CRANBOURNE EAST SECONDARY COLLEGE

YEAR 9 Handbook

CRANBOURNE EAST SECONDARY COLLEGE

Acknowledgement of Country

At Cranbourne East Secondary College, we respectfully acknowledge the Bunurong people of the Kulin Nation as the traditional custodians of the land on which we have built our school. We pay our respects to elders past and present, honouring their enduring connection to Country and relationships of deep spiritual, cultural and educational significance.

We recognise that Aboriginal and Torres Strait Islander peoples have been sharing knowledge, caring for Country, and nurturing communities for tens of thousands of years. Their rich traditions of learning through story and connection continue to inspire and guide us as a community of learning today.

As a school, we are committed to fostering respect, care, and responsibility for Country as we strive to empower current and future generations to uphold these values, to walk together in reconciliation, and to celebrate the wisdom and resilience of First Nations peoples.

We extend this acknowledgement to the Traditional Custodians of all lands across Australia and warmly recognise Aboriginal and Torres Strait Islander peoples who are part of our school community today.

Table of Content

Introduction	4
School Staff	5
School Wide Positive Behaviour	6
2027 Year 9 Program	8
Year 9 Core Subjects	9
Year 9 Electives	18

Introduction

Year 9 is an important year for all students - it is a year when students can begin to make choices regarding subjects and pathway programs.

As they enter this next phase of their school life, students will be expected to take greater responsibility for their own learning. The subject offerings will provide opportunities for students to explore areas of interest, and possibly provide some background for subject selection in later years. In addition, students will undertake the core subjects of:

- English
- Maths
- Science
- Health & PE
- Humanities

We believe that we have designed a structure for Year 9 students in 2027 that enables students to:

- experience opportunities outside the classroom as well as develop lifelong skills
- think about future career pathways
- develop a broad sense of community and contribute to community groups
- participate in a pathway subjects which focus on teamwork, resilience and self-reliance skills

The 2027 timetable will be created from the selections that students make; it is for this reason that pathway changes may not be possible unless there are exceptional circumstances. It is important you take every opportunity to talk over your choices with your parents/guardians, teachers and year level leaders who want to advise and support you through this process.

Tim Bray
Executive Assistant Principal

School Staff Relevant to Year 9

The following College Staff may be of assistance when planning your Year 9 Course. We encourage you to contact any of our staff members and call the College on 5990 0200 with further questions.

Our Year 9 students are supported by an extensive leadership team dedicated to their wellbeing, engagement and success. Working collaboratively, our Year 9 leaders provide guidance, encouragement and individualised support to help students thrive academically, socially and personally throughout the year.

Leadership Role	Staff Member
Middle School Executive Assistant Principal	Tim Bray
Middle School Assistant Principal	Nina Kempinger
Year 9 Year Level Leader	Teresa Hayes
Year 9 Year Level Coordinator	Angus Thornton
Year 9 Year Level Coordinator	Chaney Ke
Careers Development & Pathways Leader	Jennelle Little
Wellbeing Leader	Nicole Price

Every learning area is led by a dedicated and knowledgeable Learning Area Leader who provides expert guidance, supports high-quality teaching and learning, and works collaboratively with staff to ensure students achieve their best. Their leadership helps foster engaging, innovative and inclusive learning experiences across every subject.

Learning Area Leader	Staff Member
Connect	Mikayla Ellis
English	Nick Sammut
English as an Additional Language	Angela Grillias
Health & Physical Education	Chace Struth
Humanities	Kate Rhodes
LOTE (Mandarin)	Yue Wang
Mathematics (7-9)	Andrew Charteris
Science	Kylie Duncan
Sports	Madeleine Henderson
S.T.E.M	James Andersen
Technology	Kate Tellefson
The Arts	Holly Jepson

School Wide Postive Behaviour

At Cranbourne East Secondary College, we believe every student deserves to feel safe, valued and capable of achieving success. Our commitment to building a positive, inclusive school culture led us to adopt and embed the School-Wide Positive Behaviour Support (SWPBS) framework: an evidence-based approach that strengthens both learning and wellbeing across school communities.

SWPBS provides the shared language, structure and consistency needed to create predictable and supportive environments where students can thrive. Through explicitly teaching expectations, acknowledging positive behaviour, and responding fairly and consistently, we are building a school culture grounded in respect, responsibility, safety and a love of learning.

CESC already uses a range of evidence-based, tiered supports—including our Instructional Model, Positive Education, Positive Learning Behaviours, Berry Street Education Model training, and our House Culture. SWPBS brings these elements together to unify our practices, strengthen consistency and shift from a punitive behaviour model to a proactive, teaching-focused approach.

Embedding SWPBS is essential to shaping the kind of school community we aspire to be. One where every student feels connected, supported and motivated to succeed. The framework creates whole-school consistency, allowing students to experience clear expectations and predictable routines in every classroom and setting. By focusing on strengths and acknowledging positive choices, SWPBS promotes a culture of encouragement, belonging and pride.

Importantly, SWPBS enhances learning. When behaviour expectations are explicit and consistently reinforced, classrooms become calmer, safer and more focused, increasing engagement and learning time for all students. It also empowers students to take responsibility for their behaviour, make positive decisions and build the social-emotional skills needed for success at school and beyond.

For staff, SWPBS strengthens confidence and collective efficacy by providing clear processes, shared language and aligned practices across the College. This approach directly supports the priorities identified in the 2023 School Review, which emphasise increasing student agency, strengthening multi-tiered supports, embedding positive education practices and building staff capacity.

Ultimately, SWPBS helps ensure that Cranbourne East Secondary College is a place where all students feel safe, respected and empowered. Where positive behaviour is taught, celebrated and sustained across our entire school community.

