

YEAR 9 STUDENT SUBJECT SELECTION & PATHWAYS HANDBOOK

Western Port Secondary College

2024

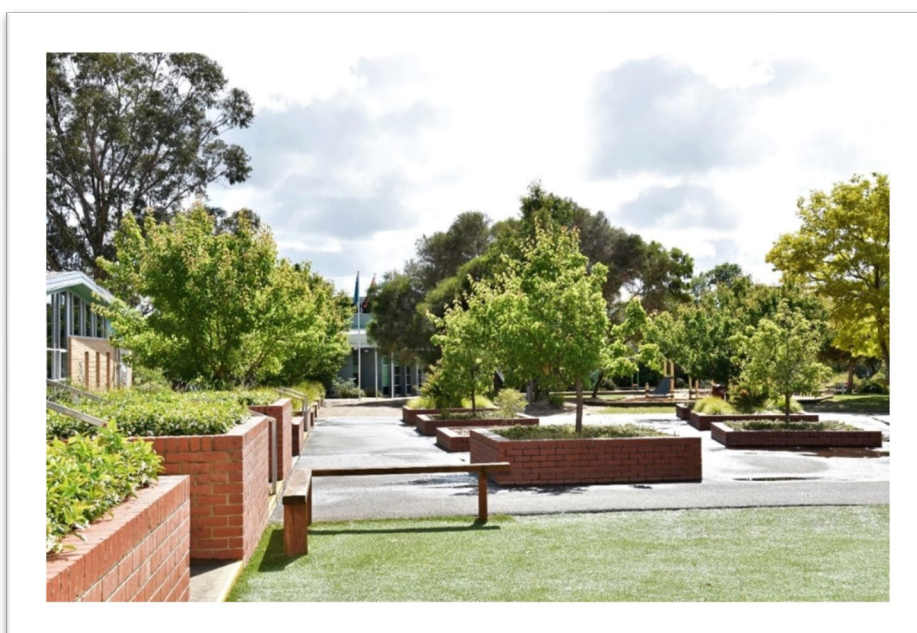
Principal | **Chris Quinn**



Principal Class / Business Manager

Name	Position
Chris Quinn	Principal
Donna Geritz	Assistant Principal – Curriculum and Assessment
Brooke Roy	Assistant Principal – Junior School/Building Practice Excellence
Matthew Bodley	Assistant Principal - Year 9/Positive Climate for Learning
Laura Higgins	Assistant Principal - Senior Sub-School Leader/Senior Reform
Robyn Chipperfield	Business Manager

Assistant Principal Curriculum and Assessment (GER)	Assistant Principal Junior School/Building Practice Excellence (ROY)	Assistant Principal Year 9/Positive Climate for Learning (BOD)	Assistant Principal Senior Sub-School Leader/Senior Reform (HGS)
Curriculum Learning Architecture Assessment Reporting Professional Learning Communities	Oversee Year 7-8 Teacher Practice Pedagogy Student Voice and Agency Staff Induction	Oversee Year 9 Berry Street and SWPBS Inclusion Wellbeing	Oversee Year 10-12 VCE/VCEVM/VET/SBAT Pathways Student Voice and Agency Senior Reform



Positions of Responsibility

	Positions of Responsibility	Positions of Responsibility	Positions of Responsibility
Assistant Principal Year 9 Matthew Bodley	Year Level Leader 9 Rachael White	Coordinator 9 Georgia Pulling	
Domain Leader HUMANITIES Vicki Tsarouhas	Domain Leader ENG/LOTE Catherine Goodwin	Domain Leader MATH Lenita Engelke	
Domain Leader SCIENCE Kara Dunstan	Domain Leader HPE Alison Dowler	Domain Leader ART/TECH Rachael White	
Director of Sport Steph Konstantinidis	Director of ICT Caleb Edwards	Director Music Stuart Miller	Sustainability Coordinator Vaughan Sanderson
Learning Specialist Numeracy & Data Matt Wright	Learning Specialist Inclusion Robert Last	MYLNS Literacy and Numeracy – Improvement Lauren Hatch	Learning Specialist Year 7-10 Curriculum Alison Dowler (acting)

Introduction

The purpose of the following information is to provide students with a clear idea of Year 9 and the subjects that will be offered in 2024.

Term 3 is a big decision-making time for all Year 8 students. It is a time when we encourage students to focus on thinking more seriously about future careers and their upcoming years of education.

This handbook provides students with important information to assist with subject selection discussions.

The college's aim for students moving into Year 9 is to provide opportunities, so all students are continually challenged:

- to perform at their best
- are engaged in their work and
- supported to attend classes regularly

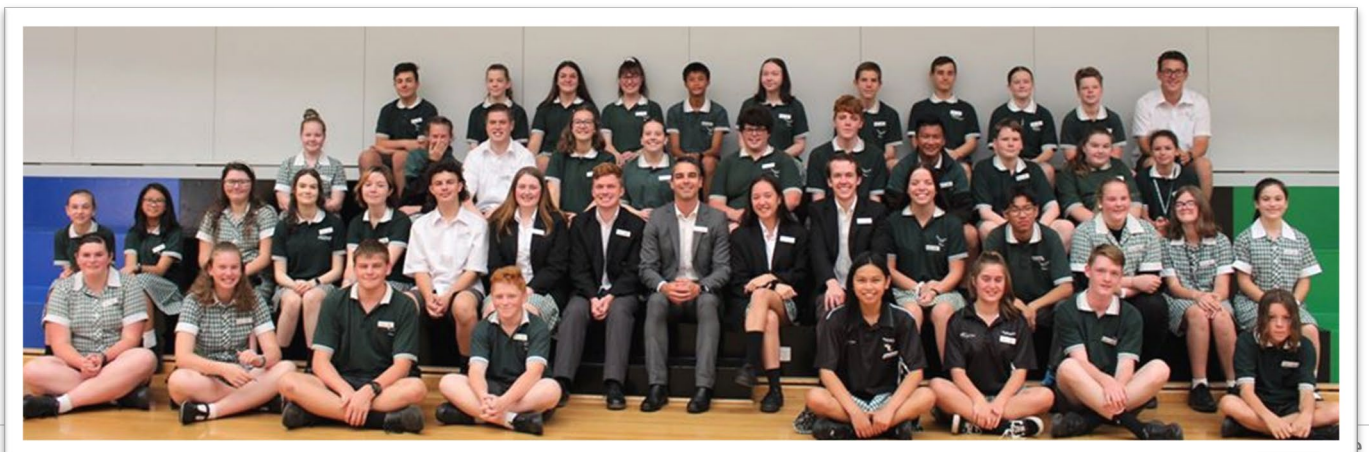
The college is committed to providing all students with access to suitable programs that cater for students interests as well as navigating them towards their future goals. We strive to establish strong relationships with each student to maximise their growth, success and future pathways, in an engaging, relevant and robust teaching and learning program. Our courses cater to the learning needs of each student and allow flexibility and choice around the exploration of their future careers/pathways.

