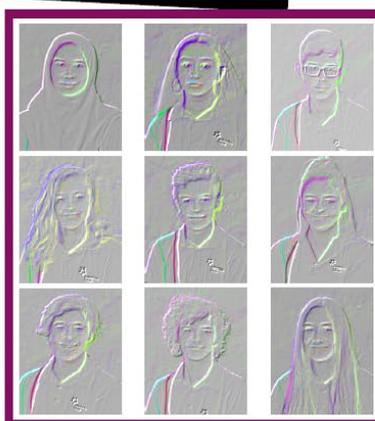
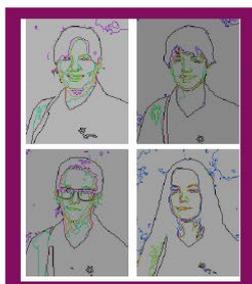




Year 9 Handbook 2022



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Year 9 Pathways

Dear Parents and Carers,

Our vision is to instill community commitment, confidence and high expectations in lifelong learners. At our Secondary campus this is summarised as enabling students to become as likable and independent as possible, ensuring the characteristics and skills to transition to either employment, TAFE or University. To live this vision, we want students to collaborate about their futures, achieve outcomes, respect each other and be equitable in everything. Our Year 9 programs will allow our students to do just that!

Year 9 is a significant transition from our P-8 campuses. Our program has a secondary approach where students will have a number of specialist teachers for subjects. It is our intention to continue to develop students love of learning and provide them with a curriculum that allows them to grow as learners, as well as guide them to develop plans for their future study or work choices. The 9-12 campus offers programs and pathways that cater for the skills, abilities and interests of all students. In Year 9 students are required to make deeper connections between their learning and the world around them and how learning can be applied.

Our curriculum is designed to provide students with a well-rounded, supported and rigorous education that leads into a comprehensive VCE or VCAL pathway. Prior to selecting their program, our students should consider their future and the types of career/occupations, they see themselves enjoying and in which they can envisage success. Students should investigate occupations, courses and training in their interest area.

A number of key programs support our year 9 structure. These include the Mentor program, where students undertake respectful relationships education, and the Heroes Journey as a key personal development program. Students also participate in program days in the second semester that involves a number of experiences such as city schools and also the Geelong Tertiary Futures program. I would like to thank our staff for the work that has gone into developing the many components of our programs, and I look forward to sharing the achievements from the students and staff at the college during the year 2018.

Ms Erin Prendergast

Goldsworthy Campus Principal

Collaboration, Outcomes, Respect and Equity.

Important dates: Course selection

Dates tbc December 2021

Year 9 2021 Course Confirmation Days (Individual appointments, no classes)

Please note:

- Every effort will be made to ensure that students have the subjects they select.
- Only those subjects that attract a sufficient number of students will be taught.
- All selections should be considered as applications to study the subjects.
- Students who wish to select the SEED in Year 9 will need to complete an application.

Year 9 Overview

The Year 9 Program offers a wide range of challenging, interesting and student focused subjects with meaningful curriculum, all designed to engage learning. The Year 9 program develops skills and values: teamwork and leadership; independence; trust and collective responsibility whilst building resilience and improving academic knowledge

In Year 9 students attend classes in the Core Curriculum areas which all students must undertake. Core subjects continue throughout the year. Electives consist of 'The Arts, Design and Technology and Health and PE' and operate by semester. Semester 1 (Terms 1 and 2) Semester 2 (Terms 3 and 4). There also two pathway programs on offer also, which go over the year but considered an elective.

CORE SUBJECTS	Duration	# of sessions per week
ENGLISH EAL	<i>All Year</i>	5 sessions
MATHEMATICS	<i>All Year</i>	5 sessions
SCIENCE	<i>All Year</i>	5 sessions
HUMANITIES	<i>All Year</i>	5 sessions
HAPE	<i>All Year</i>	2.5sessions per week
Elective structure and duration 6 electives in total over the year		
Elective 1	<i>Semester based 1 or 2</i>	2.5 sessions per week
Elective 2	<i>Semester based 1 or 2</i>	2.5 sessions per week
Elective 3	<i>Semester based 1 or 2</i>	2.5 sessions per week
Total		30 sessions per week
Pathway electives and elective rules		
Note that if you select one of these then you will not have 6 electives over the year you may only have 5		
If you select SEED you cannot select another HAPE elective	<i>All Year</i>	<i>2.5 sessions per week all year</i>
If you select IMPACT and must select an Art elective	<i>All Year</i>	<i>2.5 sessions per week all year</i>
<i>You can have 2 HAPE electives if you have not chosen SEED</i>		
<i>You cannot do both SEED and IMPACT</i>		
<i>ALL Students must select at least one Art and Technology subject.</i>		

