Welcome to Year 9

At Western Port Secondary College our mission is to provide excellence in education and opportunity for all.

Introduction

This publication outlines the Teaching and Learning programs and organisational procedures for Year 9. It is divided into two sections:

1. Introduction to the Year 9 College program.
2. Subject descriptions and elective choice sheet.

THE YEAR 9 PROGRAM

We commit ourselves to provide enjoyable, relevant and rigorous Teaching and Learning programs that reflect the developmental stages of our students as they move through their adolescent years.

At Western Port Secondary College, our goal is to provide all students with appropriate access to programs in our Senior School.

The Students

We are well aware of the background, maturity, and range of development among the students coming into Year 9. We aim to provide opportunities so all students are continually challenged to perform at their best.

Parents and Guardians

- Parents and Guardians are the biggest factor affecting how well students achieve at school.
- All students need the active encouragement and support of their parents. Parents can help in a variety of ways: College Council, parent groups, our reading programs, working bees, camps and excursions or simply supporting work and homework tasks at home.
- 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.
- We seek and welcome parents and guardians into a partnership. Together we will assist students to work towards achieving their potential.
- We look for full support in implementing our College’s Student Code of Conduct, including the College Uniform Policy.

The College

Information about the College and its operational procedures should be read closely so that our expectations are clearly understood.

The Costs

There will be an Essential Education Items charge and the College Council has requested a Materials and Services charge be applied. Please be aware that some of the electives detailed in this handbook may attract additional charges for materials. Participation in a charged elective is dependent on full payment of the additional materials charge.

Other Publications to be read

- Student diary

Mr. Chris Quinn
Learning Level Leader

Mr. Andrew Nicholls
Principal
THE YEAR 9 CURRICULUM

The curriculum is organised generally into semester length units and is provided in two ways:

Core Curriculum Studies:
- English – whole of year study
- Mathematics – whole of year study
- Science – whole of year study
- Humanities – whole of year study
- Personal Development (Footprints) – whole of year study

Elective Subjects:
- Health and Physical Education
- Arts
- Technology
- Languages Other Than English (LOTE) – whole of year study

ORGANISATION

Attendance
Students should be at school by 8.35 a.m. They are to be punctual to their form meeting at 8.45 am. Students who arrive late must sign in at the General Office upon arrival and should have a note explaining their lateness.

Absences
If a student is absent, a signed note must be sent stating the date, students full name and reason for the absence. This should be sent with the student on their return to the College and handed to their Footprints teacher. Parents will receive an SMS message mid morning to notify you of an unexplained absence at the beginning of the school day.

A call to the College Absence line on 5979 3511 will avoid the need for a note. If the absence is going to be long term please advise the college ASAP. Student free days are always clearly publicised to parents and guardians. Students are expected to catch up on work missed whilst absent.

Out of School Passes
If a student is to be collected from the College before the end of the school day, they should be supplied with a note clearly stating the date and time that they will be leaving the College grounds. Students are to show the note to their Footprints Teacher and hand the note into the General Office as they sign out before leaving the College.

For reasons of personal safety, no student is permitted to leave the college grounds without first obtaining written permission from a Team Leader, Learning Level leader or an Assistant Principal. Students then sign out at the General Office before leaving. If a student is to return during the day they must sign in at the General Office immediately on their return.

Please do not ask for a lunch pass as these are not issued.

Youth Allowance
It is the responsibility of each parent/guardian to provide the College with reasons for all absences. It is the College’s decision to deem these reasons as acceptable or not.

The College is obliged to notify the responsible authority of student’s absences.

School work at home
Work at home needs to be a regular activity.

It will include set homework; which may include catch up, research and production of projects and assignments, completion of class work and study.

Year 9 students are expected to do about **seven - ten hours** work at home per week. This is a minimum.
**Communication**
The College will keep contact in a variety of ways:

1. Reports by staff to College Council
2. Monthly newsletter sent home via mail
3. Special notices for unexpected events
4. Diary entries, phone calls and notes
5. SMS messages sent to alert absences

*Please keep in close touch with the College.*

**Valuables**
Students are advised not to bring valuables to school. The College cannot accept any responsibility if they are lost, stolen or mislaid.

If it is absolutely essential that a student bring some form of valuables then they should take it to the General Office for safe keeping **first thing in the morning**.

