



Principal | Chris Quinn

YEAR 9 STUDENT SUBJECT
SELECTION & PATHWAYS

HANDBOOK

2025



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PRINCIPAL CLASS AND BUSINESS MANAGER

NAME	POSITION
Chris Quinn	Principal
Donna Geritz	Assistant Principal – Curriculum and Assessment
Brooke Roy	Assistant Principal – Building Practice Excellence
Xavier McLaurin	Assistant Principal – Year 7 and 8
Kara Dunstan	Assistant Principal – Year 9
Laura Higgins	Assistant Principal – Year 10, 11 and 12
Robyn Chipperfield	Business Manager

ASSISTANT PRINCIPAL POSITIONS OF RESPONSIBILITY

Curriculum and Assessment (GER)	Junior School/Building Practice Excellence (ROY)	Year 7 and 8 (MCL)
<ul style="list-style-type: none"> • Curriculum • Assessment • Reporting • OH&S • Professional Learning • Communities 	<ul style="list-style-type: none"> • Oversee Year 7-8 • Teacher Practice • Pedagogy • Student Voice • Agency Staff Induction 	<ul style="list-style-type: none"> • Oversee Year 7-8 (including new enrolments) • Wellbeing • Inclusion • Elevate • Outreach
Year 9 (DUN)	Senior Sub-School Leader Senior Reform (HGS)	
<ul style="list-style-type: none"> • Oversee Year 9 • Operations 	<ul style="list-style-type: none"> • Oversee Year 10-12 • VCE/VCEVM/VET/SBAT • Pathways • Applied Learning • VM • VPC • Outreach Senior School Programs/Curriculum 	

YEAR 9 POSITIONS OF RESPONSIBILITY

Assistant Principal Year 9 Kara Dunstan	Student Achievement Leader Year 9 Level Leader Robyn Williams	Coordinators Lenita Engelke Georgia Skilton	Learning Specialist Year 7-10 Curriculum Alison Dowler
	Domain Leader ART/TECH Jade Kairys	Domain Leader DIGITAL TECHNOLOGIES Lenita Engelke	Domain Leader ENG/LOTE Georgia Skilton
	Domain Leader HPE Lily Cook	Domain Leader HUMANITIES Vicki Tsarouhas	Domain Leader MATH Joshua Hughes
Domain Leader SCIENCE Kieran Jennison	Learning Specialist Numeracy & Data Matt Wright	Director Music Stuart Miller	Learning Specialist Inclusion Robert Last
Sustainability Coordinator Vaughan Sanderson	Director of ICT Caleb Edwards	Career and Pathways Practitioner Rebecca Parker	Junior School Attendance Officer Sharon Robertson



IMPORTANT DATES FOR COURSE CONVERSATIONS AND SUBJECT SELECTIONS

Elective Information – Monday 29th July to Friday 2nd August

During iCARE, students will participate in a range of course information sessions that explore the elective options on offer in 2025

Elective Selection Weeks – Monday 5th August to Friday 16th August

Students will select their electives for 2025 during iCARE. Preferences will be printed and sent home with students.

Elective Choices Due – Friday 16th August

This is the final date for students to select their elective preferences for 2025. Any student who submits their selections late will not have their preferences taken into consideration until after those who submitted on time have been allocated.

Final Course Confirmation – End of Term 3

Students will receive their 2025 Course Confirmation by the end 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).

VISION STATEMENT	COLLEGE CARE VALUES
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> .	<ul style="list-style-type: none"> Community Achievement Respect Engagement

INTRODUCTION

The purpose of the following information is to provide students with an overview of Year 9 and the subjects that will be offered in 2025.

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 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 make their own informed choices within their 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 2025.

Chris Quinn
College Principal

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 staff 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 this Handbook which outlines the subject choices and links to potential career pathways. While the subject selections allow students to follow an area of interest, it is important to maintain balance in the course. Not selecting any 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 future pathways and 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 conversations with your iCARE teacher. 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 choose reserve electives 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.