NB: Elective Subjects are the beginning of considering specialization. They are additional areas of learning which they choose to study. Electives operate by semester. Semester 1 (Terms 1 and 2) Semester 2 (Terms 3 and 4)

Core Subjects

English:

In Year 9 English students explore topics which enable them to build skills in essay writing, text analysis, film analysis, communication and comprehension. Topics include: Identity & Belonging; Whose Reality; Exploring Conflict; and Imaginative Landscape. The topics encourage collaboration and communication amongst students as they settle into the expectations of a senior campus and explore their new learning environments. Classwork will provide skills and opportunities for students to further their reading, writing and oracy skills. Students will be expected to read texts, review materials and engage in collaborative tasks in their own time.

English as an Additional Language (EAL)

This is strongly recommended for students with a Non English Speaking background. English as an Additional Language gives students intensive experience in the practical application of language. The course aims to both strengthen and extend students' knowledge and use of the language of English through specific and varied written and spoken pieces of set work. Students may also obtain assistance with language requirements of work from mainstream classes.

Mathematics: At year 9 we offer a flexible and adaptable mathematics curriculum to address students different learning needs and cater for various levels of competency in all areas of the Year 9 Mathematics curriculum. Students undertake studies designed to develop vital skills and concepts that will be used both in further studies and in the students' lives beyond school. Students have the opportunity to enhance their numeracy ability, which will provide pathways to VCAL, VCE or individual learning programs in the future; while still addressing core concepts of:

- ◆ Measurement
- ◆ Geometry
- ◆ Probability
- ◆ Statistics
- ◆ Algebra.

Science:

In Science in year 9, students engage with key topics in the field of science to build their understanding of the world and universe around them. They investigate the features and properties of electric circuits in physics, creating motors and finding their practical applications. In Biology, they research our key organ systems, developing an understanding of their interconnectedness and what happens when diseases affect or damage our life support systems. Focusing on radiation and radioactive elements, students in their chemistry unit decide if nuclear power is worth the risk, building their ethical and critical thinking skills along the way. In the final unit of the year, students gain an appreciation for their place in the wider cosmos, exploring the structure and origins of the universe.

Health and Physical Education: Health and Physical Education: Health and Physical Education is a core subject for two sessions per week and additional HAPE subjects can be selected as electives. Year 9 HAPE consists of one session with a physical education focus and one session with a health focus.

Physical Education is a practical based session with a focus on participation in a variety of activities, including Minor Games, invasion games and court sports along with Wheelchair Basketball. Students will have some choice in the other practical activities undertaken.

Health introduces students to topics such as mental health, lifestyle diseases, relationships, sexuality and physical health. Students will analyse support services, critique strategies to enhance health with a focus on Respectful Relationships.

THE HUMANITIES

In this CORE subject students engage in the four disciplines of Humanities where they will build knowledge and understanding of History; Geography; Civics and Citizenship; and Business. As students participate in these subjects they will develop their literacy, numeracy and critical thinking so they can engage with thought-provoking questions about the world and society they live in. At the conclusion of this subject students will understand the making of Australia and the systems we have built and live with today.

The Industrial Revolution and the settlement/colonisation of Australia.

In this unit, students engage in the study of history where they will examine the causes and effects of the industrial revolution and contribution towards the modern world. Furthermore, they study the resulting movement of people during 1750-1900 and how they would lead to the settlement and colonisation of Australia. Students will then learn about the challenges faced by the first settler and significant events that shaped the nation. Finally, students will learn about the impact of colonisation on Australia's indigenous populations and its ongoing impacts. To engage with these topics students will develop their historical thinking and evidence analysis so they may understand history.

Biomes and human impact

In this unit, students learn the fundamentals about the natural systems of the Earth and how place impacts the nature of biomes. Furthermore, students consider the impact that these natural systems have on people, animals and how it shapes their attributes and techniques that allow for them to survive and thrive. Finally, students will examine the impact that humans have had on natural systems and how our actions are threatening our collective futures. Students will learn Geographical concepts to aid them in their investigations of these topics so they can achieve a meaningful understanding of the problems faced and solutions.