This subject selection process is the first opportunity students have to make informed choices that directly determine their course. Students have the opportunity and responsibility to have direct input into their own learning and making their own informed choices within their college program via Electives. These choices will allow them to test interests and skills in preparation for Year 10 and beyond. Year 9 is the perfect opportunity to explore passions or interests before transitioning into the Senior Years.

The college has a comprehensive Careers and Pathways curriculum which is distributed across all year levels and follow the Victorian Careers Curriculum Framework

Decisions about future pathways are a joint responsibility between the student, the parent/carer and the school. It is recommended that parents/carers take the time to discuss course direction and long-term goals with their child. This is an exciting and important process for students to go through, which provides them an opportunity to have choice in their subjects based on interest and their future goals. We look forward to working with you through this process and establishing your child's courses for 2024.

Chris Quinn, College Principal



Extra-Curricular Items and Activities

Items and activities that enhance or broaden the schooling experience of students and are beyond what the school provides for free to deliver the curriculum. These are provided on a user-pays basis.

For further information or assistance with this process please do not hesitate to contact the College.



<h3>Vision Statement</h3> <p><i>Western Port Secondary College <u>empowers</u> our <u>community</u> to grow and <u>achieve</u> together through CARE, innovation and <u>excellence</u>.</i></p>	<h3>College CARE Values</h3> <p>Community</p> <p>Achievement</p> <p>Respect</p> <p>Engagement</p>
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Students Using this Handbook:

- Read all sections of this handbook carefully and use it in the Elective Workshop sessions.
- Record any questions you may have so you can discuss these with your iCARE Teacher or other key contacts like a teacher at school.
- Make sure you use the Key Contacts listed as they will be able to best answer your queries.

Parents and Carers

- We want you to be involved and we encourage you to contact the College if you have concerns or wish to discuss any aspect of your child's education.
- All students need the active encouragement and support of parents and carers.
- We seek and welcome parents and carers into a partnership. Together we will assist students to set goals and work towards developing their futures outside of school.
- We look for your full support in implementing our college's policies.

Making Sensible Choices

Students should review the information in the Year 9 Junior School Handbook which outlines the subject choices and links to potential career pathways. While the selections allow students to follow an area of interest, it is important to maintain balance in the course. Not selecting any particular unit in Year 9 does not lock students out of further study in that area later on, but it would be useful to think about VCE/VCE-VM units, which might link to students' areas of interest beyond Year 9.

Students should ensure their selections are based on what is best for them. Please discourage students from simply picking the units their friends are choosing!

How to choose

When choosing and confirming subjects think about

- What interests you
- What you are good at

Unsure?



Keep your program broad. This is the best option to take if you are not sure what you would like to do once you finish school. Select subjects across the areas you are interested in and are good at.

- Research prerequisite subjects.
- Consider complementary subjects.
- Do not choose studies if you do not like them or are not good at them.
- Not making informed decisions and ending up having to settle for what is available.
- Be an active participant in Course Counselling. It is all about YOU.

We will do our best to be able to offer students their first choices, however this is not always possible so students will need to preference additional courses within their selections.

How NOT to choose studies?

- Do not choose studies if you do not like them or are not good at them.
- Your friends are choosing it.

Senior School Expectations

We have high expectations of our senior students and regard them as responsible young adults committed to achieving success at school and who are always willing to do their absolute best. Senior students are encouraged to demonstrate the following attributes:

- An enthusiasm for learning;
- Motivation to make the most of opportunities offered; and,
- An ability to be accountable and responsible for one's own actions

School Wide Positive Behaviour Support

At Western Port Secondary College, we have created a strong and consistent approach to behaviour support and management. This approach follows the Department of Education's School Wide Positive Behaviour Support framework.

Western Port Secondary College is recognised in the region for being a leader in positive behaviour support. We have achieved this through a system that acknowledges and rewards positive student behaviour. We support this system with a robust process that reduces negative behaviours, by not only keeping students to account through consequences but also by teaching them how to achieve behaviour expectations through coaching and reflection. This is a consistent practice across our entire College community, creating calm classrooms and outdoor spaces.

Student Leadership, Voice and Agency

We are passionate about student leadership and have aligned our Captaincy positions in Years 7 to 12 to our four College Values:

Community, Achievement, Respect and Engagement.

Our student leaders work through Legacy Projects to ensure they make an impact within their year of leadership and really leave a legacy through a passion project. We also understand that it does not take a badge to be a leader and we have both Senior and Junior student voice teams who meet regularly to discuss the College climate and initiatives to enhance the learning and wellbeing needs for each and every student. All WPSC students are actively involved in a wide variety of decision-making aspects across our College, notably having agency over their learning and classroom spaces.

Junior Voice is a group of students representing the student voice of Years 7-9.

Any student from Year 7-9 at WPSC is welcome and encouraged to apply.

We discuss, collect feedback and act on concerns relating to everything to do with the school community that affects Junior students, including ideas to make the school a more engaging place to be, social events, excursion planning, issues that help promote wellbeing, ways to make classes more effective, ideas to help students achieve success in their subjects.

One-page application forms can be obtained from the Junior School Office.

Forms should be returned to the Junior School Office once completed.

Important Dates for Course Counselling and Subject Selections

Elective Information Weeks

Week 4-5 Monday 31 July – Friday 11 August

Students will participate in a range of course information sharing that explores the elective options on offer for each Domain in 2024.

Elective Choices Due

Friday 11th August

Following the exploration sessions students will need to submit their subject choices by Friday 11th August. Any student who submits their form late will not have their preferences taken into consideration until after those who submitted on time have been allocated.

Final Course Confirmation

Week 6-8

Students will receive their 2024 Course Confirmation during Week 6-8 of Term 3. This confirmation will provide an overview of the program and subjects students have successfully selected for the year. Students will be able to confirm this course automatically or attend a confirmation interview if required during these weeks to discuss options and subject choices (typically if a subject does not have the numbers to run, or choices clash, or if a student had not yet selected electives).

Booklist/Resources/Materials Orders Due

Friday 8th December

Books/texts must be purchased by this date to ensure items are available by the start of 2024. Additionally, the college will confirm the purchase/order records to ensure students who have not arranged text and resources are supported to do so before the new school year commences.

