



Whittlesea
SECONDARY COLLEGE

Year 9 Handbook 2017

a school with a country feel and city opportunities

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Year 9 Program at Whittlesea Secondary College

Year 9 is an important transition period for students as they take more responsibility for their own learning. Students have their first opportunity to select subjects they believe will assist them in deciding their future career pathways. Year 10 students have even greater flexibility to choose a program that suits them, as well as the opportunity to 'sample' a VCE subject or commence a VCE VET course. The College will assist each student to realise their full potential while encouraging independent thinking and learning.

OUR VISION

Whittlesea Secondary College aims to equip students for an ever-changing world. Together we will challenge students to gain personal, social and academic skills that will inspire them to be successful members of our global community.

OUR MISSION

Whittlesea Secondary College aims to provide many and varied opportunities for students to:

- develop active and self-motivated learning skills to inspire lifelong learning
- develop strong personal and team building skills
- develop their individual talents and abilities to achieve their full potential
- become valued and responsible global citizens
- develop and encourage a curious and creative mind
- learn through an innovative and flexible curriculum program
- experience and learn in a natural, safe and caring environment.

OUR SCHOOL WIDE PEDAGOGY

Powerful learning occurs in an environment offering support, challenge and the development of self-esteem. We provide students with the necessary skills for autonomous and reflective learning.

OUR COLLEGE VALUES

TEAMWORK RESPECT EXCELLENCE INTEGRITY COMMITMENT KNOWLEDGE

The values of Whittlesea Secondary College underpin its cultural and moral framework enabling it to set clear and resolute behavioural codes. These codes, once adhered to, enable the members of the school college community to function in a safe, mutually respectful and highly energised learning community.

College Organisation

The Administration

The administration at Whittlesea Secondary College consists of a Principal and two Assistant Principals who, with the College Council, ensure that College policy reflects the shared expectations of the whole school community. These are to develop a positive school culture that is safe, supportive and promotes respectful relationships that foster strong student learning.

Principal	Terry Twomey
Assistant Principals	Adam Bell
	Tania Pearson

The School Managers

The College is divided into three sub-schools, Junior, Middle and Senior. The School Managers oversee the enrolments, curriculum, transitions and student well-being in the sub-schools.

Junior School Manager	Kristen Jean
Middle School Manager	Julian Holland
Senior School Manager	Belinda Necovski
Student Pathways Manager	Faye Moriarty
Student Wellbeing Manager	Sue Muir
Differentiated Curriculum Leader	Raelene Gittos
Literacy Leader	Pauline Pearson

The Curriculum Managers

Curriculum Managers oversee the curriculum, assessment and learning in their respective learning areas.

The Arts	Danielle Benham
English	Pauline Pearson
Health & Physical Education	Leigh Bumpstead
Humanities	Bronwyn Hardwick
Mathematics	Leanne Batty
Science	Annette Rodaughan
Design Technology – Wood/Systems	Ian Hocking
Design Technology – Food/Textiles	Steve Lascelles
Digital Technology	Gavin Povo
Performing Arts / Music	Emily Wiltshire
VET / VCAL	Janet Elovaris
Library / LEAP	Sheena Cuthbert

The Student Managers

Student Managers oversee the welfare and discipline of students in their designated year level by fostering and maintaining the College's Student Engagement and Wellbeing Policy.

Student Engagement and Wellbeing

The College is structured in a way that enables students to have ready access to support and enables the school to effectively follow up matters of welfare and discipline. All members of the College community have the right to work in a safe and respectful learning environment free from intimidation, bullying and harassment where positive relationships are fostered and encouraged. When behaviours that do not support our positive school culture occur, the College works towards restoring relationships and appropriate consequences are negotiated using the Principles of Restorative Practice.

The Student Wellbeing Manager is available to all students, parents and teachers for support and advice in behavioural, social and learning problems. This person liaises with staff from all areas of the College, Counsellors and Youth Workers and outside agencies where necessary to assist student wellbeing.

The College Chaplain works within our school community on a full time basis, assisting with educational, social, psychological and spiritual matters. The Chaplain offers pastoral support to our College community, counsels, and works with small groups, assists young people and their families in crisis, provides support for staff and extra-curricular activities.