COLLEGE CONTRIBUTIONS 2025

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 well-being 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.

Our Senior and Junior hubs are now completed with our students using our state-of-the-art equipment and furnishings. We are committed to further enhancing the rest of our college with the latest equipment and resources to continue to support learning and well-being. Your support will allow us to provide the latest programs and equipment. Please refer to the table below regarding further information on family contributions.

WESTERN PORT SECONDARY COLLEGE CONTRIBUTIONS – 2025	
<p>Curriculum Contributions</p> <ul style="list-style-type: none"> 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. 	\$250.00
<p>Extra –Curricular Items and Activities i.e.</p> <ul style="list-style-type: none"> Camps, excursions, incursions and activities etc. that enhance or broaden the schooling experience of students and are beyond what the College provides in order to deliver the curriculum. These are provided on a user-pays basis – These will be invoiced prior to an activity. 	TBC

OTHER CONTRIBUTIONS FOR NON-CURRICULAR ITEMS AND ACTIVITIES	
<p>Student Wellbeing Contribution</p> <ul style="list-style-type: none"> 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. 	\$40.00
<p>First Aid Contribution</p> <ul style="list-style-type: none"> 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. 	\$30.00
<p>ICT Contribution</p> <ul style="list-style-type: none"> Software and equipment required to sustain and enhance our ICT program. 	\$50.00
<p>Grounds/Equipment and Maintenance Contribution</p> <ul style="list-style-type: none"> To assist in redevelopment of recreational and sustainable environmental areas for students use including the upkeep of the College ovals. 	\$40.00
<p>Building Fund – Please note this is a Tax-Deductible Contribution</p> <ul style="list-style-type: none"> 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. 	\$60.00

Financial Support

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

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 during term 4.

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 available by contacting the College office on 5979-1577.

State Schools Relief (SSR) may assist families in providing uniforms, books, shoes and more. Please contact our Wellbeing team for more information or to make an appointment to discuss assistance available.

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 College office staff for details and to obtain a form.
- Camps, Sports, Excursion Fund (CSEF) provides financial support for eligible students to be able to attend camps, sports and excursions. Families holding a valid means-tested concession card, or temporary or permanent foster parents are eligible to apply.

Refunds

Family requests for refunds are subject to the discretion of the College 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/>

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 complement the remainder of their week.

	SUBJECTS	PERIODS		SUBJECTS	PERIODS
SEMESTER ONE	English	4	SEMESTER TWO	English	4
	Math	4		Math	4
	iCARE	1		iCARE	1
	Core Science	4		Core Science	4
	Core Humanities	4		Core Humanities	4
	Core Health & PE	2		Elective 4 Health & PE Choice	2
	Elective 1 Arts Choice	2		Elective 5 Tech Choice	2
	Elective 2 Free Choice	2		Elective 6 Free Choice	2
	Elective 3 Free Choice	2		Elective 6 Free Choice	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 – dependent 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 seven 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

Arts	<ul style="list-style-type: none"> • Art (Elective) • Visual Communication and Design (Elective) • Music (Elective)
English and Languages	<ul style="list-style-type: none"> • English (CORE) • Epic Wordsmiths: Mastering the Craft of Myths and Legends (Elective) • LOTE Indonesian (Elective)
Health and Physical Education	<ul style="list-style-type: none"> • Health and Physical Education (CORE) • Health & Human Development (Elective) • Physical Education (Elective) • Outdoor Education (Elective)
Humanities	<ul style="list-style-type: none"> • Humanities (CORE) • Planet Savers (Elective) • Criminal Law (Elective)
Mathematics	<ul style="list-style-type: none"> • Maths (CORE) • Accelerated Maths (Elective)
Science	<ul style="list-style-type: none"> • Science (CORE) • Forensic Psychology (Elective)
Technology	<ul style="list-style-type: none"> • Design Technology (Elective) • Cooking with Skill (Elective) • Café (Elective) • Robots in Our World (Elective) • The Third Dimension (Elective)
Programs and Pathways	<ul style="list-style-type: none"> • iCARE (CORE) • Accelerate (Elective)

THE ARTS

Art - Elective

Course Description

If you are interested in exploring and creating artworks, then this course is for you! Students will showcase their creative skills by producing several final artworks that will contribute to their practical folio. Students will develop their skills in the Elements and Principles of Art, showcasing their understanding through a range of creative activities. Students will be introduced to annotation skills through reflection and will research and respond to cultural and historical art movements.