College Contributions – 2024

Western Port Secondary College along with all government schools, provide students with free instruction to fulfil the standard Victorian curriculum and we want to assure you that all contributions are voluntary. Extra-curricular items and activities are provided on a user-pays basis.

Ongoing and continued support from our families regarding financial contributions to our College has ensured our school can go beyond offering a standard curriculum program and allow our students to have a wide choice of subjects to pursue their chosen pathways. Working with our School Council we have ensured our school contributions remain at one of the lowest levels in the state.

We believe our students deserve the best possible opportunity to thrive and pursue their wide range of passions in state-of-the-art facilities as they move through our College and onto the next chapter of their lives.

Student wellbeing is a key priority, and we strive to develop our student's personal and social skills to become confident, resilient, and valued members of the community. Your continued support has allowed us to create this environment in our College and the resources required.

We look forward to moving into our new and refurbished buildings and providing up-to-date resources and equipment required to enhance these spaces for student learning and well-being. Your continued support will allow us to provide the latest programs and equipment. Please refer to the table below regarding further information on parent contributions.

Western Port Secondary College Contributions – 2024	
<p>Curriculum Contributions</p> <p><i>Classroom consumables, materials and equipment including poster/coloured paper, food technology items, wood technology, science equipment chemicals and materials to conduct practical activities and learning tasks, workbook and practice exams, printing and photocopying supplied by WPSC, licensed programs accessed by student</i></p>	\$250.00
<p>Extra -Curricular Items and Activities i.e.:</p> <p><i>Camps, excursions, incursions and activities etc. that enhance or broaden the schooling experience of students and are beyond what the school provides in order to deliver the curriculum. These are provided on a user-pays basis – These will be invoiced prior to an activity</i></p>	TBC
<p>Other Contributions – for non-curricular items and activities</p> <p>Student Wellbeing Contribution - At Western Port Secondary College we support students' wellbeing at an individualised level, this includes the engagement of external professionals on a need's basis. This support assists in developing staff knowledge, and at times, individual students, and families. The aim is to provide individual and group support</p>	\$40.00
<p>First Aid Contribution - The school provides first aid consumables required to treat students and to meet student health needs when at school and offsite. Staff also undertake professional development in first aid, CPR, welfare, asthma, anaphylaxis and diabetes management on regular basis</p>	\$30.00
<p>ICT Contribution - Software and equipment required to sustain and enhance our ICT program</p>	\$50.00
<p>Grounds/Equipment and Maintenance Contribution - To assist in redevelopment of recreational and sustainable environmental areas for students use including the upkeep of the College ovals.</p>	\$40.00
<p>Building Fund – Please note this is a Tax-Deductible contribution – A formal receipt will be given to support the claim. The Building Fund is a voluntary fund established to support the college maintenance and continued upgrades which enhances and supports the learning environment for students</p>	\$60.00

Financial Support

For parents experiencing financial difficulty, alternative payment options or plans are available. Parents wishing to explore this option are encouraged to make an appointment with the school's Parent Payment Contact, *Meaghan McKinnon* or *Robyn Chipperfield* by phone on 5979 1577 or email western.port.sc@education.vic.gov.au to arrange for a confidential discussion.

Please note the following payment options are available:

Compass Pay – (this is the preferred payment option)

CASH

EFTPOS

CREDIT CARD

BPay

Centrepay (*Families holding a valid means-tested concession card*) – please speak with the WPSC office staff for details and obtaining a form.

Camps, Sports, Excursion Fund (CSEF) provides payments for eligible students to attend camps, sports and excursions. Families holding a valid means-tested concession card, or temporary or permanent foster parents are eligible to apply, and a Special Consideration eligibility category also exists.

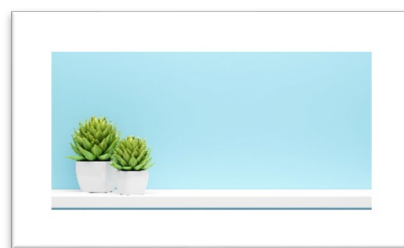
Educational items for students to own

Items on the booklist can be purchased from Box of Books or other suppliers of your choice. Details on how to access the year level booklist will be available on the WPSC website towards the end of the year.

Refunds

Parent requests for refunds are subject to the discretion of the school and made on a case-by-case basis. Refunds will be provided where the school deems it is reasonable and fair to do so, taking into consideration whether a cost has been incurred.

For further information on the Department's Parent Payments Policy please refer to our College website: <https://westernportsc.vic.edu.au/policies/>



Camps, Sports and Excursion Fund (CSEF)

The Camps, Sports and Excursion Fund (CSEF) is an initiative of the Victorian State Government to assist families holding a valid concession card. CSEF provides a single payment to schools for eligible students to attend camps, sports and excursions during the year. An application form is included in enrolment and re-enrolment packs and are distributed to parents each year. State Schools Relief (SSR) may assist families in providing uniform, books, shoes and more.

Please contact our Wellbeing team for more information or to make an appointment to discuss assistance available.

Junior School Assessment Policy

Summative Assessment Tasks indicate the level of achievement for the students gained over the course of the unit. The course of a unit will run for a term. The result attained on the Summative Assessment Task will be given in accordance with the level descriptions explained in the accompanying rubrics.

The classroom teacher will inform students that they are at risk of an 'N' result by:

- Providing ongoing feedback
- Parent/Carer contact

Redeeming outcomes for an 'S':

- Consideration of alternative classwork to assess
- Resubmission of learning task after feedback
- Provide further work to meet satisfactory completion

The Redemption Process:

- Redemption occurs after school hours (for one hour) in the Junior School Hub
- Enrolment via Compass
- Parents/Carers will receive an email outlining the time and date of redemption and redemption task will be visible on Compass
- Teacher is present to support student to complete redemption

If students do not attempt to make an effort with these policies they will receive an 'N' for their unit and will participate in a Student Support Group (SSG) meeting with their year level leader and coordinator to discuss their pathway, make a plan/ contract moving forward.

Homework Policy

Western Port Secondary College expects students to further develop and consolidate their independent learning skills by completing homework tasks. Homework has a positive effect on learning and is an important part of reinforcing the concepts that are introduced in class. It also plays a significant role in building work ethic, self-discipline, and responsibility. Western Port Secondary College acknowledges that homework should be tailored and adapted to suit the personal and developmental needs of students. Teachers at the College are encouraged to exercise their discretion in assigning tasks that are appropriate for their students and most likely to be meaningful. This may comprise of a range of different tasks as outlined below. Teachers and Student Engagement Leaders will consult to ensure a manageable workload is maintained for all students.