The College's Health Educator (school nurse) assists with individual health counselling, health promotion and health education classes.

Bullying and Harassment

Whittlesea Secondary College is committed to providing a safe and caring environment that promotes learning, personal growth and positive self-esteem where individual differences are respected. The students are encouraged to support and look out for each other. Harassment is unwelcome and offensive and hurts people whether or not the instigator intends or understands it to be hurtful. If the student feels he/she is being harassed or suffering discrimination in any of its forms, the student is encouraged to let a member of staff know. All reports will be taken seriously.

The College uses "Shared Responsibility", a proven positive approach, to beat bullying. It enables students to feel safe and to change behaviour of those who bully.

Mediation is used as an effective means of resolving student conflict. With the help of a facilitator, students involved share their feelings and concerns with each other and work together to find ways to resolve the issues.

Student Pathways and Career Guidance

The Student Pathways office is located at the rear of the library. The Student Pathways Manager is available to provide support, guidance and advice to students, staff and the general community on any issue relating to course selection, career guidance, employment and further education. The office is fully resourced with relevant information related to course selection, employment opportunities, external agencies and liaison with TAFE, Universities and private institutes. Feel free to drop in during recess or lunchtimes. Parents are welcome to ring for an appointment to discuss career and pathways options.

Curriculum Support and Extension

In addition to the formal curriculum, the College offers an extensive range of programs that enrich student learning and allow students to participate in activities outside the classroom. These include:

Maths / English Homework Clubs

Students from Years 7-12 can attend these sessions if they require assistance with homework, assignments or literacy/numeracy support.

Maths – Wednesday afternoons from 3:25pm – 4:30pm

English – Thursday afternoons from 3:25pm – 4:30pm

Performing Arts

There are many opportunities for students interested in the Performing Arts, including learning an instrument or vocal training, being a member of the Concert, Jazz and/or Rock bands, performing in the school Musical, Drama electives and the Year 9 Music program.

Sport

The Intra-School Sports program includes the annual Athletics Carnival and a variety of sports conducted at lunchtimes.

The Interschool Sports program is organised through affiliation with School Sport Victoria (SSV). Competition is available in athletics, swimming, cross-country, cricket, volleyball, tennis, baseball, table tennis, lawn bowls, golf, netball, AFL football, soccer, basketball and badminton and provides the opportunity for students to progress to Region and State levels.

Camps

Students in Year 9 have the opportunity to attend the Bogong Ski camp (Falls Creek) each year, or an interstate camp to either Tasmania or Central Australia on alternate years. There is also an International Tour which runs every second year in September.

School for Student Leadership

A popular initiative in the Middle School program is the opportunity for Year 9 students to apply for the School for Student Leadership. This is a Victorian Department of Education and Early Childhood program offering a unique residential experience in one of three campuses in iconic locations around Victoria. Students live full-time at the campus for the duration of one term, developing leadership skills and they work as a team to develop a Community Learning Project as well as participating in various outdoor team building activities and expeditions. Students must apply by written application and also sit a formal interview. Students should be aware of the ongoing commitment required before, during and after attending the School for Student Leadership and parents should be aware of the associated financial costs. For more information visit the website (www.gnurad-gundidj.vic.edu.au) or contact the Middle School Manager at the College.

Student Representative Council (SRC)

Student representatives from all year levels form the Student Representative Council (SRC) that provides a vital link between students, the College Council and the staff. The SRC provides a major forum for expression of student opinion on matters of importance to themselves and the College such as the canteen, school environment and lunchtime activities. It is also responsible for school fundraising events for the students. Members of the SRC can complete personal development leadership courses.

General Information for Middle School

School Day

Session 1	9:00 to 10:00am
Session 2	10:00 to 11:00am
Recess	11:00 to 11:30am
Session 3	11:30 to 12:30pm
Session 4	12:30 to 1:30pm
Lunch	1:30 to 2:15pm
Session 5	2:15 to 3:15pm
Buses leave from 3:25pm	

General Office

The General Office is open on Monday to Friday from 8.15am to 4.30pm. After hours the College's answering machine is available for messages to be left.

Compass School Manager

The College uses this online management system to streamline many school operations, from attendance, communication, event management and reporting.