Students will have the opportunity to expand on their ability using materials such as;

- Water colour
- Paint
- Ceramics / Air dry clay

Visual Communication and Design - Elective

Course Description

If you enjoy art but prefer to flex your creative skills in more of a real-life setting, then this subject is for you! Students will develop awareness of how art is communicated in our environments, such as advertisement and product design. Students will learn freehand drawing skills to produce commercial designs and expand their technical drawing skills through formal and three-dimensional drawing to produce one and two-point perspective drawings.

Students will have the opportunity to expand their ability using materials and drawing tools such as T-squares, set squares, and rulers to produce their technical drawings.

Music - Elective

Course Description

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
- Music analysis

LANGUAGES

English – CORE

Course Description

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 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.

Epic Wordsmiths: Mastering the Craft of Myths and Legends – Elective

Course Description

Love writing creatively? Wish you had more opportunities to write stories? Want to improve your ideas, vocabulary, figurative language, use of dialogue? This subject is for you!

Students will engage in a semester long subject that explores all aspects of English curriculum: reading and viewing, speaking and listening, and writing, but particularly focusses on creative writing. This subject is designed for students who are strong in any or all of these areas and are looking to extend their creative writing skills. We will focus on how the structures and ideas of myths and legends influence story telling and how you can use these concepts to create your own narratives.

LOTE - Elective

Course Description

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 students to explore the subject and help determine if they could undertake a senior LOTE program.

The course includes:

- Cook and taste Indonesian cuisine
- Interpret, recycle, and adapt using appropriate language
- Compare and contrast aspects of life in LOTE-speaking countries

HUMANITIES

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 explore the different effects and consequences that industrialisation has had for human society. Students also study the nature of warfare in World War 1 including causes and consequences and the Gallipoli Campaign. In Term Four, students study Economics and Business. They investigate relevant consumer issues such as car finance, rights and responsibilities for teenagers at work, online scams, budgeting, renting, the expense of owning a pet and credit schemes such as AfterPay. The unit culminates with the Game of Life, where students choose a preferred career and create a weekly budget based on a realistic salary and real-world prices.

Plant Savers – Elective

Planet Savers is for students who want to be involved in practical solutions tackling climate change and sustainability. Students will learn about the importance of biodiversity, climate change, water management and other issues. This subject may involve '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. Students engage in a mock trial in which they role play court personnel and apply the skills and knowledge they have studied throughout the unit. 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. It also relates to Psychology as criminal motivations and mindsets are studied.

MATHEMATICS

Mathematical – CORE

Course Description

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

Year 9 Accelerated Mathematics – Elective

Course Description

Accelerated Mathematics is an elective to prepare students for VCE Mathematics. Students will build on the skills and understandings required for Mathematical Methods as well as Specialist Mathematics, including the necessary 21st century technology skills involving the graphics calculators. Students will be exposed to mathematical concepts, such as linear and quadratic functions and graphical transformations, and can further develop their skills in such concepts prior to the commencement of the VCE program in Year 11 or an accelerated mathematics pathway in Year 10.

PHYSICAL EDUCATION AND HEALTH

Health and Physical Education – CORE

Course Description

Core Health and Physical Education is a mandatory aspect of the year 9 curriculum. This course will introduce students to health and wellbeing, respectful relationships, safety and the benefits of physical activity. Students will participate in practical classes (in which they will practice a variety of sporting and movement skills) as well as theoretical classes each week.