*Mobile phones should not be taken to class. If parents/guardians need to contact a student they should do this by contacting the office.*

**Lockers**
All students are expected to have their own locker. Locks supplied by the college will be available for purchase from the general office. Students will not be permitted to use other locks. Students must keep their locker locked and in a neat and unmarked condition.

**Locker Times**
Students should collect books and equipment:
- Before form meeting for periods 1 and 2
- At recess for periods 3 and 4
- At lunchtime for period 5

*Bags are not to be taken into class or the yard during the school day.*

*It is expected that students are provided with written permission to be at their lockers at other times.*

**Uniform**
All students are expected to be neat and tidy. The College uniform is designed to achieve a neat and tidy appearance for students. Experience has shown that the wearing of uniform improves both the general appearance and behaviour of students and contributes markedly to the college tone. It is also shown that uniform is the most economical form of college dress because of its durability. Most clothing is labelled with the Western Port Secondary College logo.

The wearing of uniform is compulsory and strongly endorsed by the College Council and the staff. Failure to wear uniform is regarded as a serious breach of the College rules.

All items of clothing are required to be clearly marked with the student’s name.

<table>
<thead>
<tr>
<th>Jumper:</th>
<th>Green woollen jumper labelled with College logo.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shirt:</td>
<td>Long or short sleeved polo: white striping on collar and Forest Green in colour with College logo.</td>
</tr>
<tr>
<td>Socks:</td>
<td>Plain White/Black socks</td>
</tr>
<tr>
<td>Shoes:</td>
<td>Completely Black polishable, lace up school shoes or t-bars. If unsure please contact the college.</td>
</tr>
<tr>
<td>Shorts:</td>
<td>Dark Grey Melange School shorts including College logo</td>
</tr>
<tr>
<td>Pants:</td>
<td>Girls: school slacks in Dark Grey. Boys: Grey Melange School slacks (including College logo)</td>
</tr>
</tbody>
</table>

**No runners, (except for PE) no open footwear and no slipper type shoes**

**No cotton track suits, cords or denim.**

**Frock/Summer Skirt**
- Green check “Cleolene” Material
- McKinnon Hunting Tartan

**Tights:**
- Black (not leggings)

**Blazer:**
- Optional item

**Caps:**
- Plain Forest Green or Grey **No other caps/ No Beanies.**

**Jacket:**
- Official WPSC jacket – **No “Hoodies” or non-school uniform jumpers are to be worn underneath the school uniform**

**Scarf:**
- Plain Forest Green or Black

**Please note:**
- Non school clothing visible under the school uniform is not acceptable.
**Sports Uniform**
This is available from the Beleza. This consists of a polo-shirt in black with a green and white stripe. (*Singlets are not accepted*), black shorts or black/green pleated skirt, white socks and non marking runners. Dark track suits may be worn during the winter months
- Any student out of uniform is expected to bring a note. It is preferred that students bring a substantial change of clothes rather than not participate
- No note and no uniform means that the student will be required to do theory associated with the curriculum
- Students competing in events representing the college are expected to be in full college/sports uniform for the event

**Breaches**
All students out of uniform are expected to follow the process of bringing a note from home, seeing the Team Leader or Sub School Leader during form assembly. Students will then have uniform loaned to them or an arrangement for a one day pass will be issued. A note for ongoing lack of uniform will not be accepted. Failure to follow this procedure may well result in after school detention.

**Uniform shop**
All items of the college uniform can be purchased from Beleza. Shop 8-13 Eramosa Rd Somerville and Shop 129 – 133 Beach St Frankston. Hours: 9 – 5 pm Monday – Friday, Saturday 9 – 1pm. Phone: 9783 1088

**Second-hand uniform**
No second hand uniform shop exists. However, parents wishing to sell or exchange items are welcome to place ads in the college Newsletter by contacting the office or by attending the second hand book sale.

**College Diary (an essential)**
*Each student is expected to have a College diary.* As well as providing space to record homework and due dates for work, the diary contains important information on college rules study guides, goal setting and consequences. The diary is a direct means of communication between home and the College. It should be kept in good condition so that students, parents and teachers can use it.

**EMERGENCY PROCEDURES**
Students must report all accidents to a teacher or to the college office immediately they occur. If a student is injured at school, teachers may:
- Give first aid treatment
- Call the parent, emergency contact number or ambulance to take the child for medical treatment.