Buses

The College has an extensive bus service. Free bus allocation, routes and schedules are given upon enrolment at the College for students who reside more than 4.8km from the school, provided they are attending their closest school.

Attendance

Attendance at all classes is compulsory. Regular punctual attendance is essential if students are to maximise their learning. Rolls are electronically marked for all classes – poor attendance will be referred to a Student Manager for possible consequences. Parents are encouraged to contact the College over matters of concern including notification of student absence and any required appointments with staff. If a student is to be absent for an extended period due to illness or family reasons, the College would appreciate a phone call to inform us of the situation. The Year 9 Student Manager can arrange for work to be sent home if necessary.

Arriving late

Students who arrive after 9:00am must report to the Sub school Administration Manager (SAM) in the Middle School Office to obtain a late pass to present to the class teacher and it will be recorded on the attendance roll. Frequent lateness will be referred to a Student Manager for possible consequences.

Leaving early

If a parent wishes their child to leave school early, a note must be supplied and taken to the Middle School Manager for approval. This note should then be taken to the Sub school Administration Manager just before the student leaves so that the school is aware of the situation and the rolls marked accordingly.

Student Planner

The student planner provides information and assists students to organise their learning, record homework and develop good study habits. Parents are encouraged to regularly check their child's planner. School Planners are supplied to each student at the beginning of the school year.

Homework

In general, Year 9 students should expect to spend 1-3 hours per week completing class work, set homework, study or reading.

Textbooks and Stationery

Students in Year 9 are required to purchase textbooks for Core Subjects. Textbook/stationery lists and order forms may be placed through the school supplier, 'Atlas Educational'. (www.atlaseducational.com.au/) A second-hand book sale is held in December at the College.

Curriculum and Material Charges

The College Council sets the Curriculum and Material Charges. Families who experience financial difficulty can discuss payment options with the College Business Manager.

Year 9 students are charged a global fee for all core and elective subjects. Students who wish to study Music are required to pay a Music Levy prior to the commencement of the course.

Reports

An Interim Report is issued at the end of terms 1 and 3 and consists of a progress report on each student's application to their studies, behaviour and attitude.

A Semester report is issued at the end of terms 2 and 4 and consists of a detailed report on each subject indicating the student's standard of achievement in School Assessed Coursework tasks, commitment to learning and their level of personal and social behaviours.

Student reports can be accessed by parents via Compass at <http://whittleseasc.vic.idlf.com.au>. Reports can be viewed, downloaded and printed/saved at home by parents.

Publications

A vital form of communication with parents is the fortnightly Newsletter (e-News). It contains news of events, developments and achievements in the College and is obtainable by email or via the College website (<http://www.whittleseasc.vic.edu.au>).

An annual College Magazine, highlighting important events and student achievements is given to each student at the end of the school year.

Canteen

The College canteen is equipped to provide students with a balanced food intake important for general health. It has a manager and is supported by two assistants. The canteen is open before school, recess and lunchtime. A list of the canteen items is in the information pack provided upon enrolment.

Library

The Library Resource Centre is open from 8.30am to 4.30pm including recess and lunchtime for research and study purposes.

College Uniform Requirements for Year 9 - 2017

Students attending Whittlesea Secondary College are expected to wear the required school uniform at all times, including travelling to and from school. Uniform can be purchased from *Academy Uniforms*, 238 Wolseley Place, Thomastown. Eligible families can apply for State Schools Relief funding through the Student Welfare Manager to support them with uniform costs. Students who consistently do not comply with the College uniform policy will receive consequences from their Student Manager.

For 2017, the uniform for Year 9 students will be as follows:

Girls Uniform

- Whittlesea Secondary College summer dress
- Whittlesea Secondary College pleated skirt
- Whittlesea Secondary College gold polo shirt
- Whittlesea Secondary College navy knitted jumper
- Whittlesea Secondary College grey tailored pants or shorts
- Whittlesea Secondary College spray jacket
- Long white socks, plain white socks (clearly above the ankle) or navy tights
- Plain black leather, low heeled school shoes (i.e. black leather, fully enclosed 'cross-bar' styles).