School Wide Positive Behaviour

Positive Behaviour Expectations

These are our expectations of positive behaviour at Cranbourne East Secondary College

	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
	At Cranbourne East Secondary College, we:		
All settings	• Enter and exit with permission • Use the external door • Stay in designated areas • Keep chair legs down • Use equipment properly • Respect personal space • Follow staff instructions • Report unsafe behaviour • Play safely • Students tell teachers when they don't feel comfortable about class discussions	• Line up calmly and wait to sit • Use polite, respectful language and think before communicating • Respect others and their beliefs • Keep volume suitable for learning • Use self-regulation strategies • Get a pass to leave class • Care for school property • Use learning and educational spaces for their intended purposes	• Take pride in the uniform and arrive on time • Follow instructions and bring the required learning equipment • Participate fully and acknowledge mistakes • Dispose of rubbish and respect school resources • Store phones in lockers and use antiperspirant • Sign in at the office when late • Challenge our peers for their inappropriate behaviour
Learning Spaces • Classrooms • Sporting facilities • Food Technology • Technology • Visual Arts • Science • Theatre	• Hand items to one another • Help to tidy up after a practical lesson • Return all equipment • Stay within view of the teacher/work in our allocated areas • Report hazards or broken equipment to the teacher • Wear required safety gear (aprons, lab coats, safety glasses, and shoes) and tie back long hair • Walk when in learning spaces • Remain seated unless directed	• Enter the learning spaces when given permission • Use active listening • Hand items to one another • Ask questions that elaborate, clarify and reveal thinking • Raise hands to speak	• Participate in all learning activities • Complete all learning activities on time • Use class time effectively • Demonstrate fair play • Obtain permission before using rehearsal spaces

RESPECT • GROWTH • ACHIEVEMENT • RESPONSIBILITY

Positive Behaviour Expectations

	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
	At Cranbourne East Secondary College, we:		
LRC / Study Hall	• Enter and exit the study space when given permission to	• Prioritise, balance and schedule our time • Keep our noise to a minimum • Listen and respond appropriately to all instructions • Allow others to focus and work without disruption	• Treat learning spaces as quiet thoroughfares when moving between classes • Bring necessary materials • Stay on task and manage resources properly • Leave the learning space tidy
Outdoors • Canteen • Agora • Basketball Courts • Volleyball Courts • Oval	• Be friendly and mindful of others • Play sports in designated areas and only walk in non-sporting areas • Patiently wait for your turn • Respect outside equipment	• Respect all other people around us • Follow rules and work out differences of opinions in a civil manner • Pay with our own money with cash or a physical card to buy our own food	• Sit on chairs and benches • Eat your food outside of buildings • Hand in lost items to Year Level Leaders • Use our manners at all times
Student Support Services • Front Office • Wellbeing • Careers • First Aid	• Tell a trusted adult if we're feeling unsafe or worried about a friend • Give a note to the teacher when returning to class and show the first aid officer an out-of-class pass	• Have respectful conversations about personal challenges • Maintain other students' privacy and confidentiality, unless we are concerned about their wellbeing • Move and speak quietly	• Only enter the Student Service buildings when we require assistance or support • Present to wellbeing alone during class time, group appointments can be made for break times • Arrive on time for appointments and group programs • Discuss course concerns with year level leaders and then pathways/careers staff • Visit Wellbeing and Careers outside of class time if we do not have an appointment and book Careers appointments via Compass

RESPECT • GROWTH • ACHIEVEMENT • RESPONSIBILITY

Positive Behaviour Expectations

	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
	At Cranbourne East Secondary College, we:		
Bathrooms	• Wash our hands with soap • Use the toilets in a timely manner	• Flush the toilet • Discard only toilet paper in the toilet • Allow other students to use the bathrooms • Return to class immediately • Use the female sanitary products appropriately • One person per stall	• Go to the toilets during breaks • Use the toilet for its intended purpose • Leave the toilet in an acceptable condition • Use the sanitary products provided appropriately • Utilize the bins for rubbish
Lockers	• Only use your own locker • Have a locked secured locker • Keep your locker codes confidential • Clean your own rubbish and report any maintenance to Leaders	• Access your own lockers outside of class times • Keep your lockers locked • Leave bags in your allocated locker	• Keep your locker clean and organised • Have all required learning materials • Access your locker quickly and then move away
Community • To and from school • Incursions • Excursions	• Obey road rules, signs, and wear a helmet when riding a bike/scooter • Stay alert, in groups, and in approved areas • Board transport orderly and report concerns • Follow instructions and ensure everyone's safety	• Make space for others, offer seats to those in need, and be inclusive • Have a valid Myki card, use facilities properly, and stay calm • Check excursion details, arrive on time, and wait for dismissal • Think before speaking or gesturing and stay focused on the task	• Follow excursion/incursion/camp facilitators' instructions. • Actively listen to presenters. • Cross the road at designated crossings.
Digital	• Keep your passwords safe/private • Keep personal details to yourselves • Use approved and reputable websites • Follow the school's policy on digital usage • Use our own device to participate in learning opportunities	• Save our work in the designated digital space • Charge your digital devices at home • Maintain other students' privacy and confidentiality • Use devices when permitted by the teacher	• Use our own login details • Carry and store our laptop in its case • Use wired headphones when instructed • Use cameras for educational purposes with permission • Keep a log of our passwords/login details

RESPECT • GROWTH • ACHIEVEMENT • RESPONSIBILITY

Year 9 Program

The Year 9 program requires students to attend 25 periods per week (the same as from Years 7 & 8). These 25 sessions include a combination of core subjects and pathway subjects.

PLEASE NOTE: There will be a cost associated with particular subjects & electives. This will be discussed during your student's course counselling interview.

Core Subjects

Core subjects run for the full year and provide students with the basic skills and knowledge needed for the world beyond school, as well as preparing students for further study in Years 10, 11 & 12.

In Year 9, students will have the opportunity to undertake Mainstream or Enrichment classes in both Maths and English subjects. Selection criteria applies for all enrichment classes.

Year 9	Subject	English	Maths	Science (General)	H/PE	Humanities (General)	Connect	Elective (Semester based)	Elective (Semester based)
	No. of Periods	5	5	3	3	3	5	3	3

- One elective subject must be an arts elective
- One elective subject must be a technology elective

*** If selecting Mandarin (Full Year) students will only be required to select one required pathway*

Pathway Subjects

Pathway subjects run for single semesters and provide students with opportunities to engage in subjects of interest to them, as well as preparing students for further study in Years 10, 11 & 12.