*Please be aware that ambulance costs may be expensive and will not be covered by the College.*

**Essential Up to Date Information**
It is important that the College has your most up to date information.
*Please ensure that you notify the college promptly of any change of address, home, work or mobile telephone number, place of work, emergency contact, doctor or any change to family circumstances.*

If your child has a disability requiring special treatment or if there is any medical information that may be needed in an emergency, please ensure that this is entered on the admission records. In the event that we cannot contact you or your child is severely injured we may be required to call an ambulance on your child's behalf. If you are not an Ambulance Subscriber you will be required to meet the cost of the Ambulance.

**Student Code of Conduct**
The College has developed a consistent set of consequences for common breaches of expectations (e.g. use of music players/mobile phones/incorrect uniform etc). These expectations are consistent with our College values of Honesty and Integrity, Respect, Challenge and Opportunity. The severity of the consequence will depend on:
1. The seriousness of the breach
2. Repeat Offences and
3. The impact on the victim (if any)
What will happen?
Discussion and counselling from a teacher.

A warning will be given and an explanation about the next step if the offence is repeated or if considered serious enough, suspension or expulsion.

In the case of serious or repeat offences, yard duty (at recess or lunchtime), after school detention, mediation, restorative justice, suspension, or expulsion may be initiated.

Classrooms
Within a classroom Management Plan and consistent with Expectations and Consequences set out in each classroom, a process of rules, consequences and rewards will be set by the classroom teacher early in the semester. Negotiation with students may occur to develop these. The consequences will be logical and implemented step by step.

Team Leaders
Team Leaders will assist classroom teachers by mediating solutions to problems, sanctioning consequences and involving parents and guardians in an effort to modify a student’s behaviour so they and others can continue working in a congenial atmosphere.

The Team Leaders are available to:
- Discuss subjects and courses with students and parents
- Assist with career plans
- Discuss progress and provide guidance and assistance
- Bring guest speakers to the college
- Provide a link between school and work and further education

Successful completion in each study
Outcomes – Each unit is designed so students can successfully achieve all outcomes. These outcomes are related to the levels provided by the Department of Education and Early Childhood Development. Teachers will relate to these when they provide student assessments and parent reports.

Learning Tasks – Students are expected to complete a set of tasks. This work will include class activities, practical work assignments and homework.

Students are expected to make a concerted attempt to complete the tasks in every outcome to a satisfactory level for completion of the unit.

Assessment Tasks – Each study has up to five assessment tasks. These will be graded from A+ to E, to indicate the quality of the work. An N/A or U/G will indicate lack of submission or lack of minimum expectation.

Promotion to Year 10 – Promotion to Year 10 is not automatic. Students must demonstrate:
- A minimum of 80% attendance of school days and classes (explained absence not included)
- Satisfactory effort and progress of skills in English, Maths and Footprints
- A pass in a minimum of six subjects (12 units overall including English and Maths = 4 units)

If students fail to meet these requirements they will not be guaranteed promotion to Year 10. Students who fit this description will be required to attend a meeting with the “Promotion Panel” to discuss their future.
### Year 9 Subjects Offered

Please note: Except for those subjects that are core not all subjects will run. The number of students choosing each elective subject will determine the number of subjects that will be taught at Year 9.

Subjects that are shaded attract a materials charge.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Subjects offered</th>
<th>Domain</th>
<th>Subjects offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English (core-whole of year study)</td>
<td>Maths</td>
<td>Maths (core-whole of year study)</td>
</tr>
<tr>
<td>Humanities</td>
<td>Humanities (core-whole of year study)</td>
<td>Science</td>
<td>Science (core-whole of year study)</td>
</tr>
</tbody>
</table>

Please Note: all students must choose at least one subject from each of the Domains listed below except LOTE.

<table>
<thead>
<tr>
<th>Health and Physical Education</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game Sense</td>
<td>Introduction to Textiles - Fashion</td>
</tr>
<tr>
<td>Healthy Mind Body Spirit</td>
<td>Food for Thought</td>
</tr>
<tr>
<td>Recreational and Environmental Studies</td>
<td>Materials – Metals and Plastics</td>
</tr>
<tr>
<td>Surf Life Saving</td>
<td>Small Engines</td>
</tr>
<tr>
<td>Surf Life Saving</td>
<td>Working with Wood</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LOTE</th>
<th>Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indonesian (whole of year study)</td>
<td>3D Arts</td>
</tr>
<tr>
<td>Art</td>
<td>Music – Let’s Rock</td>
</tr>
<tr>
<td>Music – Music to your ears</td>
<td>Multi Media - Photography</td>
</tr>
<tr>
<td>Multi Media - Photography</td>
<td>Visual Communication and Design</td>
</tr>
</tbody>
</table>
## Year 9 Materials Charges

