal and Social.

During Term One, students look inwards towards themselves in the 'Respecting Identity and Understanding Self' unit. They review the importance of individuality, cultural differences as well as look to better understand their emotions and reactions to situations. We take an excursion to the O'Brien Icehouse where students develop resilience and ways to work with and support others as they learn to ice skate.

Term Two sees students explore 'Careers and Financial Literacy' using an interactive online platform that engages them to understand the complexities of banking, budgeting, home ownership versus rental options as well as understanding credit and debits. Students also get the opportunity to explore real job interview experiences in which they prepare an application for a real job and then undertake role-playing activities to develop their interview skills.

Term Three allows students to view a range of societal issues facing Australia and the global community, 'The World Around Us'. Topics such as Global Warming, Fake News, Pandemics and Global Healthcare Systems form the basis of student work, where they independently analyse and create a presentation of their choice.

Term Four, students gain skills and opportunities to become work ready in preparation for their Year 10 Work Experience. Guest speakers, presentations and workshops aim to have students develop their interpersonal skills and resilience. Within this term, we also dive into the needs of our 'Community' and what makes a healthy and sustainable community. We take a city experience tour around some of Melbourne's key landmarks.

## Areas Of Study

1. Respecting Identity and Understanding Self
2. Careers and Financial Literacy
3. The World Around Us
4. Community

## Suggested Assessment Tasks

1. Inquiry Assignments
2. Reflections
3. Research Projects

**Cost:** \$10 per semester

# Specialist Subjects

## Key Learning Area: Health and Physical Education

### Advance

“I am of the opinion that my life belongs to the whole community and as long as I live, it is my privilege to do for it whatever I can.”

*George Bernard Shaw*

#### Two Semesters

##### Learning Focus

The Advance course aims to make the connection for young people as to how they can make positive impacts. This is achieved through connecting with not only themselves, but also connecting with the local, national and global communities, as well as considering the environment and their peers.

The course emphasises a strong partnership between our school and the local community. The program provides opportunities to build on their strengths and capacities by working with local groups and understanding their context.

As part of the program the students must complete a First Aid course as well as the Duke of Edinburgh Award at the bronze level which involves: planning and participating in an expedition (compulsory overnight camp – two nights); community service involvement; mastery of a skill and physical recreation.

##### Areas of Study

The students will complete the modules of the Advance course that will involve:

1. Knowledge of the Community
2. Identifying people, places and organisations in the community
3. Communication
4. Volunteering
5. First Aid
6. Camp Craft

Students who complete the course will receive certification in the following:

- First Aid Accreditation
- Duke of Edinburgh Award
- Advance Certificate
- Community Service Certificates

##### Suggested Assessment Tasks

###### Semester One

1. Community Project
2. Research Assignment
3. Community Service

###### Semester Two

1. First Aid Test
2. Practical Assessment and reflection
3. Camp Preparation Project

##### Cost

\$100.00

– This is to cover bus transport to and from Community Service placements, Level Two First Aid and fees associated with the camp and celebration.



# Sport Education

“The most important thing in the Olympic Games is not winning but taking part; the essential thing in life is not conquering but fighting well.”

*Pierre de Coubertin*

## One Semester

### Learning Focus

Sport Education will consist of both practical and theory classes.

The practical class will generally involve practical work in which the skills of the sport being studied will be practiced and developed. The theory lessons will focus on the rules, tactics and strategies involved in the sport, as well as the history and profiles of athletes in the sport.

Students will be involved in aspects of coaching and administration of sport, taking an active role in each.

The aims of this program are to:

1. Promote a healthy lifestyle.
2. Encourage and provide opportunities for participation.
3. Teach students how to manage the cooperative and competitive requirements of sport.
4. Provide the opportunities for students to be involved in sport as players, coaches and administrators.
5. Develop the capacity to make reasoned decisions that will lead to good behaviour as players, spectators, coaches and administrators.