Government and law

In this unit, students explore Australia's government and legal systems. Firstly, students will explore the systems of Australian government and what it means to be a democracy. They will learn the nature of parliament and law making and discuss the strengths and weaknesses. Secondly, students will examine the Australian legal system including the courts and how criminal and civil law are used to protect citizens and resolve disputes. Students build on their analysis skills as they apply their knowledge to interpret and respond to real legal cases.

Business

In this unit, students explore the nature of innovation. Students will learn how business create and maintain a competitive advantage before applying their understanding to create cutting edge products. Students will then consider the impact technology and an increasingly globalized society on the workplace.



Elective Subjects

The Arts

Music Practice:

This music elective provides opportunities for students to develop fundamental knowledge and skills in music. Students engage with music in a variety of ways – listening critically, performing, composing and creating – using a range of music technology, instruments, and sound sources. Students explore diverse music styles and the historical, cultural, and social contexts of music. Students develop skills on their chosen instrument as they collaborate on a program of works for performance.

Music Performance:

This music elective provides opportunities for students to further develop fundamental knowledge and skills in music. Students work in an ensemble to prepare performances of music in a variety of contemporary styles. They analyse stagecraft elements as used by professional performers and incorporate these into their own work. The focus of the elective is on developing a program of works to be presented before the school community at the end of each term.

Visual Communications and Design:

In this elective we work with a variety of methods related to the design fields. We construct models from card, clay and modelling materials. We learn how to draw perspective and architectural drawings, package design, logos and brands, observational drawing, sign cutting and digital illustration. We learn how to analyse and research designers and design trends from Australia and abroad. We use design process and design thinking techniques to evaluate imagery and representation in design. Visual Communication and Design vocabulary is integrated into the design practice and folio presentation.

Visual Art:

This elective introduces students to studio art practice through engaging with a variety of art forms including, drawing, painting, sculpture and printmaking. Students investigate art themes, materials, techniques and processes. Students research artists and art movements for inspiration and learn how to annotate and evaluate their own art practice in a visual diary. Art vocabulary and analyses are integrated into the student's art practice and are paramount for art comprehension and folio development. Students explore the addition and reduction methods of sculpture and how to plan and draw models before experimenting and choosing materials and methods. We safely use materials like clay, wire, stone, plaster, soap, wax and recycled materials.

Media:

This elective introduces you to learning about the film and television industry and how media products are made. We explore composition of film and television by watching short films and feature films and analyse camera work, editing and storylines. We use digital SLR cameras, digital processing with Photoshop and Premiere Pro in our Adobe Creative Cloud suit and other media related software. We introduce green screen, simple lighting techniques and image manipulation skills. And we analyse film genres and conventions including action, comedy, horror and practice making media products in small groups.

3D Art:

This elective introduces students to the skills required to create and make successful 3D artworks in a simple and easy to learn step-by-step process. Students explore the addition and reduction methods of sculpture, pour slip moulds and present work in multiple finishes like paint and glazes. We learn how to plan and draw our models before we experiment and choose our materials and methods. We safely use materials like clay, wire, wood, stone, plaster, soap, wax and recycled materials.

SYSTEMS ENGINEERING - students will:

- ◆ learn about the science and technology of mechanical and electronic systems in a hands-on capacity.
- ◆ investigate how these systems work and are incorporated into complex systems that are used throughout modern societies.
- ◆ employ a design thinking approach to investigate problems, generate solutions and to construct devices using a range of manufacturing techniques.
- ◆ use hand tools, including soldering equipment, learning about advanced manufacturing techniques such as computer aided design, 3D printing and computer aided machining.

DIGITAL TECHNOLOGY - Students will:

- ◆ learn about key aspects of digital systems.
- ◆ explore hardware components and their role in a computer system
- ◆ are exposed to algorithms and programming using a range of coding tools
- ◆ design their own individual major projects
- ◆ develop the skills and understanding needed to create their vision.

FOOD STUDIES – THE ART OF COOKING - Students will:

- ◆ work individually and in pairs to produce a variety of food products and meals based on developing their skills and knowledge of everyday food.
- ◆ prepare nutritious family meals and products students will develop an understanding of ingredients, tools and equipment used and the presentation and serving of food.
- ◆ learn to identify correct safety and hygiene practices in food preparation.

FOOD STUDIES – WHATS COOKING - Students will:

- ◆ are introduced to and develop skills in a range of cake decorating styles.
- ◆ work individually to develop an understanding of ingredients, tools and equipment used and the making and decorating of cakes.
- ◆ will be able to identify correct safety and hygiene practices in food preparation.