<table>
<thead>
<tr>
<th>Subject</th>
<th>Elective</th>
<th>Code</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and PE</td>
<td>Healthy Mind Body Spirit</td>
<td>09HMB</td>
<td>$50.00</td>
</tr>
<tr>
<td></td>
<td>Recreational and Environmental Studies</td>
<td>09RES</td>
<td>$70.00</td>
</tr>
<tr>
<td></td>
<td>Surf Life Saving</td>
<td>09SLS</td>
<td>$180.00</td>
</tr>
<tr>
<td>Art</td>
<td>3D Art</td>
<td>093DA</td>
<td>$35.00</td>
</tr>
<tr>
<td></td>
<td>Multi Media - Photography</td>
<td>09MMP</td>
<td>$35.00</td>
</tr>
<tr>
<td></td>
<td>Visual Communication and Design</td>
<td>09VCD</td>
<td>$30.00</td>
</tr>
<tr>
<td>Technology</td>
<td>Introduction to Textiles – Fashion</td>
<td>09TFS</td>
<td>$15.00</td>
</tr>
<tr>
<td></td>
<td>Food For Thought</td>
<td>09FFT</td>
<td>$65.00</td>
</tr>
<tr>
<td></td>
<td>Small Engines</td>
<td>09SME</td>
<td>$35.00</td>
</tr>
<tr>
<td>LOTE</td>
<td>Indonesian</td>
<td>09IN1</td>
<td>$15.00</td>
</tr>
</tbody>
</table>
**YEAR 9 - COURSE PLANNING SHEET**

**Name:** ______________________________

Complete this sheet as a record of your choices.

**Form:** ___________

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>MATHS</th>
<th>HUMANITIES</th>
<th>SCIENCE</th>
<th>FOOTPRINTS</th>
<th>PE</th>
<th>ART</th>
<th>TECHNOLOGY</th>
<th>OTHER ELECTIVE CHOICES 1</th>
<th>OTHER ELECTIVE CHOICES 2</th>
<th>OTHER ELECTIVE CHOICES 3</th>
<th>OTHER ELECTIVE CHOICES 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

1. English, Maths, Science and Humanities are compulsory and have been selected.
2. Choose 2 of PE, ART and TECHNOLOGY.
3. Then other elective choices, (these can come from any subjects that are NOT core)
   - you must choose FOUR in preference order – you will be allocated TWO of these or LOTE.
4. If you select LOTE – Indonesian, you will study that subject for the full year.
5. Students complete eighteen semester length subjects for the year.
6. This form MUST be signed by parent/guardian before you can enrol in elective subjects of your choice,
7. Some elective subjects do have costs attached to them. Please refer to the materials charges page for an outline of the cost of these electives.

**NOTE:**

**Parent name:** ______________________________

**Parent signature:** ______________________________
All students will study English, Mathematics, Science, Humanities and Personal Development.

Personal Development provides students with the knowledge and skills needed to become a well-rounded individual and a useful member of society. This unit involves activities to assist students with their personal and interpersonal skills, as well as giving them greater opportunities for involvement in Civics and Citizenship. It is also planned to teach certain elements of the Health program as well as continuing career and pathways planning.

Health and Physical Education and Art and Technology will all offer their subjects as a series of Semester length modules. The modules offered by each of these disciplines are varied and give students the chance to select areas of interest. Students must study at least two modules from each discipline per year.

**MAKING SENSIBLE CHOICES**

There are a very large number of elective subjects from which students can select. All the descriptions need to be read carefully and if necessary follow up with the contact person. While the selections really allow you to follow an area of interest it is important to maintain balance in your course and to leave your options for future years as open as possible. Not selecting a particular unit in Year 9 does not lock you out of further study in that area later on but it would be useful to think about units, which might link to areas of interest beyond year 9.

Try and make your selections based on what is best for you. Don’t simply pick the units your friends are picking.

**Parents must sign their son/daughter’s selection sheet to indicate that they approve of the selected units and are willing to meet any of the costs involved. Only students with signed selection sheets will be permitted to enter their subject selections.**

**MAKING SELECTIONS**

The selection process will be done by students on-line at the College; you have approximately a week to do your planning. Students will only be able to complete this process if they bring back their choice form signed by their parent/guardian.