Boys Uniform

- Whittlesea Secondary College grey tailored pants or shorts
- Whittlesea Secondary College gold polo shirt (short or long sleeved)
- Whittlesea Secondary College navy knitted jumper
- Whittlesea Secondary College spray jacket
- Plain black leather, traditional lace-up shoes or black leather elastic sided boots
- Plain white, grey or black socks

Optional Items

- Plain navy T-shirt may be worn under gold polo shirt (provided navy sleeves are NOT visible).
- Plain navy hat or cap (NO logos)
- Plain navy scarf and gloves

Physical Education / Interschool Sport uniform

- Whittlesea Secondary College white physical education polo shirt.
- Whittlesea Secondary College blue physical education shorts or skirt for girls.
- Whittlesea Secondary College tracksuit or plain navy tracksuit pants.

Students involved in Interschool Sports must wear the full Whittlesea Secondary College sports uniform.

Reminders

- If for some reason a student cannot wear the full school uniform, they must see their SAM before school with a note from home to obtain a uniform pass. Failure to do this may result in possible consequences.
- Please read the College planner for rules on acceptable jewellery and hair colouring.

Year 9 Program Organisation - 2017

The Victorian Curriculum

The Victorian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all students. It describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Victorian community. It makes clear what all young Victorians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Victorian students.

Students in Year 9 will be allocated **seven subjects per semester**. This will be made up of five core subjects and two elective subjects each semester.

	Core Subjects					Preference Elective Subjects	
Semester 1	English LEAP English	Mathematics LEAP Mathematics	Science LEAP Science	Australian Studies (Humanities)	Health & Physical Education	Elective The Arts	Elective The Arts or Technology
Semester 2	English LEAP English	Mathematics LEAP Mathematics	Science LEAP Science	Australian Studies (Humanities)	Health & Physical Education	Elective Technology	Elective The Arts or Technology

Student Pathways - 2017 Subject Selection

	YEAR 7	YEAR 8	YEAR 9		YEAR 10		VCE	VET	VCAL	
			CORE	ELECTIVES	CORE	ELECTIVES				
ENGLISH	English	English	English		English		English		Literacy	Foundation
	LEAP English	LEAP English	LEAP English		LEAP English	Literature	English Language Literature LEAP English			Intermediate
										Senior
MATHS	Maths	Maths	Maths		Foundation Maths		Foundation Maths (11)		Numeracy	Foundation
	LEAP Maths	LEAP Maths	LEAP Maths		Maths		General Maths (11) Further Maths (12) Maths Methods (11/12) Specialist Maths (Distance Ed -11/12)			Intermediate
					LEAP Maths					Senior
SCIENCE	Science	Science	Science		Science		Biology Psychology Chemistry Physics			
	LEAP Science	LEAP Science	LEAP Science		Get the Edge					
HUMANITIES	Humanities	Humanities	Australian Studies		20 th Century History		20 th Century History (11) History Revolutions (12)		Personal Develop.	Foundation
	LEAP Humanities	LEAP Humanities				Business Mgmt. Geography Legal Studies	Business Management Geography Legal Studies			Intermediate
										Senior
HEALTH & PE	Health & PE	Health & PE	Health & PE		Health & PE		Health & Human Development Physical Education	Sport & Rec		
					Advanced Health & PE					

THE ARTS	Art/Visual Com & Design	Art/Visual Com & Design		Art Drawing & Print Making Visual Com & Design Computer Graphics Drama Song Writing & Composition Music Performance Tech Production & Digital Recording Musical Theatre		Art Visual Com & Design Drama Song Writing & Composition Music Performance Tech Production & Digital Recording Musical Theatre Media Photography	Art Visual Com & Design Drama Music Performance Media Studio Art: Photography	Interactive Digital Media		
	TECHNOLOGY	Technology Digital Technology	Technology Food Technology		Product Design Tech -Wood Electro-mechanical tech Engineering & Welding Digital Tech Cooking for life Design Tech - Textiles/Jewellery Auto Practices		Product Design Tech - Wood Product Design Tech - Metal Engineering Digital Tech Food Studies Café Culture Design Tech – Textiles/Jewellery	Product Design Technology - Wood Systems Engineering Food Studies Design Technology - Textiles	Building & Construction Engineering Hospitality Automotive	Work Related Skills Foundation Intermediate Senior
LOTE	Indonesian	Indonesian								

Subject Selection Advice

In the Year 9 program students continue to have the flexibility to explore a wide range of subjects as they did in Year 8 and study a variety of sequential subjects in greater depth in preparation for their senior years of schooling. There is a greater focus on the development of their individual career pathways as they emerge as young adults.