6. Develop a thorough knowledge and understanding of the chosen sports, including the rules, tactics and strategies involved in these sports.

### Areas of Study

Students must select from the following electives. Each sport will cover one term in the semester long subject.

Boys Strength and Fitness
Girls Strength and Fitness
Mixed Teams Sports

### Suggested Assessment Tasks

1. Test
2. Assignment
3. Practical Performance (one mark per term)



## Key Learning Area: The Arts

# Architecture and Industrial Design

“Having an idea in the first place is just the start; bringing that idea to life in a way that inspires others to help it grow can mean the difference between an abandoned sketch on a notepad and a successful finished product.”

*Lucy Blakemore*

## One Semester

### Learning Focus

In Year 9 Architecture and Industrial Design, students have the opportunity to look in-depth at the architecture and industrial design fields.

They develop skills and learn the conventions for technical drawing in both fields. Students also learn about the design process as they design work in response to a client and brief.

### Areas of Study

1. Architectural Design
2. Industrial Design
3. Design Analysis

### Suggested Assessment Tasks

1. Architecture Design Folio
2. Industrial Design Folio
3. Design Analysis

### Cost

\$15.00 per semester

# Product Design and Technology

“You can design and create and build the most wonderful place in the world. But it takes people to create the reality.”

*Walt Disney*

## One Semester

### Learning Focus

Year 9 Product and Technology is an introduction unit to the manufacturing of material products. It will encourage students to develop their creativity in design work by working through the technology design process and human centered design.

Students learn and apply the fundamentals of design to develop and manufacture products and small scale projects to create innovative solutions to meet current and future needs. They learn to produce working drawings and follow the basics of the design process to assist them in their manufacturing. Students will gain an understanding of different resistant materials and will be introduced to relevant technological skills which include the use of; hand tools, power tools and machines.

Students apply creativity, innovation and thinking skills combined with technology to ideas using technical drawing and 3D drafting software.

### Areas of Study

1. Safe use of tools and equipment
2. Design fundamental and manufacturing
3. Resistant materials and Electronics
4. Project construction and evaluation
5. Technical Drawing and Computer Drafting

### Suggested Assessment Tasks

1. Research and Investigation (40%)
2. Production Work (50%)
3. Evaluation (10%)

### Cost

\$30.00 per semester

# Jewelry Design

## One Semester

### Learning Focus

In Jewelry Design, students will develop knowledge and skills in the use of jewelry materials, tools and techniques, guided by the design process.

They will begin by developing their own design brief, creating a client with specific needs and constraints of their choice, informed by research. Students will implement their own project plan to meet the design brief, documenting their process in a folio that demonstrates generation and connection of ideas and materials and the justification for their decisions. Students will have the opportunity to explore a range of materials including acrylic, paper, clay, soft wood, metal, flat wire, resin, felting and macrame to create a series of designed solutions (final pieces) that meet their developed brief. Students will evaluate the success of their designed solutions against the design brief and offer opportunities for improvements and modifications for future designs.

### Areas Of Study

1. Design Brief
2. Designed Solutions folio and final pieces
3. Evaluation

### Suggested Assessment Tasks

1. The Design Brief
2. Design Solutions Folio and Final Pieces
3. Evaluation

### Cost

\$20.00 per semester



## Cake Decoration

“Cakes are special. Every birthday, every celebration ends with something sweet, a cake, and people remember.”

*Buddy Valastro*

### One Semester

#### Learning Focus

This subject focuses on developing student's creative skills and techniques in cake decoration.

Key topics include safe and hygienic use of tools and equipment in food preparation, and baking and cake decorating, melting chocolate and molding into molds. The productions will cover a variety of cakes and figurines, including a special occasion cake, cupcakes and a novelty cake baked and decorated at home for assessment. Students will participate in a variety of practical activities and are given the opportunity to investigate and design their own productions.