Implementation

Classroom teachers will set homework as required appropriate to each young person's skill level and age. Homework activities should be engaging, challenging and where appropriate, open-ended. All students Compass accounts will detail homework expectations, will include additional open-ended challenges that are appropriate to students of a variety of ages, which students may choose to embrace, and will require students to submit homework tasks electronically.

Homework will consist mainly of

Reading, research, assignments, assessments tasks and independent projects. Generally, students can expect homework tasks in the year level to increase to consider the expected level of independence and initiative of students. Homework will generally be between 45 and 90 minutes per day, must be coordinated between teachers to avoid excessive workload, and may be set during weekends and College vacations.

Students can expect to spend between 1 to 3 hours on homework per weeknight, and further study on weekends during assessment periods.





Year 9 Curriculum

The Structure

In Year 9 subjects are split into two categories - **CORE Subjects** and **Electives**. CORE is defined as compulsory studies which must be undertaken by each student. Electives are subject offerings that students can select from to continue to explore new subjects, passion and interest to compliment the remainder of their week.

Semester 1	English	Math	iCARE	Core Science	Core Humanities	Core Health & PE	Elective 1 Arts Choice	Elective 2 Tech' Choice	Elective 3 Free Choice
Periods	4	4	1	4	4	2	2	2	2
Semester 2	English	Math	ICARE	Core Science	Core Humanities	Elective 4 Health & PE Choice	Elective 5 Free Choice	Elective 6 Free Choice	Elective 7 Free Choice
Periods	4	4	1	4	4	2	2	2	2

It should be noted that the above table is a reflection on how many elective and core options there are. Some students will have more electives in Sem 1, some in Sem 2 – dependant on their preferences and availability in classes. Electives will only run if there is enough interest in the subject.

All electives are semester length modules. The modules offered by each of these disciplines are varied and give students the chance to select areas of interest. *When selecting electives, students must have at least one Art, one Technology and one Health & PE elective in their final course with the remaining selections open to personal preference and interests from any elective subject area.* Students will complete six electives across the year.

Whilst every effort will be made to give students as many of their preferences as possible, timetable constraints sometimes mean that compromises need to be made. Students' best chance of securing their place in the electives they have chosen is to submit their preferences on time.

Year 9 Subject Offerings

<p>Arts</p>	<ul style="list-style-type: none"> • Art Elective • Visual Communication and Design (VCD) Elective • Music Elective
<p>English and Languages</p>	<ul style="list-style-type: none"> • Year 9 English (CORE) • LOTE Indonesian Elective
<p>Health and Physical Education</p>	<ul style="list-style-type: none"> • Year 9 Health and PE CORE • Wheels for Life Elective • Game Sense Elective • Leisure and Recreation Elective • Fitness and Dance Elective • Health and Beauty Elective
<p>Humanities</p>	<ul style="list-style-type: none"> • Humanities (CORE) • Plant Savers Elective • Criminal Law Elective
<p>Mathematics</p>	<ul style="list-style-type: none"> • Year 9 Maths (CORE)
<p>Science</p>	<ul style="list-style-type: none"> • Science (CORE) • Forensic Psychology Elective • Marine Science Elective
<p>Technology</p>	<ul style="list-style-type: none"> • Design Technology Elective • Cooking with Skill Elective • Café Elective • Robots in Our World Elective • The Third Dimension Elective
<p>Programs and Pathways</p>	<ul style="list-style-type: none"> • iCare • Accelerated Elective

The Arts

Art (Elective)

If you are interested in 'The Arts,' then this course is for you! Students will produce several final artworks that will contribute to their practical folio. Students will be introduced to the skills of annotation and documentation as well as responding to artists and artworks from different times and cultures.

Students will be introduced to a range of creative concepts and skills, including how to use different materials:

- Painting
 - Drawing
 - Ceramics
 - Water Colour painting
-

Visual Communication and Design (Elective)

Students will develop awareness of the production process through a development portfolio. They will learn technical skills through formal drawings, such as perspective, isometric, and orthogonal drawings.

Students will practice drawing and rendering from direct observation.

The subject focuses on:

- Exploration of technical and creative freehand drawing skills
 - Development of rendering styles and a range of media
 - Design Brief development
-

Music (Elective)

Students will develop and enhance musical skills on their chosen instrument through solo and ensemble performance as well as the exploration of various compositional techniques. They will make use of standard and unconventional notation and develop rehearsal and time management strategies using technology where appropriate. Students will develop critical, analytical listening skills and musical knowledge relevant to today's social and cultural contexts.

The course includes:

- Working with technology in performance
 - Solo and ensemble performances
-

Languages

English

In English, students engage with a variety of texts for enjoyment. Students will interpret, create, evaluate, discuss, and perform a wide range of tasks related to the texts explored. The primary purpose is to connect to the wider world, understand key messages, and learn how to write to persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances, and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media.

Texts that are studied in Year 9 are drawn from a range of genres and involve complex, challenging, and unpredictable plot sequences and structures. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a wide range of topics and themes. Students develop their knowledge and understanding of complex sentences with technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative, and persuasive types of texts including narratives, procedures, reports, discussions, literary analyses, and reviews.

LOTE

Indonesian consolidates and builds upon the skills developed in Years 7 and 8. Students will study topics related to their lives and will begin to learn about grammatical characteristics of the language. This elective allows student to explore the subject and help determine if they could undertake a senior LOTE program.

Cook and taste Indonesian cuisine

Interpret, recycle, and adapt using appropriate language

Compare and contrast aspects of life in LOTE-speaking countries

Humanities

Year 9 Humanities (Core)

In Semester One, students begin with the study of Geography. They investigate the different biomes that comprise our planet such as tropical rainforests, deserts, grassland, and the Arctic tundra. Students then look at the issue of food scarcity and investigate how different cultures in different parts of the world deal with the challenges of ensuring their population has physical, social, and economic access to nutritious food. In Term Two, students study Civics and Citizenship which develops students' knowledge of political and legal institutions and explores the nature of citizenship in a democracy. Students explored several issues relating to Australian society and investigated different viewpoints before presenting their own thoughts and opinions about each issue. Students then learn about our political system and explored the different political parties in Australia and for what they stand. Students ultimately create their own political parties and campaign for a class election by promoting their views on an issue of their choice.

Semester Two begins with History. Students investigate the Industrial Revolution, beginning in Britain and moving through to other parts of the world including Australia. They look at the inventions that changed our daily lives and explored the different effects and consequences that industrialisation has had for human society. In Term Four, students study Economics and Business. They investigate the Australian economy, our relationship with our trading partners, the changing nature of employment, and the role of entrepreneurial skills in stimulating innovation in business.