Core HPE is aimed at increasing engagement in physical activity and teaching important lifelong lessons about individual health, development and wellbeing.

Key Learning Areas of this subject include:

- Mental Health and Wellbeing
- Respectful Relationships and Safety
- Minor Games
- Major Games
- Cultural Games

Please Note: Each HPE elective correlates directly with the VCE subject of the same name. Choosing these electives will provide great insight into future pathways choices.

Health and Human Development – Elective

Course Description

The Health and Human Development elective aims to educate students about wholistic health, including mental health and wellbeing, physical health, social and emotional health. Students will learn about the role the food plays in overall health and health promotion in Australia. They will investigate disease and risk factors of disease as well as impact of the Australian health care system.

Students who choose this elective will gain insight into industry pathways in health promotion, care and education.

Key Learning Areas of this subject include:

- Food and Nutrition
- Mental Health and Wellbeing
- Disease and risk factors
- Health Care in Australia
- Health Promotion

Physical Education – Elective

Course Description

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 will also participate in theoretical lessons where they will learn information relevant to peak performance in sports. They will learn about key body systems (muscles and bones), coaching and feedback, tactical/performance analysis and skill development. They will also discuss motivations and barriers for participation in physical activity.

Key Learning Areas of this elective unit include:

- Introduction to the National Physical Activity Guidelines (NPAGS)
- Motivations for Physical Activity
- Performance analysis
- Coaching and feedback
- Game modifications
- Game strategies and tactics
- Introduction to Body Systems (Muscles and Bones)

Outdoor Education – Elective

Course Description

Students electing to study Outdoor Education will gain substantial knowledge surrounding the relationships between play, physical activity and outdoor recreation learnt through participating in various leisure and recreational activities. They will also study natural environments and human impact on such environments.

Students will participate in a vast range of recreational activities and develop skills essential for ethical participation in outdoor environments. They will also learn about connection to various environments and how we can sustain them into the future.

Key Learning Areas for this unit include:

- Outdoor Environments
- Sustainability
- Recreational activities
- Minimal Impact Strategies
- Practical Skills
- Accessibility
- 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

SCIENCE

Science - CORE

Course Description

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.

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

Course Description

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.

TECHNOLOGY

Design and Technology – Elective

Course Description

Students studying Design Technology in Year 9 continue to increase their skills with hand tools and are introduced to the safe and proper use of power tools. Students are taught how to apply techniques to generate creative ideas and develop innovative solutions that incorporate a range of materials and processes depending on the needs of the solution. Students will become competent in working within the design process, preparing design options using 3D design software, demonstrating safe practice in the use of appropriate tools and machinery, and evaluating their final product.

Cooking with Skill – Elective

Course Description

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 the different varieties of food we eat and how these foods change 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

Course Description

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

Course Description

This subject is a fantastic opportunity for students to learn about automation and develop STEM skills in robotics. Suitable for beginners through to experienced coders to continue to develop their knowledge in coding with Python as well as creating block instruction sets for the Lego EV3 Mindstorm robots using EV3 Software.

Students will learn:

- Coding in python
- Coding for LEGO EV3 robots

The Third Dimension - Elective

Course Description

In this elective course, students will develop the ability to use computer aided design (CAD) applications to digitally design products in 3D that can be 3D printed or laser cut/etched. Students will use industry standard CAD platforms to develop skills in 3D design that can be applied to many real-world contexts, including automated additive manufacturing such as 3D Printing or reductive manufacturing such laser cutting/etching. This subject is great for students interested in Product Design, Construction, Engineering, and 3D modelling.

Students will learn:

- Use the industry accepted CAD programs.
- Design three-dimensional (3D) products
- 3D Print student designs.
- Laser cut/etch designs

PROGRAMS AND PATHWAYS

iCARE – CORE

Course Description

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
- Conservation Programs Community Service Projects
- City Experience Activities

Accelerate – Elective

Course Description

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