In Year 9, students will have the opportunity to undertake 4 different pathway subjects, with the only requirement being students must select one ART, one TECHNOLOGY subject in their preferences. All other electives can be from any learning area.

The Arts	Technology
Visual Arts	Food Technology
Visual Communication	Creating with Fabrics
Photography	Product Design
Music	STEM
Media	Systems Engineering
Drama	Digital Technology
Ceramics	

YEAR 9
Core Subjects

Connect (Homegroup)

At our college, every student participates in Connect—our dedicated homegroup program that brings the entire school community together for 25 minutes each day. Connect provides students with a consistent and supportive environment where they can build positive relationships with their peers and teacher, stay informed, and begin each day feeling connected and ready to learn.

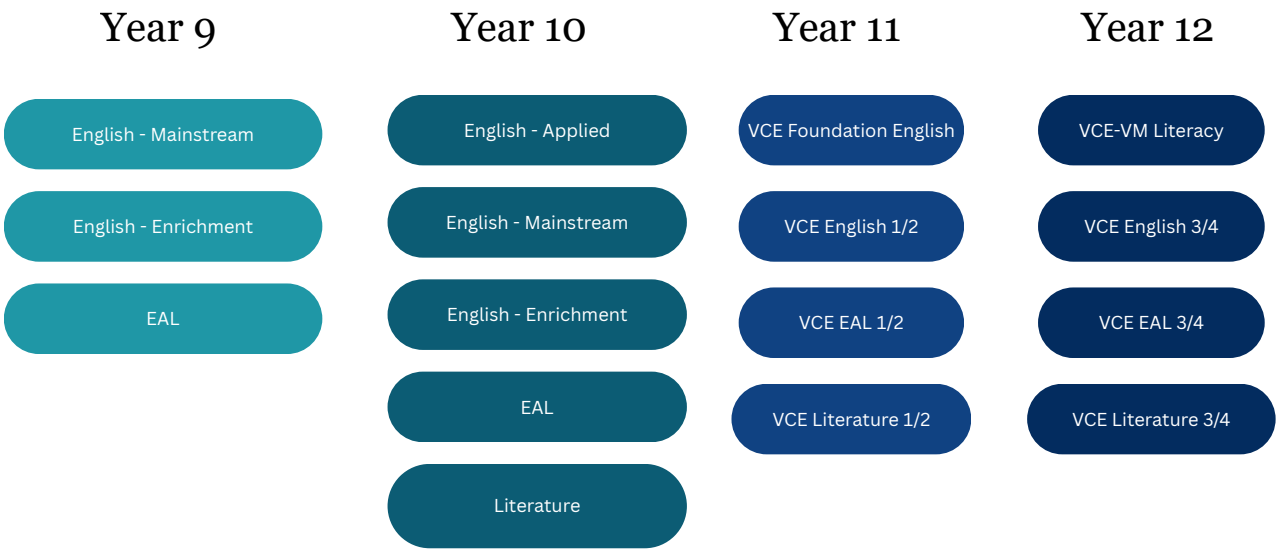
Throughout the year, Connect lessons explore a wide range of topics that support students' wellbeing, personal growth, and school engagement. Students participate in learning focused on careers and pathways, study skills, respectful relationships, wellbeing, and digital citizenship, while also celebrating significant events, for example; NAIDOC Week, Harmony Week, and other important cultural and community initiatives.

Core Subjects
Year 9 Program

The following pages contain descriptions of the core subjects for the Year 9 program at Cranbourne East Secondary College. These descriptions are intended as a guide to ensure students understand the requirements of the core subjects.

All students must undertake ALL core requirements in their chosen pathway to ensure continuation onto VCE or VCE-VM (Vocational Major) in the Senior School.

English & EAL Pathways



English: Mainstream

Year 9 Mainstream English is designed to develop students' abilities via the modes of Reading, Writing, and Speaking & Listening. Students will continue to develop their ability to comprehend and analyse a range of literary texts, including exploring author's purpose and intention. Building on this knowledge and skill, students will create their own texts in a variety of forms for specific purposes and audiences. Lastly, students will be supported to develop stronger presentation and speaking skills, through oral presentations delivered in each semester, as well as sharing their interpretations of texts with a group.

PLEASE NOTE: Students are placed in a mainstream class if not selected for the Enrichment class or EAL class.

Core Subjects
Year 9 Program

English: Enrichment

Year 9 Enrichment English is designed to extend students' abilities via the modes of Reading, Writing, and Speaking & Listening. Students will be expected to undertake a higher level of academic and cognitive development, with the view that more advanced critical thinking, analytical and writing skills can be demonstrated at the end of the year. Students will also be expected to speak in a variety of settings and demonstrate skills closer to the end stages of the Victorian curriculum standards; this includes comparative analysis of more sophisticated and in-depth texts. Students will need to meet a minimum standard of entry to be eligible for selection to this stream of study.

All students are expected to participate in an oral presentation task at least once a semester.

Selection for this program is based on the following criteria:

- The student has literacy data that is above the expected level.
- The student does not have a history of extended absences.

Students are allocated into the English Pathway best suited to their Victorian Curriculum Standards and teacher judgement.

English as an Additional Language (EAL)

This stream of English study is based on the expectations set in the Victorian Curriculum EAL Companion documents, and focusses on reading, writing, and speaking and listening. Students will work towards expanding their ability to comprehend and analyse a range of literary texts, as well as focus on a number of writing strategies. Lastly, students will be supported to develop stronger presentation and speaking skills, through both oral presentations, and group interpretations of texts.