#### Area of Study

1. Preparation of buttercream and cooking a cake and cupcakes
2. Application of buttercream and soft icing on premade cakes
3. Rolling and modelling fondant
4. Two tiered celebration cakes
5. Melting Chocolate and Molding into Molds

#### Suggested Assessment Tasks

1. Investigation and Design Briefs
2. Production Activities
3. Evaluation Tasks

#### Cost

\$120.00 per semester

## Food Technology

“Cooking is an art, but all art requires knowing something about the techniques and materials... you get more control and that allows you to be artistic.”

*Nathan Myhrvold*

### One Semester

#### Learning Focus

Students build on their skills in food preparation and in following a design process to create and produce meals.

They will learn skills in managing and manipulating materials and resources using a range of tools and equipment to make products. Students look at food safety and hygiene practices in relation to food poisoning as well as for general purposes. They study the food nutrients and their importance for our bodies across the lifespan. Students study changes in patterns of food consumption in Australia.

Students will analyse factors that influence food choice and in particular the influence of multiculturalism, the different countries and their foods will be studied and dishes made to reflect the cultures. Students will gain an insight into new and different products and how they fit into Australian eating habits with a focus on indigenous Australians and sustainability practices we face in Australia today.

#### Areas of Study

1. Food Safety and Hygiene
2. Aboriginal, Asian and Multicultural influences on Australian food choices
3. Lifespan changes, Food Nutrients, Sustainability with food

#### Suggested Assessment Tasks

1. Research
2. Food Preparation and Management
3. Theory Tests
4. Evaluation of weekly practical work

#### Cost

\$55.00 per semester

# eSports

“The goal of the Web is to serve humanity. We build it now so that those who come to it later will be able to create things that we cannot ourselves imagine.”

*Tim Berners-Lee*

## One Semester

### Learning Focus

Students will build their computing skills through practical activities that builds on the Digital Technologies curriculum of Year 7 and 8.

Students will learn how to setup and use a Nintendo Switch to run social activities and competitions. They also develop innovative game-based, social and interactive web applications with a design focused understanding of how they can be used to improve people's lives. Each student will develop the skills to create a web page and site as well as create and manipulate multimedia that can be used in a wide range of social media applications.

As part of the game design area of study, students will learn how to create realistic games using the Unity game engine and create simple games using either of the JavaScript or Python programming languages. They will also understand the principles of creating a game that involves the use of game designing with Arcade Makecode, Nintendo Switch, Super Mario Maker, Labo and Game Design.

Students are encouraged to take this course to find out what it takes to build the online side of a business, or find an enriching hobby to be enjoyed for the rest of the student's life.

### Areas Of Study

1. Game Design and Animation
2. Website Design and Development
3. Multimedia for Social Media Applications

### Suggested Assessment Tasks

1. eSports Introduction Course – Multimedia Project
2. Event Planning - website
3. Game Design Folio

# Robotics STEM

“Robotics is about us. It is the discipline of emulating our lives, of wondering how we work.”

*Rod Gruppen*

## One Semester

### Learning Focus

Students get an understanding of how digital technologies – through robotics – can impact on our physical world.

Students get a chance to learn how to control robots in a variety of ways, using devices as diverse as Makey Makey, Raspberry Pi, Tello drones, Grove, BBC micro:bit, GlowBit, Edison, Arduino and mBots in order to demonstrate the different ways robotic devices change our world.

Students learn about the benefits and costs of robotic automation and as part of their own chosen project topic, practically build a robotic device to automate an area of their lives. This could include but is not limited to: robotic arms, smart devices, alarms, fairy lights, digital clocks, heart-rate monitors, GPS trackers, scoreboards or maze solving cars.

### Areas of Study

1. Design Thinking and Robotics in the 21<sup>st</sup> Century
2. Programming electronic and robotic devices
3. Automating our World

### Suggested Assessment Tasks

1. Interactive Research Poster
2. Robot Programming Folio
3. Automation Robotics Project



# History's Mysteries

“A myth is a way to making sense in a senseless world. Myths are narrative patterns that give significant to our existence”.