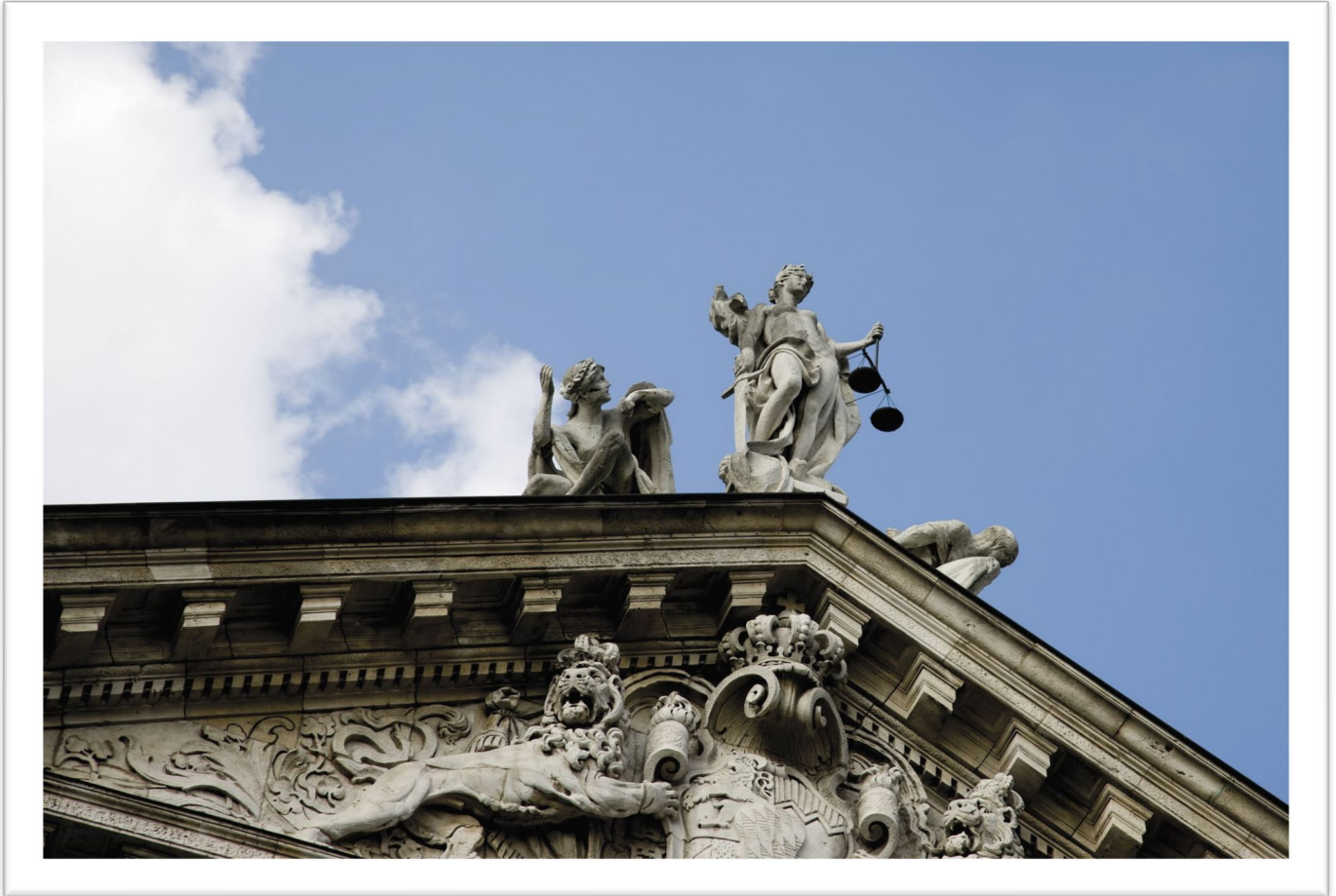
Planet Savers (Elective)

Planet Savers is for students who want to be involved in practical and 'hands on' solutions to tackling climate change and sustainability. Students will learn about the importance of biodiversity, climate change, water management and other issues. This subject involves conducting school audits around these issues as well as implementing 'hands on' sustainability initiatives around the school. Students will learn about impacts on the natural environment and how to help prevent the destruction of our planet. Planet Savers is great for students who love healthy environments but is particularly useful for those who want to experience leadership roles or work outdoors for a sustainable future.



Criminal Law (Elective)

Criminal Law is for students who want to understand why people commit heinous crimes. With a focus on serial killers, students explore the foundations of criminal law including police investigations, court proceedings and sentencing. They learn to explain the elements of and defences to murder. Students examine infamous case studies including Jack the Ripper, The Monster House Killer & Paul Denyer. Students learn to define and use legal terminology and discuss the ability of sanctions to achieve their purposes. Criminal Law prepares students for Year 10 Business and Law and Year 10 Geography and Sociology as students will develop skills in analysing cases and exploring why people behave the way they do.



Mathematics

2^{-3}	$\frac{1}{2^3}$	$\frac{1}{8}$	$(2^3)^{-1}$	2^{-4}	$\frac{1}{2^4}$	$\frac{1}{2 \times 2 \times 2 \times 2}$	$(2^2)^{-2}$
3^{-3}	$\frac{1}{3^3}$	$\frac{1}{3 \times 3 \times 3}$	$(3^3)^{-1}$	3^{-2}	$\frac{1}{3^2}$	$\frac{1}{9}$	$(3)^{-2}$
4^{-3}	$\frac{1}{4^3}$	$\frac{1}{4 \times 4 \times 4}$	$(4^3)^{-1}$	4^{-1}	$\frac{1}{4}$	$\frac{1}{4}$	$(4)^{-1}$
4^{-5}	$\frac{1}{4^5}$	$\frac{1}{4 \times 4 \times 4 \times 4 \times 4}$	$(4^5)^{-1}$	5^{-3}	$\frac{1}{5^3}$	$\frac{1}{5 \times 5 \times 5}$	$(5^3)^{-1}$
5^{-4}	$\frac{1}{5^4}$	$\frac{1}{5 \times 5 \times 5 \times 5}$	$(5^4)^{-1}$	6^{-3}	$\frac{1}{6^3}$	$\frac{1}{6 \times 6 \times 6}$	$(6^3)^{-1}$
6^{-2}	$\frac{1}{6^2}$	$\frac{1}{6 \times 6}$	$(6^{-1})^2$	7^{-1}	$\frac{1}{7}$	$\frac{1}{7}$	$(7)^{-1}$
7^{-2}	$\frac{1}{7^2}$	$\frac{1}{49}$	$(4^3)^{-1}$	8^{-3}	$\frac{1}{8^3}$	$\frac{1}{8 \times 8 \times 8}$	$(8^3)^{-1}$

Mathematics

Students develop familiarity with a broader range of non-linear and linear functions and relations, and related algebra and graphs.