AUTOMOTIVE - Students will

- ◆ develop an understanding of the systems and design techniques in modern Automotive technology.
- ◆ develop an understanding of the systems and design techniques used on modern transport technology through theory and practical applications.
- ◆ dismantle and reassemble an engine and to learn systems by practical means.
- ◆ learn how a mechanical engine operates, then repair a small engine, test and evaluate that engine

WOOD WORK - Students will:

- ◆ develop and consolidate technical skills when working with specialist equipment and select timbers.
- ◆ learn to select and use techniques and equipment appropriate for traditional furniture construction.
- ◆ use a design process to develop product ideas using traditional construction techniques.

TEXTILES - Students will::

- ◆ develop an understanding of the use of the sewing machine, basic construction and enhancement techniques to make textile projects.
- ◆ look at fashion design, elements used in textiles and fibre properties enabling them to use a range of technologies.
- ◆ develop skills in the manipulation and use of a range of textile materials, equipment and techniques.

Outdoor Education: Duke of Ed.

The Duke of Ed. Award is a non-formal education development program. It empowers participants to explore their full potential and find their purpose, passion and place in the world, regardless of their location or circumstance. The Award is a fully inclusive program, that will teach important life skills, and where students learn to take responsibility for their goals and choices.

To be successful, each young person must learn a skill, improve their physical well-being, volunteer in their community and experience a team adventure in a new environment.



Health:

Health for Life is an elective that focuses on topics not covered in the Core Health and Physical Education subject. Student Voice will be taken into account, but topics relate to promoting Good Health and Wellbeing, such as nutrition, mental health and mindfulness. Students will evaluate health information and apply these to a variety of health situations and apply to different contexts. CPR is another possible unit.

Recreational Sports – Life-long Sports

In this elective students participate in recreational activities that are available to be enjoyed through an entire life-span. No matter the age or fitness level, these activities are inclusive of all. The skills and strategies involved in playing these activities and sports are transferable across a range of sports. Some of the activities played include lawn bowls, Bocce, mini-golf, badminton, yoga, dance and a whole more. Student voice and agency is paramount to the decision making of the activities played throughout the semester. This practical based subject will also incorporate coaching, leadership and teamwork skills.

Pathway electives

Students who have identified a strong commitment to pathways in the arts and sport can select from two options SEED and IMPA

SEED **SEED – Sports Empowerment, Education and Development**

Year long elective

The SEED program aims to provide all Northern Bay College Students with the opportunity to:

- ◆ Enjoy both sporting and academic success.
- ◆ Experience expert coaching and skill development.
- ◆ Foster positive relationships with students, staff and the NBC and local communities.
- ◆ Identify clear pathways in the sporting/physical education/health industries.
- ◆ Access leadership opportunities.

Year 9 SEED:

Access to the program is through a selection process. Some students are identified through the Year 7 & 8 SEED programs and encouraged to apply in Year 9. Other students apply through a keen interest in a particular sport or a pathway in the Health/PE/Sport industry. Students must follow the ABC principle (see below)

Structure of the SEED elective-

- ◆ Two sessions of specialist coaching in one of the sports offered each week for the year. In 2021 sports were Basketball, AFL, Cricket & Soccer. (These can change from year to year based on student interest).
- ◆ One hour with a fitness focus each week.
- ◆ The last session of this elective focuses on education to improve performance. Students will be educated in areas such as basic anatomy

SEED is now a pathway that can be continued through to Year 12. If students choose to follow SEED through to Year 12 they will also complete a Certificate III in Sport & Recreation which provides them with the theoretical and practical skills and knowledge to pursue a career in the Sport & Recreation industry.

IMPACT **(Inspiring Musicians, Performers, Artists to Create Together)**

This elective runs over the year.

IMPACT aims to provide our students with opportunities to explore a rich arts education with creative classes in music, drama, dance, media, visual arts and visual communication design. The particulars of the program will be driven by student voice.