1) Select your two preferred for PE, Arts and Technology.
2) Select in the ‘Electives’ section four choices in preference order. These can be from PE, Arts, Technology.
3) There is one full year subject, LOTE (Indonesian). Indonesian is selected under the heading of ‘Full Year’ subject.
4) Press ‘Submit my selections’. Your selections are shown in blue and underlined.

A sample page is included in this booklet for you to actually write down your selections. **Students submitting their selections late will not get a full range of subjects to choose from.**

Whilst every effort will be made to give your son/daughter as many first choices as possible, timetable constraints sometimes mean that compromises have to be made. Students with significant timetabling problems will be contacted to discuss these issues.

**SUBJECT CHARGES**

Most subjects in Arts Technology and Health and Physical Education have a charge. This will either be to supply materials or to meet the cost of buses and entrance fees. These costs have been kept to an absolute minimum but the money is essential to run the course. To try and minimise the financial burden to parents we have also made the size and cost of the Year 9 booklist as small as possible.

**Shortly after your son or daughter’s course has been selected you will receive written notification of the subjects and the total charges due. To confirm their place in all subjects with a charge, material charges must be paid before the commencement of the course.**
**PATHWAYS PROGRAM**

The five Pathways Programs may help to guide you in your choice of subject combinations and for future career aspirations. These programs are Lifestyle, Culture, Environment, Place and Practice.

You MUST choose subjects as per the instructions to meet the requirements of Yr 9 following consultation with your Footprints teacher. Programs shown demonstrate the career possibilities if subjects are chosen from the pathways suggestions. Choose a pathway depending on your interests and abilities.

Planning for what you want to do after Year 12 can no longer be left until the end of Year 12. Students and their parents should be considering the options in the early stages of constructing the individual student's elective program. It is important that you talk to others, i.e. Footprints Teachers, Middle School Team Leaders, The Learning Level Leader, Domain Leaders, subject teachers, parents and friends before making your decisions.

It may be useful to ask yourself the following questions:

1. Do I have some ability in the subjects I wish to pursue?
2. Do I think I will enjoy the field of work they would lead me to?
3. How do these subjects relate to my career intention (if you have one)?

From year 9 upward it is important for parents and students to be thinking of possible future career pathways. If you have some idea about your future you might want to be informed about possible TAFE or university courses and what to aim for — ask your Footprints teacher for assistance.

It is important to remember that pre-requisites for courses and careers change from year to year, so it is vital that you seek out the most recent information. It is the student's responsibility to check prerequisite studies for University. This information can be found in the VICTER 2012 Booklet (outlines the VCE study requirements needed for entry into tertiary courses in two years time). This can be found under the publications link online at:

www.vtac.edu.au

And Remember…

*The meaning of Life is ….Skills. In what areas are you developing your skills?*

**CAREERS/PATHWAYS ASSISTANCE**

The Middle School Team, including Footprints Teachers, the Team Leaders and the Learning Level Leader are located in the Middle School office and are a valuable resource available to all students. Any questions on subject selection, career pathways or University and TAFE courses can be answered by this team. All students in the middle school attend footprints classes once a week. Students are encouraged to seek advice from the footprints teachers regularly.

Another valuable resource is the careers program OzJac which is available on the school's network. This excellent program is updated each year and provides details on thousands of careers, types of work, as well as personal and educational requirements for specific jobs. This program can be accessed from all computers in the College.
Subject overview
The major skills studied are speaking and listening, reading and viewing and writing.
The course will cover a range of challenging texts including short stories, novels, poetry, plays and film texts in order to develop the skills of responding to texts at a more complex level.
Students are expected to refine their language skills and operate at increasingly sophisticated levels as they progress through the middle school course.

Further Studies
Year 10 English
VCE English
VCE Literature
Any Yr10, VCE, VCAL or VET study

Possible Future Pathways
Arts Administration, Copy writer, Government Administration, Heritage Officer, Journalism, Librarian, Media presenter, Museum curator, Public servant, Teacher, Researcher, Sociologist
Subject overview
Mathematics is a core subject and is studied in both semesters. Mathematics will cover topics from all mathematical dimensions: number, measurement, chance and data and space. Students will be provided with the opportunity to become familiar with digital learning tools and computer software programs to assist with their learning. They will take responsibility for their learning with various activities which are related to solving real life problems. Students will undertake various investigations using the Maths 300 program. Much of this work involves “hands on” activities.