*Rollo May*

## One Semester

### History's Mysteries: Unveiling Truths and Challenging Perceptions

Welcome to 'History's Mysteries', an exciting subject that invites you to explore the captivating world of conspiracies. Throughout this course, we embark on a quest to distinguish between reliable and unreliable sources of information, honing our critical thinking skills along the way.

Within the realm of conspiracies, we encounter intriguing topics that have fascinated people for years. From the perplexing death of Princess Diana to the enigmatic assassination of President John F. Kennedy, we delve into historical events that continue to spark curiosity and controversy. By examining various accounts, analysing evidence, and engaging in insightful discussions, we aim to unravel the complex layers surrounding these mysteries.

Prepare to venture into the unknown as we investigate elusive creatures like Bigfoot and dive into the mysteries of the Roswell incident, where speculation about extraterrestrial life abounds. Through interdisciplinary exploration, we evaluate eyewitness testimonies, scientific studies, and cultural perspectives, sharpening our analytical skills and discerning fact from fiction.

In 'History's Mysteries', students develop critical thinking, research and analytical abilities essential for navigating the information age. By questioning established narratives, thinking independently, and embracing the complexities of historical events, we cultivate a deeper understanding of the world around us.

Join us, parents and students alike, on this captivating journey as we unravel the enigmatic web of conspiracies. Together, we will challenge perceptions, seek the truth, and broaden our knowledge of the mysteries that have both fascinated and perplexed humanity throughout the ages.

## Area of Study

1. Real vs Fake
2. Monsters
3. Ladies in Trouble

## Suggested Assessment Tasks

Assessments may take the following forms and will consist of at least three pieces of formal assessments.

1. Persuasive Essay
2. Research Report
3. Test
4. Evidence Analysis

## Key Learning Area: Science

# Forensic Science

## One Semester

### Learning Focus

This elective explores the science behind searching for evidence, gathering clues and discovering how science can help solve crimes.

Students undertake investigations using chromatography techniques, facial identification, fingerprints, foot prints, genetic material, entomology, hair and fibres, handwriting analysis and more. These practical activities are designed to help students to understand how material and substances can be identified how events have taken place and who is involved when a crime has been committed.

### Areas of Study

1. Finger Prints, Blood and DNA
2. Cause/Time of Death
3. Fibres/hairs, Impression Evidence
4. Handwriting analysis, identity theft

### Suggested Assessment Tasks

1. Test
2. Inquiry task
3. Practical Report

# Environmental Science Horticulture STEM

## One Semester

### Learning Focus

Environmental Horticulture is the science and art of improving the world around us with the use of plants and is something we encounter in our daily lives. It includes parks, botanic gardens, sports facilities, roundabouts, cemeteries and shopping centres.

In this subject, students will develop an understanding of the role these green spaces have in society on a local and global scale. They will learn about the impacts it has on the environment, including climate change and covers the practical management of gardens and green spaces. Students will develop their knowledge of plants, their uses, propagation, care, beautification and business applications.

### Areas of Study

1. Cycles in Nature
2. Indigenous Australian Plants
3. Planting and Propagation
4. Garden Care
5. Landscape Planning

### Suggested Assessment Tasks

1. Test
2. Practical Report
3. Inquiry Task

# Inquiry Minds

## Learning Focus

Inquiry Minds builds on from Year 8 Inquiry. Students will dive deeper into the inquiry process to help students master their investigation and creativity skills. Students will visit the Whittlesea Tech School to explore new technologies, as well as have the opportunity to be part of the Students Ambassador Program.

At Year 9 there will be a greater emphasis on integrating STEAM (Science, Technology, English, Arts and Mathematics) by undertaking theme-based units of work delivered using the inquiry model and design thinking processes.

## Areas of study

1. Lamp Design
2. Automata Design
3. Entrepreneurship

## Suggested Assessment Tasks

1. Design Challenge
2. Design Challenge
3. Inquiry Project

## Notes

[illegible]