It is highly recommended that parents and students set aside time to thoroughly review this handbook prior to completing the subject preference form. Students are advised to carefully consider their strengths and talents so they can choose wisely to plan a pathway through their senior years at the College. It is important to consider the following when making your choices:

- Your interests: What would you like to learn about?
- Your abilities: What are you good at? What do you enjoy doing? Think about your previous experiences, successes and difficulties with subjects already studied.
- Will these subjects help you to develop skills, knowledge and attitudes useful throughout your life, not just your career pathway? What are your goals?
- Don't be afraid to talk to your teachers and ask them questions. They know you and their subject areas very well and will give you helpful advice. You don't want to be stuck in a class that you don't like because you didn't ask what it was like beforehand.
- Don't choose subjects just because your friends picked them. Choosing subjects is about YOU. Students who choose classes because of their mates, generally don't like their subjects and therefore aren't motivated to do well.
- Talk to peers you know about subjects, but keep in mind that just because a subject was great or not great for them, it doesn't necessarily mean that it won't be the right fit for you.
- Keep up-to-date. Information on subjects required for a particular career may change, so you need to see the Student Pathways Manager to make sure that you're on the right track.
- Check Pathways. Is the subject essential or recommended to have successfully completed prior to undertaking a VCE and/or VCE VET subject?

The selection of elective subjects is completed online. The website to access Web Choices is <http://web.edval.com.au/> Students will be given their own unique code to log in. Students can also see their SAM for this code.

Helpful Resources

- MyFuture Website: <http://www.myfuture.edu.au>
- Attending Career Expos, Open Days at Universities, TAFE.
- Completing Work Experience (you must be over 15 years old to do work experience)

If you would like further information on Career Pathways advice, please contact the Student Pathways Manager, Ms Faye Moriarty to book an appointment on 9719 1200.

If you require assistance to complete your preference elective subjects online, please contact the Middle School Manager, Mr Julian Holland on 9719 1200.

Core Subjects

At Year 9 the core (compulsory) subjects that students study for the full year are:

- English
- Mathematics
- Science
- Australian Studies (Humanities)
- Health & Physical Education

English

The goals of the Year 9 English course are to extend, deepen and enrich the student's understanding and experience through reading, writing, speaking and listening. The course includes a program of regular book reports, class study of a minimum of texts, the keeping of a writing folio, the study of grammar, spelling and punctuation, as well as formal and informal opportunities for oral presentations in our English classes.

Assessment: Based on student participation in class activities, submission of all set work and exam to a satisfactory standard.

LEAP English

(Learning Enhancement and Acceleration Program)

Operating on the principles of Curriculum enhancement and acceleration entry into LEAP English is open to students seeking to challenge their potential. Students need to be self-directed and motivated to achieve excellence. Selection is based on student attitude, standardised testing, assessment tasks and teacher recommendation. Higher order thinking is emphasised with a view to developing the student's capacity to apply creative solutions to interpretation and evaluation of texts and issues. Development as effective independent thinkers is strongly encouraged.

Assessment: Based on student participation in class activities, submission of all set work and exam to a high standard. All submissions must meet strict deadlines.

Mathematics

Students are given the opportunity to develop mathematical skills, concepts, application and processes that allow meaningful participation in society in day-to-day situations. The course will cover the Victorian Curriculum areas of Number and Algebra, Measurement and Geometry, as well as Statistics and Probability.

Assessment: A range of tasks will be used to assess a level of competence against the Victorian Curriculum dimensions for each unit. These include class activities, exercises, projects, problem solving, tests, exams and homework sheets.

LEAP Mathematics

Students who have demonstrated an aptitude for Mathematics will be selected to join an advanced class. Although aspects of the core curriculum will be covered, students will be further encouraged to develop their potential for the higher levels of understanding necessary for more challenging VCE Mathematics subjects.