Students apply index laws with integer indices to a range of numerical expressions and extend this to algebraic expressions involving numbers and pro-numerals. They use indices to express exceptionally large and very small numbers in scientific notation and apply this in measurement contexts. Students solve problems involving direct proportion and rates, and simple interest. They apply coordinate geometry to finding the distance between two points in the Cartesian plane, and the midpoint and gradient of a line segment joining two points. Students graph linear relations and solve linear equations, using tables of values, graphs, and algebra. They graph simple non-linear relations such as parabolas, the reciprocal function, and circles at the origin, and solve simple related equations with and without the use of digital technology.

Students find areas of composite shapes and the surface area and volumes of right prisms and cylinders. They solve problems involving very small and very large time scales and intervals and use scientific notation in this context. Students use similarity, enlargement transformations and apply geometric reasoning to solve problems involving ratio and scale factors. They use Pythagoras theorem and trigonometry ratios to solve problems in the plane involving right angles triangles and develop an understanding that these involve irrational real numbers, which are generally represented by rational approximations specified to a given accuracy.

Students list outcomes for two-step experiments involving selections with and without replacement, using arrays and tree diagrams, and determine related probabilities. They use Venn diagrams and two-way tables to calculate probabilities and relative frequencies from collected or given data to estimate probabilities.

Physical Education & Health

Health and Physical Education CORE

Health and Physical Education is a mandatory aspect of the year 9 curriculum. This course will introduce students to human physiology, finding out what makes our bodies work and develop. As well as the opportunity to engage with skill-based learning to demonstrate knowledge of key skills required to build career pathways into Health Sciences, Sport, and Education.

Students will also participate in several practical elements, exploring games to promote engagement and enjoyment. Improving on skills relating to individual and team sports as well as investigating and participating in Cultural/indigenous sports and games from around the world.

Key Learning Areas of this unit include:

- Mental health awareness (Growth Mindset and Resiliency)
- First Aid Training
- Introduction to Body Systems (Muscles, Bones, Cardiorespiratory systems)
- How we energize the body (Food Fuels)
- Minor Games
- Major Games
- Cultural Games

Wheels for Life (Elective)

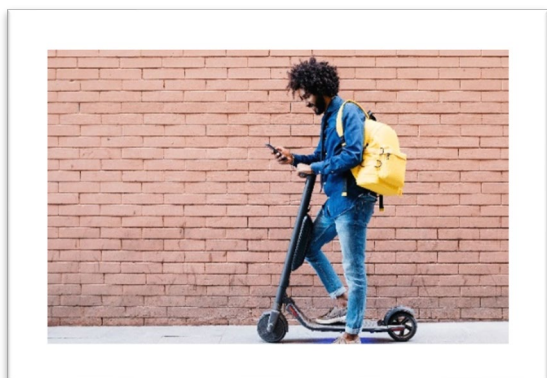
Wheels for life ensures a meaningful approach to physical activity to make experiences meaningful, fun, social, personally relevant, and individually challenging.

This subject modernizes experiences, enhancing the ability to engage with current interests and pushes beyond 'sport' to expand boundaries about what physical activity is.

Wheels for Life encourages different perspectives of opportunities for physical education in everyday lives using equipment with wheels such as bikes, scooters, or skateboards. Students will have the opportunity to complete a riding, scooting or skating unit where students participate in practical lessons and learn about safe participation, individual challenges, and lifelong physical activity prospects.

Key Learning Areas include:

- Improving physical activity and fitness levels using equipment with wheels
- Investigating cooperation, leadership, and fair play across a range of movement contexts
- Designing and applying solutions to movement challenges
- Investigating ways to enhance individual and community health, safety, and wellbeing



Game Sense (Elective)

This year 9 elective will go beyond the practice of participating in games; through the exploration of game modifications, students will develop the knowledge of how to promote inclusion, challenge, and skill development in games. Students will investigate constructive coaching and feedback techniques to mentor, to teach new skills, to motivate players, and to encourage the pursuit of higher performance. Students are encouraged to become more tactically aware and make better decisions during the game to think more strategically, whilst most importantly, having fun.

Key Learning Areas of this elective unit include:

- Games and Skill analysis
 - Performance analysis
 - Coaching and feedback
 - Game modifications
 - Game strategies and tactics
-

Leisure & Recreation (Elective)

Students electing to study Leisure and Recreation will gain substantial knowledge surrounding the relationships between play, physical activity and outdoor recreation learnt through participating in various leisure and recreational activities.

Students will participate in a vast range of recreational activities such as Indoor rock-climbing as well as visits to indoor sporting facilities.

By choosing Leisure and Recreation, students develop a great base of knowledge in the subjects of Physical Education and Outdoor Education leading to the possibility of studying these subjects at a senior level.

Key Learning Areas for this unit include:

- Introduction to the National Physical Activity Guidelines (NPAGS)
 - Socio-ecological Model
 - Health Promotion
 - Motivations for Physical Activity
 - Assessing risk in leisure / recreation environments
 - Investigating Relationships with the Australian Environment
-

Fitness and Dance (Elective)

Fitness and Dance is an exciting and enjoyable Year 9 Health and Physical Education elective that will provide students with the opportunity to explore elements of fitness, training and individual health whilst promoting the students' creative side. Students will be introduced to a range of training methods and how we achieve peak performance through several high intensity activities.

Students will also engage in several practical tasks through Dance and creative movement. This provides students with an incredible opportunity to express their physical activity endeavours in an extremely creative and enjoyable manner, with a major focus on engagement and participation.

Key Learning Areas for this unit include:

- Introduction to training methods and principles
- Introduction to fitness components
- Benefits of stretching (different types) and recovery
- Creative movement and expression
- Elements of dance (Spatial awareness, movement patterns, time, music)

Health & Beauty (Elective)

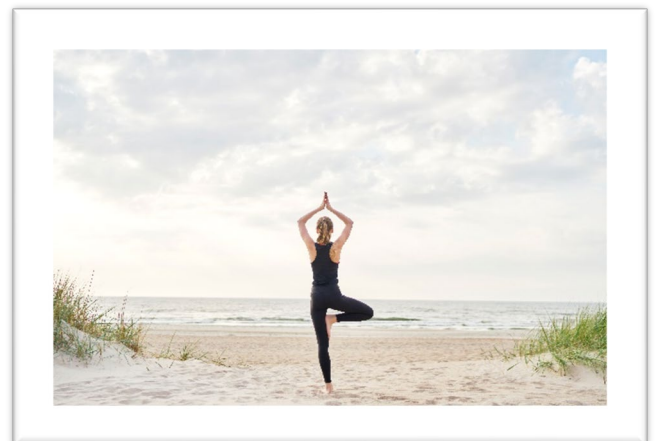
This elective allows students the opportunity to explore practical, hands-on skills in Makeup Application, Nail Care, Skin Care and Hairstyling, while learning core information that focus' on health and wellbeing. Students will undertake practical hands-on sessions that promote their creative side, while investigating Beauty Products, using ICT to create and develop Video Tutorials, and researching the science of beauty.