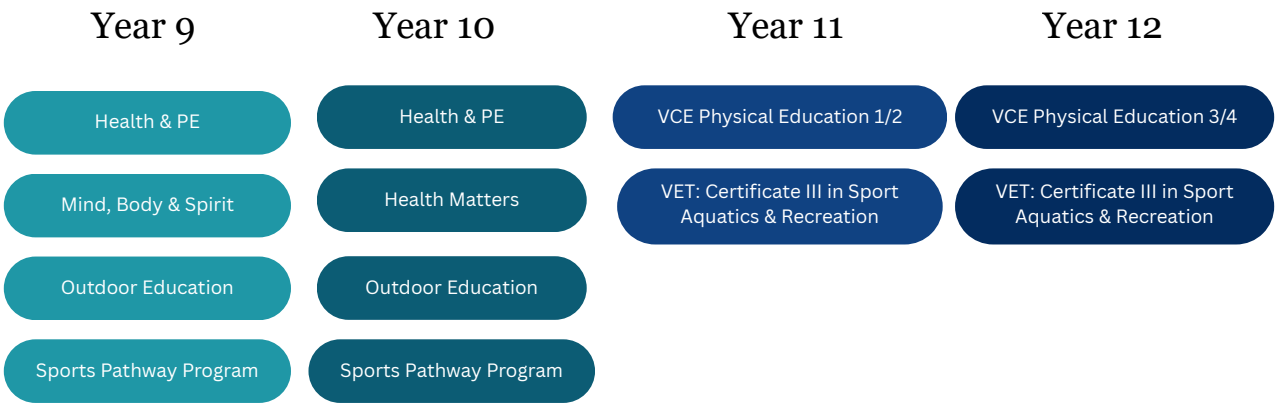
There are no set texts as the college makes use of literature circle texts.

Selection for this program is based on the following criteria:

- The student has moved to Australia from a non-English speaking Country, or if an English-speaking country – was originally in a non-English speaking country and still fulfils the length of time in Australia criterion.
- The student has been in the country for less than five (5) years. If the student has transitioned through an English-speaking country – they have not been away from their home country for more than five (5) years.
- The student English language proficiency is on the EAL continuum.

Core Subjects
Year 9 Program

Health and Physical Education Pathways



Health and Physical Education

The Year 9 HPE focuses on topics that are critical to youth and their development. Students will learn skills and strategies to navigate challenging and complex situations. The health units focus on Respectful relationships and Sexuality Education. Students will explore the sexual health of young people including respectful relationships, consent, safer sex, contraception, STI prevention, sexuality, gender diversity and the impact of alcohol and drugs on decision making.

Students will learn about policies and laws relating to consent, sexual harassment, homophobia, and discrimination. Students will be provided with information on how to access reliable health information, support strategies and health services for young people. Students are assessed according to the Victorian Curriculum Strands through a range of practical and theoretical activities and assessments.

During practical lessons students will participate in a range of activities and sports to improve technical and tactical skills. As well as this they will work on teamwork and communication skills.

Core Subjects
Year 9 Program

Humanities Pathways

Year 9	Year 10	Year 11	Year 12
Humanities (General)	Humanities (Core)	VCE Accounting 1/2	VCE Accounting 3/4
Age of Empires	Crime & Punishment	VCE Business Management 1/2	VCE Business Management 3/4
Conquest!	Geography	VCE Economics 1/2	VCE Economics 3/4
Where in the World?	Running my Business	VCE Legal Studies 1/2	VCE Legal Studies 3/4
	Living in a Global Economy		
	Power & Politics		
	Vietnam War		
	The Law and I		
	History in Film		

Year 10 VCE Subjects

- VCE Business Management 1/2
- VCE Geography 1/2
- VCE Legal Studies 1/2
- VCE Modern History 1/2

Humanities (General)

In Year 9, the focus of Humanities is to give students the skills and knowledge required so that they can become active participants within a global community, prepared for life outside of school.

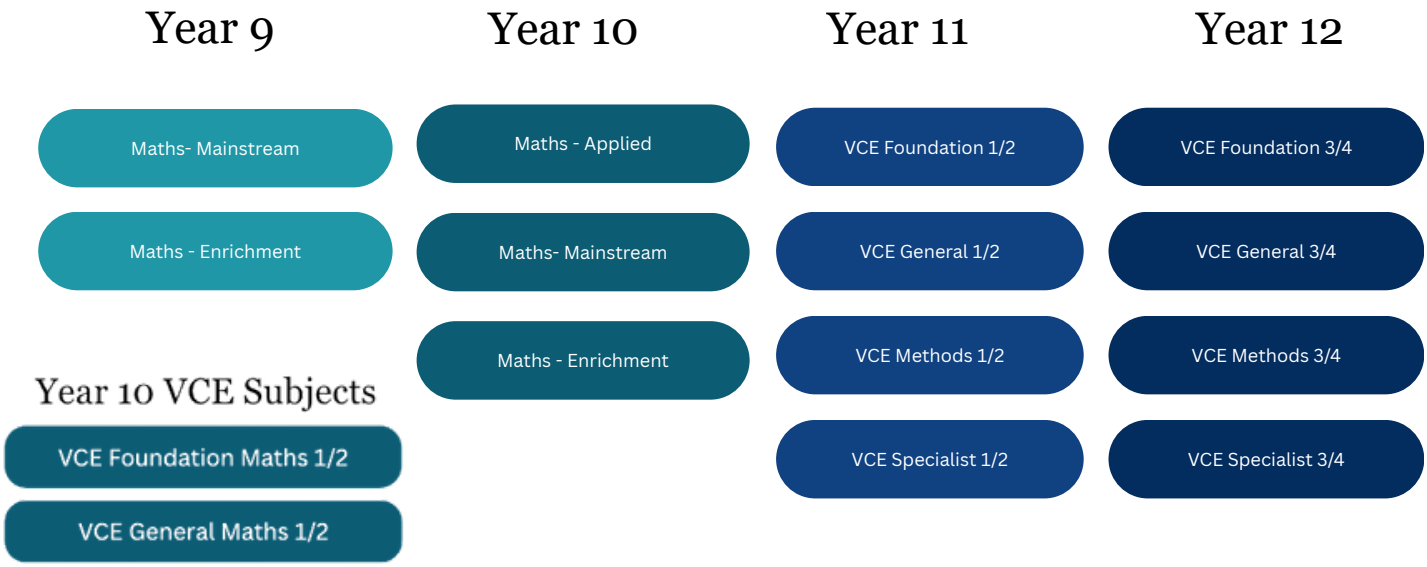
In Year 9 Humanities, students participate in an exploration of Civic & Citizenship within Australia, diving into the political and legal landscapes that form part of our everyday lives. Students develop an understanding of both local and international politics, in connection to laws, and apply this knowledge to a range of analytical case studies.