Remediation and help in Numeracy will remain a major priority. Individual needs will be catered for with support being provided in the classroom and during lunchtime. Students should seek out extra help through their class teacher or the Mathematics Domain Leader. A textbook and calculator are required. These will be listed on the booklist. Students will have access to Mathletics and Maths Online. Computer use is available before, during and after school in the library for students without internet access at home.

Further Studies
Yr 10 General Mathematics
Yr 10 Advanced Mathematics

Possible Future Pathways
Engineer, Education, Trades
1

Humanities

Western Port Secondary College students – Leaders into the Future

Subject overview
This core unit is a study of key events in the history of the Australian nation and how it has evolved over time and a study of the various peoples that go to make up the current Australian identity, significant people and events that have shaped our nation are studies including indigenous culture, European occupation of Australia, the arrival of the first fleet, the impact of colonisation, early explorers and bushrangers, the discovery of gold, Federation and WW1 events at Gallipoli.
There will also be the option to study other units that explore physical and human environments, teenager’s legal rights and responsibilities, being a global citizen and other cultures and customs.

Further Studies
Yr 10 History
VCE History
VCE Legal Studies
VCE Business Management

Possible Future Pathways
Education, Law, Business Management, Historian
Subject overview

Biological focus on the living world.
Interaction between the brain and the nervous system including the transmission of messages sent via neurons.
Forensic investigations including solving crimes by using fingerprint analysis, DNA, soil samples, plaster casting and chromatography.
Chemical concepts that govern our knowledge of chemical substances and chemical reactions. This includes looking at cosmetics and the ethical issues of testing on animals.
The fundamental ideas of electricity and magnetism as they apply to modern electric motors, generators and electronic circuits. The nature of light as it applies to everything from human senses to communication technologies.
Focus on alternative energy sources and the natural resources in the environment. This includes using local resources such as the school wetlands and using the school's data to look at water and energy use.
There appears to be an increasing shift to sustainability and environmental issues. We are hoping to link some of our future pathways and platforms with Employers and Industry to give students real life work experience, placements and prospects in this field.

Further Studies

VCE Chemistry
VCE Biology
VCE Physics
Psychology
VCE PE
VET Conservation and Land Management

Possible future pathways

Biology, Chemistry, Physics, Environmental Science, Environmental Management, Alternative Fuels Industry and Further Education
Subject overview
Year 9 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 will provide them with basic communication skills for everyday life in both Australia and Indonesia.

Throughout the program, students will be given the opportunity to
- Cook and taste Indonesian cuisine
- Engage in cross age teaching
- Participate in the pen pal program with our sister school
- Interpret, recycle and adapt using appropriate language
- Compare and contrast aspects of life in LOTE-speaking countries

Please note Indonesian is a full year subject.

Further Studies
Year 10 Indonesian, International Studies
VCE Indonesian

Possible Future Pathways
Language teacher, University lecturer, Interpreter, Translator, Travel consultant, Tourist guide, Hotel/motel manager, Human resources officer, Export/import clerk, Immigration officer, Customs officer, Social worker
ESL Consultant, Amy soldier, Police officer, Musician, Foreign affairs and trade officer, Journalist
Subject overview
Game sense is the core Physical Education unit that will focus on the game rather than on technique practice. Players are encouraged to become more tactically aware and make better decisions during the game, as well as beginning to think strategically about game concepts whilst developing skills within a realistic context and most importantly, having fun.

Game sense will:
1. Develop a player’s decision-making ability (reading game and player cues!)
2. Improve a player’s ability to execute a skill under ‘game’ pressure
3. Develop particular team plays and strategies (“in-focus” skills)

Further Studies
Major games
VCE PE
Healthy Living
VCE HHD
VCE Biology
VCE OED
VET Community Rec – Fitness
VET Community Rec – OED
VET Community Services

Possible Future Pathways
Subject overview:
Students will develop the skills to be able to measure their own fitness levels and monitor improvement of the various fitness components. They will develop and participate in a circuit training program and assess its effectiveness. This subject explores a variety of fitness options to cater for a wide range of interests. Some of the activities students may participate in include; Land and aquatic fitness, weights, spin/cycle, self defence, yoga, meditation and pilates.