There will be an opportunity for a fieldwork excursion to the Peninsula Hot Springs (at cost) to explore the careers available in the health industry, while enjoying the therapeutic benefits of the thermal mineral water. Students will also have an excursion opportunity to visit local training centres to discuss pathways available in the Beauty industry.

Students who choose this elective may have an interest in continuing their studies in Year 10 Health and Human Development, or a VET TAFE course in Beauty, Makeup Services or Salon Assistant (Hairdressing). Participation in this subject will both practical and theory based.

Key Learning Areas for this unit include:

- Nail and Skin Anatomy
- Makeup Application
- Nutrition & Wellbeing comparison study
- Product research
- Body Image Investigation
- Hair Styling and Hair Care



Science

Learning in Science classes develops students understanding of the world around them, helps them develop critical thinking, problem solving and teamwork skills. These skills are considered 21st Century skills and are shown to be essential for success in any future pathway. Learning in Science progressively develops skills for senior science, while building the foundations for success in subjects from other domains:

VCE Health and Human Development draws on biological understandings.

VCE Physical Education draws on biological and physical understandings.

VCE Outdoor & Environmental Studies draws on biological and earth science understandings.

VCE Food Studies draws on chemical and biological science understandings.

VCE and VET Technology subjects draw on chemical and physical science understandings.

Science (Core)

The curriculum focus in Science is on explaining phenomena involving science and its applications. Students consider both classic and contemporary science contexts to explain the operation of systems at a range of scales:

At a microscopic scale, they consider the atom as a system of protons, electrons, and neutrons, and understand how this system can change through nuclear decay.

At a macroscopic scale, they explore ways in which the human body as a system responds to its external environment, and investigate the interdependencies between biotic and abiotic components of ecosystems

Students explore the biological, chemical, geological, and physical evidence for different theories, including the theories of energy flow through ecosystems and the Big Bang theory. Students understand that motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale.



Forensic Psychology – A Look into the Criminal Mind (Elective)

Step into the shoes of a Forensic Psychologist and understand the criminal mind!

Students will conduct investigations, experiments and develop new understandings about:

- What a forensic psychologist is and how criminal profiling can help apprehend an offender
- What it means to be an expert witness in the courtroom and ascertain whether a person is of sound mind
- Psychological tests and understand their limitations
- How a forensic psychologist helps to retrieve eyewitness memories and the purpose of line ups, mug shots and facial composites.
- Deception, guilt and lies
- Serial killers and blood splatter evidence



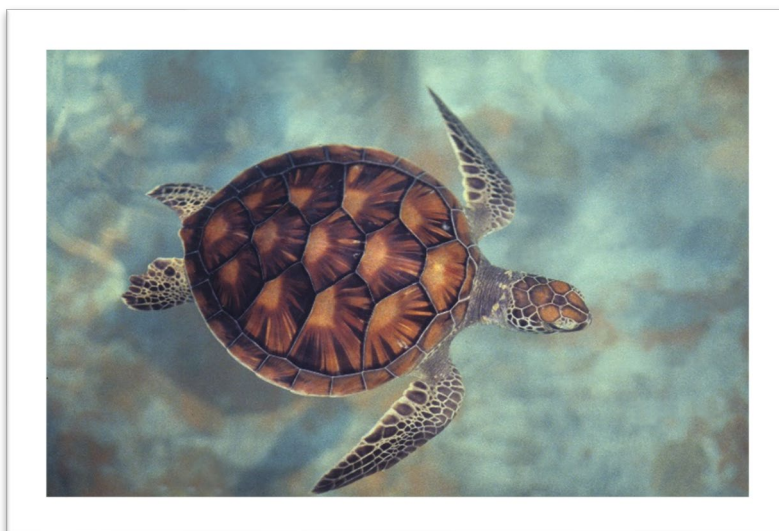
This subject is an excellent choice for students who enjoy science and learning how the mind works. Especially if students are interested in studying science in their future pathways, accelerating into VCE, and beyond.

Marine Science (Elective)

Explore our unique local Marine Sanctuary!

Students will conduct investigations, experiments and develop new understandings about:

- How the local ecosystem is structured and interconnected.
- The positive global impact of our local marine sanctuary
- How human activity effects our local Marine environment.
- Apply Science Inquiry Skills and understanding of Biology, Chemistry and Physics.



Technology

Design Technology (Elective)

Students studying Design Technology in Year 9, have the opportunity to produce sophisticated design solutions that demonstrate sustainability and diversity and that increase their ability to manage projects. Students are taught how to apply techniques to generate creative ideas and develop innovative solutions. Design projects incorporate a range of materials, processes and integrated systems depending on the needs of the solution. Students will become competent in working within the design process, preparing designs, and working drawings, demonstrating safe practice in the use of appropriate tools and machinery, and evaluating their final product.

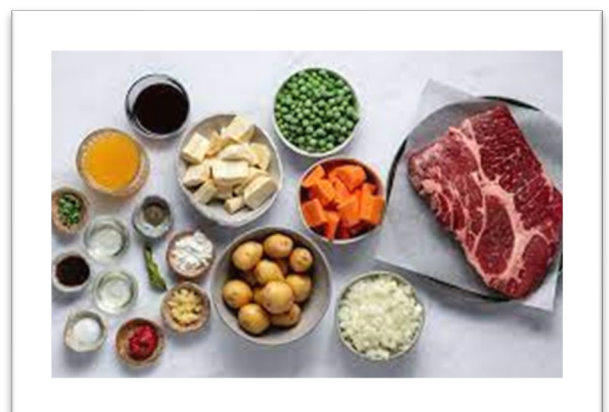


Cooking with Skill (Elective)

Students will further enhance their cooking skills and use a wider range of ingredients and equipment to prepare a broad range of recipes. They will design recipes and have a vast selection of ingredients to choose from. Students will learn about different varieties of food we eat and how these foods change in when they are used in recipes.