Students also investigate the History of World War One and Australia's involvement in key battles of this conflict. They develop evaluative skills as junior historians by exploring both primary and secondary sources, learning how to construct an historical source analysis by using evidence to support their thinking.

Further, students explore Business and Economics, which includes understanding how government-based decision-making impacts people's individual finances. Students develop skills in problem solving, while generating solutions, justifying actions and predicting consequences of economic decisions. Students in Year 9 Humanities also investigate the geography of different ecosystems and the way these ecosystems contribute to food production. Students learn how to accurately collect and record data, they represent data in different ways and analyse data to draw conclusions and propose positive changes.

Core Subjects
Year 9 Program

Mathematics Pathways



Mathematics: Mainstream

Year 9 Mainstream Mathematics is a continuation of the Victorian Curriculum 2.0 that is studied in Years 7 and 8. It builds on the skills that have been learnt in past years and helps students to prepare for future mathematical studies in Year 10, VCE or VCE-VM.

Students will work from the strands of:

- Number
- Algebra
- Measurement
- Shape
- Statistics
- Probability

Content includes:

- Real number
- Solving problems involving simple interest
- Algebraic methods in real life situations
- Linear and non-linear relationships
- Pythagoras Theorem
- Trigonometry
- Comparison of data displays/interpretation of numerical data
- Probability
- Ratio and scale factors
- Area of composite shapes
- Surface area of a variety of 3D shapes

Core Subjects
Year 9 Program

Mathematics: Enrichment

Enrichment Mathematics provides Year 9 students working at or above the expected level with the opportunity to extend their skills alongside like-minded peers. Students apply their knowledge to complex problem-solving while deepening their understanding through collaborative discussion and reflection.

The coursework aligns with Victorian Curriculum 2.0, incorporating advanced material and operating at an accelerated pace to foster sophisticated mathematical reasoning. Ultimately, this course prepares students for advanced senior pathways, including VCE Mathematical Methods and Specialist Mathematics.

Students will work from the strands of:

- Number
- Algebra
- Measurement
- Shape
- Statistics
- Probability

Content includes:

- Real number
- Solving problems involving simple interest
- Algebraic methods in real life situations
- Linear and non-linear relationships
- Pythagoras Theorem
- Trigonometry
- Comparison of data displays/interpretation of numerical data
- Probability
- Ratio and scale factors
- Area of composite shapes
- Surface area of a variety of 3D shapes

Core Subjects
Year 9 Program

Science Pathways

Year 9	Year 10	Year 11	Year 12
Science	Science (Core)	VCE Psychology 1/2	VCE Psychology 3/4
S.T.E.M	Psychology	VCE Biology 1/2	VCE Biology 3/4
	Forensic Science	VCE Environmental Science 1/2	VCE Environmental Science 3/4
		VCE Physics 1/2	VCE Physics 3/4
		VCE Chemistry 1/2	VCE Chemistry 3/4

Year 10 VCE Subjects

- VCE Psychology 1/2
- VCE Biology 1/2
- VCE Environmental Science 1/2

Science

From the structure of a tiny atom and the complexity of our geological features to the response our bodies have to the world around us. Science provides our students with an awareness of the incredible and ever-changing world around us.

The broad range of practical activities aim to nurture a sense of wonder and curiosity in our students as well as provide them with the opportunity to apply laboratory skills, gather scientific data, and to demonstrate the Laws and Principles that underpin Science.

Students will learn a vast range of skills that enable them to communicate ideas, problem solve and critically think in many situations outside of the classroom.

Content includes:

- The Law of Conservation of Energy
- Electricity generation
- The model of the atom
- The Law of Conservation of Mass
- The function of the nervous and endocrine systems
- Infectious and non-infectious diseases
- Global systems

YEAR 9
Electives

Pathway Subject Descriptions

In addition to the core subjects on offer in Year 9, all students will be enrolled in 4 semester-based pathway subjects. Below are the subject descriptions to assist with your decision making.

Learning Area	Subject
Health & PE	• Sports, Games & Recreation • Outdoor Education & Leisure • Mind, Body & Spirit • Sports Pathway Program • Higher, Faster, Stronger! • Girls – Changing the Game
Humanities	• Age of Empires • Conquest! • Where in the World?
LOTE (Mandarin)	• Chinese: Culture & Language • Mandarin
S.T.E.M	• S.T.E.M
Technology	• Digital Technology • Food Technology • Creating with Fabric • Product Design • Systems Engineering
The Arts	• Visual Communications • Visual Arts • Photography • Music • Media • Drama • Ceramics • Dance

Health & PE: Sports, Game & Recreation

Sport, Games and Recreation is open to students who just love getting active and participating in different sports or games. The SGR Elective is heavily practical based and offers students the opportunity to participate in units of work such as SEPEP (student led competitions), International and Indigenous Games and Dance/Gymnastics as well as traditional sports within the units of Invasion, Striking and Fielding, Target and Net and Wall Sports.

This subject is a combination of practical based classes with theory to support these. Students build on their knowledge of the coaching, teamwork and communication, skill analysis, teaching and umpiring in theoretical classes. They are then given an opportunity to consolidate their learning through participation in various physical activities. These include exercise, recreational excursions and participation in team sports. This elective is great for those that love participating in the practical lessons of HPE and want to continue to develop their teamwork and communication skills as well as understanding of different sports and games.

Assessments:
Unit 1: Conditioning in Sports CAT
Unit 2: Delivering recreational games CAT

Health & PE: Outdoor Education & Leisure

Competitive sports not your thing but still love the outdoors? Then this elective is for you! Students will have the opportunity to participate in a range of recreational activities, potentially including yoga, walking, other group fitness classes, lawn bowls or self-defence, among others. Along with this you will engage in Outdoor Education units that consider how or why people access physical activity, what is available in the local community and ways in which people can get involved.

Students will look at First Aid and why this is important as well as considering how accessing/participating in different leisure activities can contribute to making communities like Cranbourne East stronger, healthier, and happier.