Healthy Body, Mind, Spirit will:
1. Develop the concept of the holistic approach to physical activity
2. Assist in identifying and reflecting on personal achievement
3. Provide a variety of leadership roles in a physical activity settings
4. Develop self confidence and interpersonal skills

Further Studies
Healthy Living
Major Games
VCE HHD
VCE PE
VCE OED
VET Community Services
VET Hospitality
VET Community Rec – OED
VET Community Rec – Fitness

Possible Future Pathways
Fitness Instructor, Personal Trainer, Childcare, Aged Care, Tourism
Subject overview
In this unit students are introduced to land and aquatic recreational activities. Students develop an understanding of issues affecting outdoor involvement and acquire knowledge relating to equipment safety, basic first aid procedures and the environment. Students also study the effects of outdoor activities on the environment and the concept of adventure.

This unit requires a high level of organisation and commitment on the part of the student and leads into VCE Outdoor Education units.

Further Studies
VCE OED
VET Community Rec - OED
Major games
Healthy Living
VCE PE
VCE HHD
VET Community Rec – Fitness
VET Community Services
Environmental Science
Geography

Possible Future Pathways
Adventure Instructor, Education, Environmental Management
Fitness Instructor, Personal Trainer
Subject overview:
Surf Life Saving is a youth development program that has been running at Western Port Secondary College for a number of years. In this unit students will develop a range of skills related to community projects around the College and local area as well as specific surf lifesaving skills. Activities are conducted at Point Leo/Lorne Surf Club and local swimming pools. The aim is for students to be trained as young lifesavers who are skilled enough to patrol our local beaches. Students will finish with at least a Surf Rescue certificate and move on to Surf Bronze in Year 10 if they choose. Additionally students will be completing the Bronze Award for Duke of Edinburgh’s Award which recognizes student efforts throughout the program.

Further Studies
Advance Surf Life Saving
VCE OED
VCE PE
Major games
Healthy Living
VET Community Rec – OED
VET Community Rec – Fitness
VCE HHD
VET Community Services

Possible Future Pathways
Surf Life Saving, Pool Lifeguard, Aquatic instructor, Education
First Aid, Personal Trainer
Subject overview
Students will work independently and as a group to explore the world of three dimensional arts. We will explore the basic tools of sculpture, carving, construction, casting and modelling to create a body of work which will be presented to the college community as a small exhibition at the end of the unit. Students will also explore coil, pinch pot and slab designs, learn basic skills and then develop a range of original creations. Students work from a theme and design and create from the ideas generated. Students will keep a visual diary of their ideas and research for designs and future pieces. We will use the ‘Kitchen Garden’ as a base for some of our works.

Further Studies
Year 10 Art
VCAL
VCE Art

Possible Future Pathways
Sculpture, Art design, Pottery
Subject overview
This unit will build on student’s existing skills and introduce them to more advanced methods of art making. Students will experiment with different materials and techniques, including painting, drawing and printmaking. Students will respond to and create artworks based on fantasy and imagination. They will also learn direct observational drawing seek visual inspiration by researching imagery through contemporary art, tattoos, nature and history. As a final celebration students will work toward a small class exhibition of their finished artworks to present to the rest of the school community.

Further Studies
Yr 10 Art
VCE Art
VCE Studio Arts

Possible Future Pathways
Artist, Artistic design, Print design, Multimedia artist/design, Art gallery Management, Tattoo artist
Subject overview
This unit examines the rock industry and the skills needed to successfully stage and promote a rock concert. Topics covered include music performance, copyright, PA systems and publicity and promotion. Also covered are the areas of music reading and writing.

Further Studies
VCE Music
VET Music
Instrumental program

Possible Future Pathways
Stage manager, Promotions, Musical Artist, Marketing, Publicity, Education, Music director, Music conductor, Music development, Radio/TV Broadcaster, Actor/Actress
Subject overview
In this unit students are exposed to a wide and diverse range of musical experiences. Topics covered include music theory and appreciation, music performance and music technology. Students will continue to develop skills and knowledge gained in Year 8. At the completion of the semester, students have the option of publicly presenting material developed during class.

It is recommended that students undertaking this subject learn an instrument through the college instrumental program or a private tutor.

Further Studies
VCE Music
VET Music
Instrumental program

Possible Future Pathways
Musician, Education, Music instructor, Management, Music development, Acting
Subject overview
This unit is focused on students learning about computers and software to create a web page, print publication and a folio of work. Students will learn to use digital camera techniques and Photoshop to create designs to a brief. The course will cover: planning, site structure, presentation, navigation, use of images, selection of content, font choices, basic design concepts of alignment, proximity, repetition and contrast. Students will learn the basic skills required to create their own website. Assessment tasks will include a website, publication, folio of work and a visual diary of skill development.