Assessment: A range of tasks will be used to assess a level of competence against the Victorian Curriculum dimensions for each unit. These include class activities, exercises, projects, problem solving, tests, exams and homework sheets.

Science

The Science course aims to develop each student's understanding of Biology, Chemistry, Earth and Space sciences, Physical sciences and science as an aspect of Human Endeavour. These areas are explored through a range of activities which includes research, practical experimentation, teamwork, excursions, problem solving and communication.

Topics covered in Year 9 include:

- consumer science
- electricity
- magnetism
- the endocrine and nervous systems
- plate tectonics
- atomic structure
- chemical reactions
- ecosystems
- infectious diseases

Assessment: Based on set tasks such as research assignments, practical reports, tests and an exam at the end of each semester. Students are expected to maintain an organised record of class work in the form of a workbook and an activity folio.

LEAP Science

Students who have demonstrated a keen interest and commitment to Science will be invited to join an advanced class. The LEAP Science course follows the general course outlined above but students will be further encouraged to develop their potential for further exploration and understanding.

Assessment: Based on set tasks such as research assignments, practical reports, tests and an exam at the end of each semester. Students are expected to maintain an organised record of class work in the form of a workbook and an activity folio.

Australian Studies - Humanities

Students study the reasons for, and impact of, the colonisation of Australia as well as the major events and ideas which have shaped our modern society. As an extension of this, students will look at Australia's involvement in the First World War and how conflicts like Gallipoli influenced our national identity in the wake of Federation. Students will also explore modern world issues surrounding food and food security by looking at biomes and food production. **Assessment:** Book work, essays, research projects, oral presentations, texts and an exam.

Students study the reasons for the colonisation of Australia and the major events and ideas which have shaped modern Australia. They will examine the distribution, cause and effect of the movement of people. Students will also study the biomes of the world and food security. They will also look at the geographies of interconnections.

Assessment: Based on class participation, bookwork, essays, research projects, oral presentations, tests and an exam.

Health and Physical Education

Students refine fundamental motor skills and develop fitness through participation in a variety of activities with emphasis on team sports such as Softball/Baseball, Ultimate Frisbee, Soccer, Netball, Football and Basketball. Theory classes are run in conjunction with the school nurse and include topics such as illicit drugs, sexual health and mental health and wellbeing.

Assessment: Participation in practical activities, illicit drug investigation assignment, sexual health scenario-based assessment and an end of semester exam.

Preference Elective Units

Students in Year 9 have the opportunity to complete their educational program by selecting four preference elective units. (Two each semester).

To broaden their educational experience students are encouraged to sample subjects from across the full range of the curriculum. To achieve this aim, students must take four units from the curriculum areas that are listed below. (At least one from each)

- Discipline-based Learning - The Arts
- Interdisciplinary Learning – Technology

Each preference elective subject may only be taken ONCE.

THE ARTS

Learning in The Arts allows students to communicate their perceptions, observations and understanding of structures, functions and concepts. By confronting and exploring new ideas, students prepare for their roles in an economy that depends on innovative ideas and creative technologies.

Year 9 students must complete **at least one** preference elective subject from the following:

Drama

Drama is a group centred activity involving negotiation with others, expressing ideas clearly on an individual basis, planning skills and supporting others in the critical evaluation of their own performance. Content includes: Improvisation, Role Play, Characterisation, Script, Movement, Group Exploration and Performance.

Assessment: Based on student participation. Completion of work requirements within the class and at home and meeting set deadlines for individual performances.

Pathway: Year 10 Drama, VCE Drama, a career in performance

Visual Communication and Design

Computer Graphics

The Computer Graphics course will focus on using the drawing program of Adobe Illustrator and the image manipulation program of Adobe Photoshop. Both are sophisticated software programs, which are highly respected in the design industry. Students learn many basic skills before developing ideas for a variety of creative design tasks.

Assessment: Completion of tutorials, assignments and evidence of new skills learnt through the use of Adobe Photoshop and Illustrator.

Pathway: Year 10 Visual Communication and Design, VCE Visual Communication and Design, VCE Media, VCE Art or VCE Studio Art, VET Interactive Digital Media (Multimedia).