Assessments:

- Unit 1 - our place in the environment
- Unit 2 - Philip Island camp - theory and practical
- Sustainability project

Health & PE: Mind, Body, Spirit

This elective is looking for students that want to know and learn more about living a healthy life to the fullest, whilst also considering why some people can't. This elective is theory based with practical activities offered when relevant to the content. Students will investigate ways and strategies to support a healthy lifestyle.

Students will learn about the Dimensions of Health and Wellbeing which underpin all our health choices and behaviours as well as linking them to a range of ideas and social situations. Content within this elective could include understanding and managing stress, health and wellness, resilience, body image and the media and where to get help.

This elective is great for students who want to finish Year 9 with a range of skills and knowledge that can help them live life to the fullest.

Assessments:

- Unit 1- Mindfulness Poster
- Unit 2: Nutrition CAT

Health & PE: Sports Pathway

The Year 9 Sports Pathway Program is designed for students who are actively involved in sport outside of school and are seeking to enhance their performance across various key areas, including physical conditioning, game development, strategy, tactics and gameplay, nutrition, teamwork, and leadership. This program integrates both practical and theoretical elements to provide students with a comprehensive understanding of the skills and knowledge essential for future participation in the sports industry. Through this integrated approach, students gain insight into potential career pathways within the sector. This subject is a stepping stone to Year 10 Sports Pathway Program and VCE Physical Education.

Participants in the Year 9 Sports Pathway Program will study the fundamentals of fitness, including the components of fitness, methods for assessing fitness levels, and the purposes and applications of fitness testing. In addition, students will explore the role of nutrition in athletic performance and engage in practical sessions where they create, sample, and evaluate various foods and beverages designed to support sporting performance.

The program also includes regular Strength and Conditioning sessions, focused on developing foundational movement patterns and building strength to support long-term physical development and reduce the risk of injury. To further enrich the learning experience, students will participate in a range of excursions to venues such as Casey Race, Melbourne Cable Park, O'Brien Icehouse, the Melbourne Cricket Ground (MCG) and the Tan Track, the 1000 Steps, among others.

Activities and excursions form an essential and compulsory component of the program, specifically designed to reinforce and extend classroom learning. Students must be both willing and able to fully participate in these experiences and will be required to sign a behaviour contract outlining expectations. Due to staffing, logistical planning, and the nature of the excursions, places in the Sports Pathway Program will be limited. Selection will be based on teacher recommendation as well as the student's attendance, behaviour, and demonstrated effort throughout Years 7 and 8.

Health & PE: Higher, Faster, Stronger!

Higher Faster Stronger is open to all students who want to delve into the 'WHY' of sport and sport performance. This elective uses different sports to investigate the how or why athletes perform the way they do. This elective has a mixture of theory sessions connected to practical sessions. Students will investigate why athletes can run faster, jump higher or be stronger in their sports.

The students will look at the Body's Response to exercise with a focus on the Cardiorespiratory and Muscular systems as well as topics such as Biomechanics and Skill Development. Activities could include record themselves playing sports and investigating how they can improve performance and collecting and measuring fitness data to compare the contrasts of different types of athletes.

The elective will also provide opportunities to investigate High Performance locations within Melbourne. This could include excursions to elite sports clubs within the A-League, AFL, Netball or NRL as well as community accessible venues such as gyms, pools, and recovery centres. This elective is great for those that want to learn how science can lead to improved performance.

You'll also analyse how important coaching is for the development of the athlete and have an opportunity to experience this for yourself.

Assessments:

- Unit 1- Body Systems CAT
- Unit 2- Biomechanics CAT

Health & PE: Girls- Changing the Game!

Girls - Changing the Game' is open to female, transgender, and non-binary students. In this elective, students will have an opportunity to learn and participate in health and fitness related activities in a socially secure and non-threatening environment. In the Girls - Changing the Game unit, students will examine the impact of positive and negative influences and behaviours on your health (such as physical activity, lifestyle apps and websites, happiness, sleep, mental health, stress, and the secrets to a long and healthy life).

Students will also look at females in the media, elite athletes, stereotypes, body image and the positive effects of exercise. Practical activities will vary, to allow you to try a range of options that improve your fitness outcomes, both now and in the future.

This elective is for girls who enjoy getting active, who like to explore new challenges, participate in sport, and want to learn about living a long and healthy life.

Assessments:

- Unit 1: Female Health CAT
- Unit 2: Female athletes CAT
- SEPEP assessment

Humanities: Age of Empires

The focus of this subject is to develop effective research, reasoning, and presentation skills for students to apply to a civilisation of their choice. Students in Age of Empires will first focus on understanding what an Empire is before learning how to undertake research both online and offline.

They will learn how to understand the reliability and accuracy of source material to determine if the information they are reading is factual. Students will then apply this knowledge to create a presentation that informs others about their chosen civilisation. This presentation may be visual (replica of an artefact, dance), informative (website, essay), auditory (speech, song, poem) or any other means of the student's choice.

Students will select their choice of Empire to study for the semester from the following:

- Greece
- Aztec
- Polynesia
- Rome
- Ottoman
- China
- Mongolian
- Japan

Assessment:

- Annotated Bibliography
- Inquiry Project

Humanities: Conquest!

In this unit, students investigate the expansion of the Vikings and Spanish Conquistadors into other parts of the world, including the Spanish expansion into South America and the Viking expansion into Scotland.

They explore the Viking and Spanish cultural practices and traditions, and significant challenges and developments faced by the society that caused progress or decline.

As in all History subjects, students exercise and develop their analytical and criitical thinking skills through primary and secondary source analysis.

Content:

- The Vikings (c.790 – c.1066)
- The Spanish Conquest of the Americas (c.1492 – c.1572)

Assessment:

- Extended response
- Inquiry Project

Humanities: Where In The World?

This subject is designed for students who do not feel confident in their knowledge of world geography and want to improve their understanding of the diverse and fascinating parts of the world. In Where In The World? students explore, analyse and understand the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. This elective is especially useful to students who may be considering careers that involve international travel or diplomacy.