Further Studies
VCE Information Technology
VET Certificate II in Information Technology
VET Certificate III in Information Technology
VCE Art
VCE Studio Art
VET Multi Media
Year 10 Visual Communication and Design
VCE Visual Communication and Design

Possible Future Pathways
Website design, Computer programming, Photographer, Graphic design, Media, Media Technology, Advertising, Marketing, Software designer, Business Manager
Subject overview
This unit will build on skills learnt in previous studies. A variety of technical drawing methods and freehand will be a focus. Students will be required to imagine that they are the designer and are asked to develop a cover for a CD, advertising and ticketing for a promotional tour for the group. This unit will also involve students accessing the Internet to research how record cassette and CD covers have changed over the years.

Internet and Printing funds must be in credit for students to be able to actively participate in this subject.

Further Studies
Year 10 Visual Communication and Design
VCE Visual Communication and Design
VCE Studio Arts

Possible Future Pathways
Graphic design, Media Advertising, Marketing, Architecture, Project Management
Introduction to Textiles - Fashion

Western Port Secondary College students – Leaders into the Future

Subject overview
This course introduces students to working with fabrics and sewing machines.

Unit 1: Sleep In Style
Students will follow the design process and work from a design brief to investigate, design, produce and evaluate a pair of pyjama pants or boxer shorts.

Unit 2: Accessorise
Students will again follow the design process to investigate, design, produce and evaluate an embellished fashion accessory.

Students are supplied with art materials for all folio work; cover paper, pencils, paints and adhesives. For garment research and production students are provided with magazines, patterns, notions as well as fabrics for accessories and boxer shorts.

Additional Costs: As the selection of fabric is a personal choice, students may wish to purchase their own fabric for their garments.

Further Studies
Year 10 Textiles
VET Applied Fashion Design and Technology

Possible Future Pathways
Fashion Designer
Subject overview
This unit will involve building on the skills learnt in Year 8 and will enable students to plan and prepare a broad range of recipes.

In this subject, students will:
- Further develop their practical skills and use a range of different ingredients over the semester.
- Prepare a variety of sweet and savoury recipes.
- Identify the purpose of ingredients in recipes and how the body uses food.
- Analyse and modify recipes to improve the products, nutritional value and or texture and appearance.
- Investigate and produce a variety of decorating techniques.

Further Studies
Year 10 Food Technology
VET Hospitality

Possible Future Pathways
Hospitality, Chef, Kitchen Hand, Food Technologist, Recipe and Product Development, Nutritionist, Dietician
Subject overview
Students will be working with a variety of materials as an extension of the previous year in this area of technology. This includes mainly using metal and plastic to form into different products. Students will produce design briefs and make products for example a carry tray, hot rod or tool box.

Further Studies
Yr 10 Wood
Yr 10 Glass
VET Engineering, Automotive

Possible Future Pathways
Artist, Glazier, Mechanic, Steel Fabrication, Engineer
Subject overview
This course is designed to give students an introduction to the workings of small engines and the basic systems used in cars. Students will do both practical and theoretical work on either 4 stroke or 2 stroke engines. Practical work will include dismantling and rebuilding a small two stroke engine, including identifying components, possible faults, features and differences. Other practical options include the possible sectioning of both a 4 stroke or 2 stroke engine or attempting to use a small engine to power something. It is possible for students to gain some basic skills working with steel and welding. This will give students a mechanical appreciation, as well as designing and making skills. Students will also get the opportunity to take part in the College’s Human Powered Vehicle program, from and design/construction/technical support point of view. There will be a considerable amount of theory work covering the principles of 4 and 2 stroke engines. We will look at parts identification and the safe use of using workshop tools and their identification. Safety first will be covered early in the course and the main theme will be maintenance of small engines and trouble shooting of why a motor isn’t working.

Further Studies
Year 10 Small Engines
VET Engineering
VET Automotive

Possible Future Pathways
Mechanic, Engineer, Fitter and Turner
Subject overview
For this unit it is assumed students will have a basic understanding of hand tools although it is not essential. The safe usage of portable power tools is introduced as an option together with experience on the wood lathe. Projects will include a range of both practical and creative ideas supported by design briefs and drawing. Students will complete design briefs, keep a journal, and make at least three items such as a knife block, guitar facsimile, photo/mirror frame as assessment tasks.

Further Studies
VET Building and Construction
VET Automotive

Possible Future Pathways
Carpenter, Cabinet Maker, Builder, Project manager, Creative Designer