IMPACT students will be expected to view the arts in the highest regard, and to be actively involved in their education through creative inquiry and embracing ideas together. Opportunities include:

- ◆ Develop individuality by exploring ideas, insights and skills in all areas of the arts
- ◆ Arts area learning will be accessible, fun and rewarding
- ◆ Collaborate and learn with expert coaches in a number of arts fields
- ◆ Identify clear pathways for students in media, film, TV, stage performance, music performance, set construction, make up and special effects, community arts programs and education, design, architecture, fashion design and textiles just to name a few.
- ◆ Leadership and opportunities to represent IMPACT across the College and wider community

Year 9 IMPACT

We encourage students to look beyond themselves and explore diverse activities in the arts; exploring new platforms of expression, developing risk-taking skills and promoting self-discovery. Some platforms include, but are not limited to:

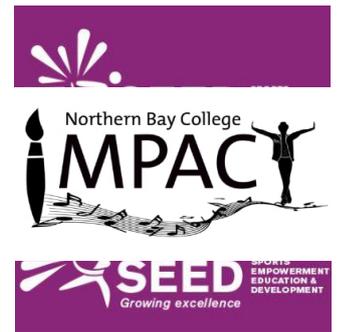
- ◆ College Communications (newsletter, magazine, podcasts, social media, school radio/television station)
- ◆ Development of programs in the P-8 campuses and Extended School Day
- ◆ *Take Over* at the Geelong Arts Centre and *Arts Connect* at Melbourne Arts Centre and Geelong Arts Centre
- ◆ Performance opportunities such as *The Geelong Music and Movement Festival* and *Wakakirri*

- **All students that are into IMPACT and SEED will be consistently reviewed based on the ABC principle.**

A= Attendance: 95%

B= Behaviour: Teamwork/On Task/Good Listener/Helpful/Respectful

C= Character: Initiative/Leadership/Resilience/Persistence



Year 9 Electives including costs

<i>Learning Area</i>	<i>Elective name</i>	<i>Subject Charge</i>	<i>Excursion Levy</i>	
The Arts <i>*Minimum 1 Selection from This learning area!</i>	Music Practice	\$15		
	Music Performance	\$15		
	Visual Communications and Design	\$30		
	Visual Art	\$30		
	Media	\$30		
	3D Art	\$30		
	Select Entry Program			
	Impact	\$25	\$75	
Design & Technology <i>*Minimum 1 Selection from This learning area!</i>	Systems Engineering	\$35		
	Digital Tech	\$20		
	Automotive	\$0	\$40	
	Food Studies – ‘The Art of cooking’	\$65		
	Food Studies – ‘What’s cooking’	\$65		
	Wood Work	\$40		
	Textiles	\$20		
HAPE <i>*If you chose SEED you cannot choose IMPACT</i>	Outdoor Ed	\$0	\$120	
	Health for life	\$0	\$15	
	Recreational Sports	\$0	\$20	
	Select Entry Program			
	SEED	\$100		

Year 9 Programs.

In year 9, students complete the Morrisby career profiling survey, helping them develop their *My Career Action Plan*. This process involves multiple steps throughout the year, beginning with students completing an online survey at school. This survey includes a range of questions exploring student aptitudes and skillsets, as well as asking about their interests and aspirations for study and work beyond year 9.

After completing the survey, students receive a detailed set of results based on their responses. These results identify student strengths in a wide range of areas, including academics, leadership/interpersonal and their preferences for working. It uses these to make recommendations to students about possible areas of interest for further study, both at school and beyond, and also suggests potential career pathways that the student may be interested in or excel at based on their results. Our careers manager and the year 9 team then work together to utilise the skills and interests of the students in the learning program across the rest of the year.

Lastly, students that complete the survey also have a 1-1 consultation with a careers expert, talking them through their results, offering advice and answering student questions. Past students almost universally identify this interview stage of the process as being invaluable to their understanding of their skill sets and potential pathways they could explore.

The Geelong Tertiary Futures Program – Skilling the Bay is a ten day program undertaken over ten weeks during term 3 and 4. Students will be based at the Gordon and can also have on-site experiences at Deakin's CADET facility as well as selected advanced manufacturing enterprises. In essence, Program days also target leadership, resilience and explicitly teach collaboration, outcomes, respect (respectful relationships) and equity. Students are provided opportunity to participate in projects and experiences both within school and outside to the immediate local neighbourhood, Geelong, Surfcoast, the Otways, and Melbourne, linking to community.

Student Uniform and Expectations in Year 9

All students are expected to wear school uniform on a daily basis.

No student will be permitted to attend an excursion/camp unless they are in full school uniform.

Students presenting to school out of uniform will not be accepted until in full uniform.

Mobile phones are to stay in your locker from 9am to 3.10pm.

Students must fully charge their Chromebooks each night in preparation to be ready to learn each day.

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