Content:

- Diversity and significance of places and environments
- Factors that shape places and influence interconnections

Assessment:

- Overlay maps
- Travel brochure

LOTE: Chinese Culture and Language

As the world's second-largest economy, China's influence spans numerous industries, from technology to entertainment. Understanding Chinese culture and language opens doors to extensive business opportunities and fosters deeper cross-cultural communication and appreciation. Learning Chinese offers a competitive edge in the global job market, enriches personal experiences, and enhances cognitive skills through mastering a complex language.

This comprehensive course immerses students in the rich tapestry of Chinese culture and language, offering a multifaceted exploration of one of the world's oldest and most influential civilisations. Covering a broad spectrum of topics, the course provides an in-depth understanding of China's cultural, artistic, and technological contributions, alongside practical language skills for various contexts.

Through engaging and immersive experiences, students will not only enhance their language abilities but also gain a profound appreciation and understanding of Chinese culture. This unique learning journey equips students to navigate and thrive in our diverse and interconnected global community.

Content:

- At the Restaurant
- Chinese fashion and pop culture
- Mandarin for travel and tourism
- Chinese technology

Assessment:

- Writing a Chinese letter
- Research task and presentation

LOTE: Mandarin

Mandarin is one of the four priority languages promoted by the Australian Government. Learning Mandarin helps students develop valuable language skills, cultural awareness, and the confidence to participate in an increasingly interconnected world.

In Year 9 LOTE, students explore Chinese language and culture through four engaging units:

- Unit 1: School Life – Students discuss school life, connect with peers from our sister school, and participate in a dumpling-making activity.
- Unit 2: Dining in a Chinese Restaurant – Students learn language for ordering food, research Chinese dining etiquette, and visit a Chinese restaurant in Chinatown.
- Unit 3: Chinese Myths, Legends and Festivals – Students expand their vocabulary and cultural knowledge while participating in Chinese Cultural Day organised by CLTAV.
- Unit 4: Travelling in China – Students create websites showcasing Chinese destinations and demonstrate their speaking skills through oral presentations.

Students may also have the opportunity to participate in a future study tour to China, providing an authentic cultural and language immersion experience.

Together, these units provide an authentic and engaging learning experience, helping students build their Mandarin proficiency and intercultural understanding.

Content:

- School life
- At the restaurant
- Chinese Myths, Legends and Festivals
- Travel to China

Assessment:

- oral presentation
- role play
- research task

S.T.E.M

The STEM program is a great opportunity for students to extend themselves in the areas of Science, Technology, Engineering and Maths. Students work in collaborative groups to complete inquiry-based projects, one per term, which require them to use the design cycle and apply their skills and knowledge to solve industry-based problems. They will learn to research, design, construct, modify and evaluate working prototypes of their solutions.

Our school's STEM program is affiliated with the CSIRO STEM Professionals in Schools partnership. This partnership allows students to interact with and learn from an industry expert, working in a STEM industry. Furthermore, students will gain access to Casey Tech School who provides a wide range of programs to support students' learning and a wide variety of technology that is not typically accessible in schools.

Assessment:

- Class participation and attendance
- Project folios
- Product presentations

Technologies: Food Technology

This unit of study is a combination of investigating, designing, and production of food. Students will look into factors that determine food choices such as physical, social and environmental. Students will research key ingredients, cooking methods, typical meal patterns and rituals of each country investigated. Their culinary skills will further develop by learning how to cook foods using a variety of techniques. They will have the opportunity to research, design and produce a dish of their choice and then evaluate their skills.

Assessment:

- Research Task
- Designing and creating a food item

Technologies: Creating with Fabric

Students develop their skills using the sewing machine and hand sewing techniques to create a range of negotiated projects. Refinement of practical skills will be the basis for each task. Students will look at how clothing is made and discuss sustainable options.. Students will explore a range of fabrics and textiles skills. We will explore creative and decorative techniques to personalise designs. Students will use the design process to develop and refine ideas. Drawing techniques will be explored, ideas generated, planning and development, the creation of the final product which will then be evaluated.

Assessment:

- Folio of design ideas
- Completion of small textiles skils
- Creation of a textiles product

Technologies: Product Design

In Product Design, students will study and use the design process to create a wooden object.. Students will practise and apply a variety of joinery techniques and wood working skills. Projects are created as a reponse to a design brief, and students will keep a folio to record all research, idea generation, planning and production steps. Product design is both a hands on subject where student will learn how to construct object, as well as a creative design subject that develop research and technical drawing skills.

Assessment:

- Folio of research and designs
- Production of a wood/metal/plastic product

Technologies: Systems Engineering

Systems Engineering involves both electrical and mechanical systems. It is one of the fastest growing areas of Technology today. Students will learn to work safely in a workshop and become competent in the safe use and care of tools. They will learn to research, design, construct, modify and evaluate electronic circuits. Such models will combine electrical, electronic and mechanical principles.

Assessment:

- Folio of theory and design
- Production of an electronic item

Technologies: Digital Technology

With the increase in the use and variety of technologies, it is important to be equipped with skills and understanding of safe and ethical use of technologies. This Year 9 elective is designed to offer students the opportunity to follow creative pathways whilst allowing students the chance to develop programming skills. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical users of information conveyed by digital systems.

Assessment:

- Creating and designing digital solutions
- Written documentation
- Digital system analysis

The Arts: Visual Communication

In Visual Communication Design, students develop the skills and practice to communicate ideas messages and ideas in a visual manner. Visual communication design practice includes the use of design thinking skills and design as a process. Drawing conventions and the use of design elements and principles are the primary components of the visual language that students use to represent concepts, in relation to a specific purpose and audience. Students investigate the work and practices of a range of Australian and international designers, from different times, places and cultures.

Content:

- Develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience.
- Use manual and digital drawing methods to create visual communications in the specific design field of Communication Design.

Assessments:

- Working to a design brief
- Technical drawing skills
- Visual diary, showing work and progression of ideas
- Presentation of a final artworks

The Arts: Visual Arts

In Visual Arts, students will initially explore drawing and painting techniques using a range of primary sources. They will explore the techniques of lino printing and create a series of prints. Students will experiment with mediums, materials, techniques and processes, in an attempt to emulate the stylistic qualities associated with a chosen artist inspiration. They then apply this developed knowledge and skill and create an artwork of their own using a skateboard as their canvas. Student's carryout theoretical based tasks (including research) in reference to their chosen artist, then explore the different themes and ideas as well as aesthetic qualities and techniques.