Visual Communication and Design

Visual Communication Design builds on the skills developed in Years 7 and 8 Art and Visual Communication and Design. This subject aims to develop students' understanding of the purpose of design in the real world. Students undertake practical and appreciation tasks and learn how to effectively apply and analyse the elements and principles of design. Computer generated and manual drawing skills are developed, with students creating designs for specific needs and target audiences. Students further develop design skills using a range of media and techniques.

Assessment: A folio of design tasks using computer generated and manual drawing techniques, plus assignment work.

Pathway: Year 10 Visual Communication and Design, VCE Visual Communication and Design, VCE Media, VCE Art or VCE Studio Art Photography.

Art

Drawing & Printmaking

This course aims to teach students to draw and use printmaking techniques confidently using a number of starting points, techniques and materials. Students use artists as inspiration and develop a personal style. They will draw from natural and man-made environments, their imagination and their experiences. Media used will include grey-lead, coloured pencils, charcoal, conte, inks, pastels and markers and aquarelle pencils. Printmaking techniques may vary from silk-screen, lino cut and dry point etching.

Assessment: Completion of practical tasks documented in a visual diary. Written analysis of artists and artworks. Evaluation and reflective annotation of student work.

Pathway: VCE Visual Communication Design, VCE Art or VCE Studio Art.

Art

Using a variety of mixed media, students create a selection of 2D and 3D artworks, taking inspiration from traditional and contemporary art styles. Students are required to complete a folio of work, showing evidence of development in a visual diary (see booklist). In addition, written outcomes involving research, analysis and interpretation of art styles will be completed.

Assessment: Based on student achievement in both written and practical outcomes and a Visual Diary.

Pathway: Year 10 Art, VCE Art or VCE Studio Art, VCE Visual Communication and Design.

Music

The following Music electives may be selected in Year 9 or Year 10. The classes will be made up of students from both year levels. Please note there is a Music Levy associated with these electives.

Musical Theatre

This unit aims to develop students' skills in the various disciplines involved in music theatre performances. This will include skills in vocal, drama and dance performance, as well as off stage skills such as directing, choreographing, costume and lighting design. Students will look at the development of musical theatre over time.

Assessment: Students will complete a research assignment and the final assessment will involve students contributing to a performance at the end of Term 2.

Pathway: Further music subjects in middle school, VCE Music Performance.

Technical Production and Digital Recording

In this unit students will learn the basics of sound engineering including the properties of sound and the use of multitrack mixing desks. They will use computers to create digital recordings and learn how to mix and master these recordings. (Please note students don't necessarily need to play instruments for their recordings but are encouraged to have an understanding of instruments).

Assessment: Students will be required to demonstrate their ability to use various pieces of equipment and will need to submit a fully mastered recording.

Pathway: Further music subjects in middle school, TAFE Music courses.

Song Writing and Composition

In this unit students will learn about the elements of music and use these to create various musical compositions with or without lyrics. Students will use digital media to create scores for their compositions and develop aural and theory skills to aid them in producing more complex compositions.

Assessment: Various tests and submission of a folio of their compositions.

Pathway: Further music subjects in middle school, VCE Music Performance, TAFE and Tertiary Music Courses.

Music Performance

In this unit students will develop their instrumental through solo and ensemble performances. Students will develop technical skills on their instrument through instrumental lessons as well as developing their musicianship and analytical skills through theory and analysis tasks. The main aim of this unit is to prepare students for VCE Music Performance, therefore it is recommended to be studied in Semester 2 of Year 10.

Assessment: Various tests and performances including an end of semester concert.

Pathway: VCE Music Performance, Tertiary Music Courses.

TECHNOLOGY

Year 9 students must choose **at least one** Technology preference subject.

Technology Studies gives students the opportunity to develop design and technology skills through the use of appropriate tools, equipment and materials, with a strong emphasis on health and safety.

Food and Technology

Food Technology involves students designing, creating and evaluating food products. There will be a strong emphasis on safety in the use of kitchen equipment and the cooking process.

Cooking for Life

This unit aims to develop skills and knowledge in the areas of basic food preparation and meal planning. Students will make a variety of main courses. The unit emphasises the necessity for making healthy food choices in life.

Assessment: Students are expected to participate in practical and theory classes, completing a range of work requirements such as design briefs, assignments and a work booklet.