Cooking with skill includes:

- Adolescent nutrition
- Using our senses to judge food
- Methods of cooking
- New and futuristic foods
- Introduction to reading food labels



Café (Elective)

Students will develop their abilities in the hospitality field. They will learn key skills relating to food preparation and display, hot and cold beverages production and serving, and financial transactions and customer service. Students will be taught barista skills coffee making on an industry approved coffee machine. "Café" prepares students for a pathway in VCE, VCE-VM or VET Hospitality. Students may later become eligible for a School Based Apprenticeship or Traineeship (SBAT).

Café includes:

- Coffee making
 - Basic food handling and hygiene
 - Baking, cooking, and decorating for sale and promotion
 - Interpersonal skills
 - Employability skills
-

Robots in Our World (Elective)

How do robots work?

Creating systems and real-world STEM robotics skills. This subject is a fantastic opportunity

Suitable for beginners through to experienced coders to continue to develop their STEM skills.

Students will build upon the skills and knowledge developed through the Lego EV3 Mindstorm

Software during year 7 and 8 STEM classes

- Build and Program robots
- Arduino
- LEGO EV3 and SCOOT - our state-of-the-art humanoid robot.



The Third Dimension (Elective)

How do you design and print in 3D?

Using the design process to design real world solutions. Students will use CAD digital 3D design platforms to develop skills in 3D design that can be applied to many real-world contexts, 3D Printing, Building design and planning, and Engineering. This subject is great for students interested in Product Design as well as Building and Construction.

Use the industry accepted program CAD.
Design Three Dimensional (3D) products
3D Print student designs.

Programs and Pathways

Accelerated Elective

This elective is designed for students to be extended so that they can work above the expected level in a range of subjects, as well as developing their leadership and communication skills. It will ensure students are using higher order thinking skills in a specialised and personalised learning program and prepare them for further study as well as life beyond their academic career.

Students who select this elective would be considering a VCE and university pathway. Accelerate students will gain the skills and study habits necessary for success in these fields. Students will have access to guest speakers and be invited to participate in an entrepreneurial team challenge and other events. Benefits include access to excursions, programs that target goal setting and comprehensive monitoring and tracking of learning data.

Opportunities:

- Continued support to achieve excellence and academic success
- Access to extra-curricular learning activities
- Targeted careers and pathways counselling
- VCE taster sessions
- University and other further education experiences
- Stress management

iCare Program

Year 9 iCare is a subject where students delve into the heart of their surroundings and beyond. This innovative program places a strong emphasis on four key pillars: Community, Careers, Conservation, and Culture. Discover the power of community engagement, chart promising career paths, advocate for environmental conservation, and celebrate the richness of diverse cultures.

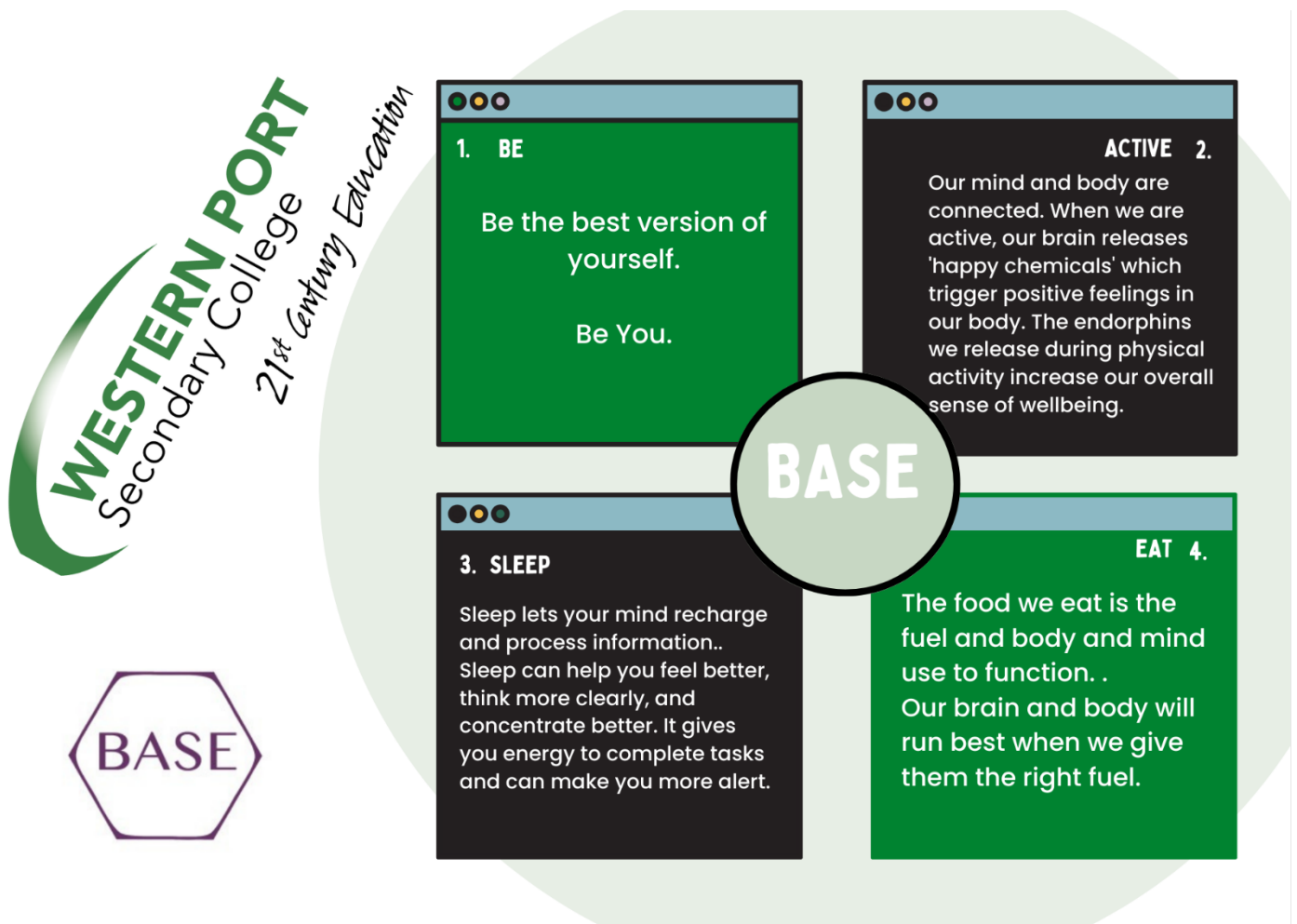
Opportunities:

- Career Exploration

Year 9 – Extra-Curricular

Academic success is important, but it does not have to come at the expense of a balanced lifestyle. Western Port Secondary College offers extracurricular activities that can be solo, or group based. Our Wellbeing Team are focused on BASE.

BE – ACTIVE – SLEEP – EAT



Check out our extra-curricular activities on the [website](#)