Content:

- Drawing and painting
- Printmaking
- Research and analysis of artist's work
- Creating a final outcome

Assessments:

- Written assessment using arts language - including extended responses
- Visual diary, showing work and progression of ideas
- Presentation of a final artworks

The Arts: Photography

During the semester students will learn the basics of photography including using an SLR camera, controlling lighting to achieve photographs of different atmospheres, using photoshop to edit their photographs and create a collection of outcomes with a common theme and aesthetic. Students will research and analyse the work of historical and contemporary photographers, as well as investigating different styles of photography and what purposes they serve.

Content:

- Photographers and their themes
- How to use a camera
- Lighting Editing

Assessments:

- Written tasks using arts language - including extended responses
- Visual diary, showing exploratory work and a progression of ideas
- Presentation of finished artworks

The Arts: Music

Year 9 Music is aimed at inspiring students to develop a true passion for music and musical performance. This subject is aimed for students to further develop their musical skills and knowledge and should not be used as a subject to learn an instrument. In saying this, learning an instrument for this subject is not a requirement, but is highly recommended. You will have opportunities to play a range of styles of music in both group and solo performance.
*It is strongly encouraged for students to have instrumental lessons on their main instrument at school or privately.

Content:
Year 9 Music is split into four main areas of study:

1. Musical Performance (Solo and Group): You will learn how to rehearse, interpret music and present chosen songs to the wider school community at Lunchtime Performances and Music Soiree Evenings. You will provide constructive feedback to your peer's performances as well as self-reflecting on your own performance.
2. Music Technology (Composition/ Songwriting): Using theory learned in class, you will create a song of your own using a program called SoundTrap. You will learn how to modify loops, create drumbeats and create music with a range of instruments. At the end of the project, you will have created a complete finished song in an mp3 format that will sound professional.
3. Musical Analysis: You will learn a range of musical terminology and how to write and respond to music heard using musical language.
4. Music Theory / Aural Comprehension: You will learn about rhythm, chords, intervals, and scales and how to apply these to your instrument in a practical way

Assessments:

- Performance
- SoundTrap Composition (Mixing Music Online)
- Musical Analysis
- Theory /Aural Exam

The Arts: Media

Media Studies is a subject which attempts to explain what impact The Media (Movies, Games, Radio, the News etc.) has on you as a human being. It is a philosophy subject where there is no right\wrong answer. There are practical elements which include learning how to use photoshop and podcasting. Various media issues will be explored with topics including Internet Piracy and Violence in The Media.

Students will investigate a variety of Media Issues and complete multimedia answers based on these issues. These multimedia answers can include films, photography, radio, posters or other formats approved by the teacher. Magazine - Students will create a magazine using photography and photoshop. This assessment will require careful planning as it is meant to mimic a VCE folio task. The topic of the magazine is relatively free choice but must be approved by the teacher. Reality TV - Students will look at the way reality TV shows have been constructed to manipulate audiences, and to learn how they have evolved over time.

Assessments:

- Media
- Production Skills
- Media Response and Interpretation

The Arts: Drama

Year 9 Drama provides students with the opportunity to develop their creativity, confidence and collaboration skills through practical performance experiences. Throughout the semester, students will explore a variety of dramatic styles and performance conventions, selecting styles that align with their interests to devise original dramatic works. Students will develop their skills in characterisation, voice, movement, improvisation and stagecraft while learning how drama communicates ideas and stories to an audience.

Students will also explore the production elements of theatre, including costume, set design, props, lighting and sound. Through practical workshops and collaborative projects, students will develop both their performance and production skills while learning to rehearse, respond to feedback and evaluate dramatic works using appropriate drama terminology. This subject is ideal for students who enjoy performing, storytelling, creativity and working as part of a team.

Assessments:

- Performance Skills Folio
- Devised Group Performance
- Production Design Task
- Drama Analysis and Reflection

The Arts: Dance

Year 9 Dance is designed to build the skills and confidence of all students, regardless of previous dance experience. Through practical workshops, students will explore a range of commercial, contemporary and cultural dance styles while developing fundamental movement skills, coordination, strength, flexibility and performance confidence. Students will be encouraged to experiment with movement and choreography to develop their own personal movement vocabulary and creative expression in a supportive and inclusive environment.

Throughout the semester, students will create, rehearse and perform original dance works, both independently and collaboratively. They will apply choreographic devices, explore safe dance practices, respond to feedback and refine their performances for a variety of audiences. Students will also investigate how the elements of dance, including space, time, dynamics and relationships, can be manipulated to communicate ideas, emotions and stories. Opportunities to use digital technologies to record, analyse and evaluate performances may also form part of the course.

Students will deepen their understanding of dance as an evolving art form by exploring its historical, social, religious and theatrical influences across diverse cultures and communities. They will analyse the work of professional choreographers and performers, considering how dance reflects identity, culture and contemporary issues. This subject develops creativity, collaboration, critical thinking and communication skills while promoting resilience, self-expression and physical wellbeing. If you are passionate about dance, enjoy working with others and want to challenge yourself in a creative and active learning environment, Year 9 Dance is the subject for you.

Content:

- Learning choreography
- Creating choreography
- Getting ready to dance (anatomy)

Assessment:

- Choreography,
- Performance
- Research assignment

The Arts: Ceramics

Over the course of the semester students will explore hand building construction techniques. They will develop their knowledge of the art elements and principles and experiment with creating texture and pattern. Experimenting with glazes and underglazes will also be an important part of the course. Students will become increasingly independent by selecting an artist of their own inspiration, researching and analysing their work which will result in an outcome of their own design based on the characteristics of their chosen artist.

Content:

- Hand building techniques
- Glazes and underglazes
- The art elements and principles The design process
- Researching and analysing the work of artists

Assessment:

- Documenting the learning journey in a visual diary.
- Visual designs, Experiments, Research and analysis, Reflections and evaluations
- Handbuilt, glazed and fired ceramic artworks.