Pathway: VCE Food Technology, VET Hospitality (Kitchen Operations). Recommended for all students to develop life skills.

Systems Engineering

Engineering & Welding Technology

Students undertake a study of metals, machining and welding to gain experience using complex machines to accurately produce useful items. Materials covered may include brass, aluminium, copper, steel, plastic and nylons. Processes covered will include turning, milling, cutting, drilling, sanding, buffing, bending and forming. Students will study the safe operation and use of welding and machining equipment.

Assessment: Based on student participation and completion of a range of work requirements including practical, research, evaluation tasks and safe working practices.

Pathway: Year 10 Product Design –Metal, VCE Systems Engineering, VET Certificate II Engineering. If interested in a possible apprenticeship (i.e. Plumbing, Fitter/Turner, Boiler Maker).

Electromechanical Technology

Students undertake a study of the concepts and principles of simple machines and energy systems. They are introduced to basic electronic principles and construction techniques and research the use of electromechanical systems in the modern industry.

Assessment: Based on student participation and completion of a range of work requirements including practical, research, evaluation tasks and safe working practices.

Pathway: VET Certificate II Automotive, VCE/VET Certificate II Engineering, VCE Systems Engineering.

Information and Communications Technology

Digital Technology

This subject introduces students to a range of tasks and activities aimed at developing their IT skills. Students will use specialised software applications to learn about basic Web page design, manipulation of images, videos and sound files, animation and coding. They will also learn how to apply practical IT skills to real-world environments, including managing their data and computer security.

Assessment: Based on satisfactory completion of set tasks and digital folio as well as participation in class activities.

Pathway: Year 10 Digital Technology, VET Interactive Digital Media, VCE Information Digital Media & Technology. Recommended for all students to further develop their IT skills.

Product Design and Technology

Wood

This unit provides students with the opportunity to develop and understand design briefs, learn correct selection of materials, tools and procedures. It is designed to encourage lateral thinking and problem solving related to the use of timber. Students develop design and production skills through the construction of a timber product.

Assessment: Based on student participation and completion of a range of work requirements including practical, research, evaluation tasks and safe working practices.

Pathway: Year 10 Design Technology - Wood, VET Certificate II Building and Construction, VCE Design Technology - Wood.

Textiles/Jewellery

Jewellery (1 term)

Students enhance their thinking processes through developing their designs and translating these into handcrafted pieces. Learning basic silver smithing skills, students use a variety of metals and surface embellishment techniques to form their individual designs. Safety elements are covered as well as theoretical elements of design, such as keeping an Ideas Journal.

Assessment: Based on the quality of work produced, the completion of a range of work requirements and the application of safe work practices.

Pathway: A good subject for students with a keen interest in Design and Engineering. This subject is recommended as a special interest subject that will also broaden students' engineering skills.

Textiles (1 term)

Students begin to explore the concepts of the Product Design Cycle in the construction of textile products. Students develop their basic skills of a variety of textile techniques and apply their knowledge of the elements and principles of design to safely produce finished products.

Assessment: Completion of textile products, workbook and design folio.

Pathway: Year 10 Product Design & Technology–Jewellery/Textiles, VET Certificate III Applied Fashion, VCE Product Design & Technology (Fibres and Fabrics), or a career in Design/Fashion.

Automotive Practices

This unit involves a basic study in the mechanical components used in a wide range of vehicles available today. The main focus of this unit is the Four Cycle Internal Combustion Engine, and using a *hands on* practical approach students explore the basic principles of operation of modern engines.

Assessment: Based on the quality of work produced, the completion of a range of work requirements and the application of safe work practices.

Pathway: This subject is designed to give students the fundamental knowledge required by students who wish to undertake the VET Cert II in Automotive.

Special Programs

Learning Enhancement and Acceleration Program (LEAP)

The Learning Enhancement and Acceleration Program (LEAP) is designed to provide a challenging curriculum for students who have demonstrated aptitude and achievement in the subjects of Mathematics, English and Science. See the English, Mathematics and Science core subject descriptions for further details. Students are invited into the program by written invitation. Student selection is based upon academic progress in class, exam results, test results and teacher recommendation.

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