



Whittlesea
SECONDARY COLLEGE

Year 9 Handbook 2018

a school with a country feel and city opportunities

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College Organisation

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	Glenn Esnouf
Senior School Manager	Belinda Necovski
Student Pathways Manager	Faye Moriarty
Student Wellbeing Manager	Sue Muir
Positive Behaviour and Engagement Manager	Kathy Mourkakas

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, Inclusion and Wellbeing Policy.

The Curriculum Managers

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

The Arts	Cynthia Drossinis
English	Sheena Cuthbert
Health & Physical Education	Leigh Bumpstead
Humanities	Helen Tsolakidis
Mathematics	Leanne Batty
Science	Annette Rodaughan
Design Technology – Wood/Systems	Ian Hocking
Design Technology – Food/Textiles	Steve Lascelles
Digital Technology	Gavin Povolo
Performing Arts / Music	Ashlee Kavanagh
VET / VCAL	Janet Elovaris
Library	Linda Kolevas
LEAP	Emily Hastie

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

The College's Health Educator Nurse assists with individual health counselling, health promotion and health education classes.

Doctors in Schools Program operates each Tuesday in the Wellbeing Centre within the College grounds, from 9am until 4pm and confidential appointments can be made directly via the Centre. All appointments are confidential and are free (Bulk Billed). Students and parents/guardians can make appointments by calling the school and requesting an appointment, parents are welcome to attend appointments with their children.

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 in 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 Technical and Further Education (TAFE) institutions, Universities and private institutes. Feel free to make an appointment 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.

Maths, English and Art 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 (subject to change)

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

The Arts – 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, netball, AFL football, basketball and badminton and provides the opportunity for students to progress to Region and State levels.

Camps

In 2018 we will be operating a whole year level camp for students to attend. It's an expectation that all students in the year level would attend. This camp aims to build on independence, team building and resilience.

Students in Year 9 have the opportunity to attend the Bogong Ski camp (Falls Creek) each year, or an interstate camp to Central Australia in 2018. There is also an International Tour which will operate in 2019.

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.

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 Training (DET) 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.

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 and fee-for-service bus allocation, routes and schedules are given upon enrolment by request.

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 be recorded on the students' Compass attendance record. Students who arrive late without notification from their parent/guardian will be referred to a Student Manager for 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 (SAM) 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 3-6 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. Additionally, Parent/Teacher/Student Conferences operate in Term 1 and 3.

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.jdlf.com.au>. Reports can be viewed, downloaded and printed/saved at home by parents.

Publications

Vital forms of communication with parents is through Compass, the website and a Facebook page. These contain news of events, developments and achievements in the College. The College website is <http://www.whittleseasc.vic.edu.au>.

Canteen

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

A breakfast Club operates 3 mornings each week, offering a free meal of toast and cereal for students.

Library

The Library Resource Centre is located in the Administration building and is open from 8.30am to 4.30pm including recess and lunchtime for research, social and study purposes.

College Uniform Requirements for Year 9 - 2018

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.

If for some reason a student cannot wear the full school uniform, they must see the SAM before school with a note from home to obtain a uniform pass. Failure to do this may result in possible consequences such as a lunchtime detention. Uniform passes will not be issued for 'hoodies', track pants or leggings.

See following pages for an outline of College Approved Uniform Items. A detailed shoe policy is attached at the back of the handbook.

List of Approved Uniform Items

These are the only items which may be worn whilst at school, or when travelling to and from the College.

Girls	Boys
<p>Jumper</p> <ul style="list-style-type: none"> Years 7-12 Whittlesea Secondary College jumper in either wool or cotton VCE – Whittlesea Secondary College Year 12 top (optional). As approved by School Council. <p>Shirt</p> <ul style="list-style-type: none"> Years 7-12 Whittlesea Secondary College gold polo shirt Years 11 and 12 Whittlesea Secondary College white polo shirt or white business shirt with long or short sleeves (tucked in at all times) and <u>must</u> be worn with the College tie. <p>Socks/ Tights</p> <ul style="list-style-type: none"> Plain white, grey or black socks (clearly above the ankle) are to be worn with the Whittlesea Secondary College summer dress OR Navy tights can be worn with the Whittlesea Secondary College pleated winter skirt <p>Shoes</p> <ul style="list-style-type: none"> Black leather, low heeled school shoes or Black boots <p>Jacket</p> <ul style="list-style-type: none"> Whittlesea Secondary College Blazer or Whittlesea Secondary College Spray Jacket <p>Trousers/Shorts</p> <ul style="list-style-type: none"> Tailored dress trousers (colour – College grey) or Tailored dress shorts (colour - College grey) <p>Skirt</p> <ul style="list-style-type: none"> Whittlesea Secondary College pleated skirt (cold weather) Whittlesea Secondary College dress (hot weather) 	<p>Jumper</p> <ul style="list-style-type: none"> Years 7-12 Whittlesea Secondary College jumper in either wool or cotton VCE – Whittlesea Secondary College Year 12 top (optional). As approved by School Council. <p>Shirt</p> <ul style="list-style-type: none"> Years 7-12 Whittlesea Secondary College gold polo shirt Years 11 and 12 Whittlesea Secondary College white polo shirt or white business shirt with long or short sleeves (tucked in at all times) and <u>must</u> be worn with the College tie. <p>Socks</p> <ul style="list-style-type: none"> Plain white, grey or black socks (clearly above the ankle) <p>Shoes</p> <ul style="list-style-type: none"> Black leather lace up, low heeled school shoes or Black boots <p>Jacket</p> <ul style="list-style-type: none"> Whittlesea Secondary College Blazer or Whittlesea Secondary College Spray Jacket <p>Trousers/Shorts</p> <ul style="list-style-type: none"> Tailored dress trousers (colour – College grey) or Tailored dress shorts (colour - College grey)

Extract from the Guidelines & Expectations in this Policy document:

Piercings: The only visible body piercings acceptable are small, flat stud or an eyebrow bolt with ball ends. All other facial piercings are unacceptable due to Occupational Health and Safety considerations as well as ensuring we have a safe environment for students to learn.

Hair colour: Students may use hair colourings provided the colourings are the colour of natural hair.

Tattoos: It is expected that if a student has a tattoo, it will not be visible while he or she is wearing any variation of the College uniform including the PE uniform.

PE Uniform	
Girls	Boys
Upper garment <ul style="list-style-type: none"> Whittlesea Secondary College PE polo top <i>(The Whittlesea Secondary College tracksuit top or spray jacket may be worn over the polo top)</i> 	Upper garment <ul style="list-style-type: none"> Whittlesea Secondary College PE polo top <i>(The Whittlesea Secondary College tracksuit top or spray jacket may be worn over the polo top)</i>
Lower garment <ul style="list-style-type: none"> Navy blue basketball shorts; or Navy blue netball skirt or Whittlesea Secondary College tracksuit bottom 	Lower garment <ul style="list-style-type: none"> Navy blue basketball shorts; or Whittlesea Secondary College tracksuit bottom
Sports uniform when representing the College	
Upper garment <ul style="list-style-type: none"> Students will wear the specified top appropriate to the sport being played. Students will also wear either the College jacket or the College tracksuit top. No other coat or outer garment is permitted 	
Lower garment <ul style="list-style-type: none"> Students will wear either the Whittlesea Secondary College tracksuit pants, the PE shorts or in the case of girls, the netball skirt 	

Other items which may be worn as part of the Whittlesea Secondary College Uniform	
Girls	Boys
Years 7-10 <ul style="list-style-type: none"> Navy blue scarf Plain navy blue hat approved Sunsmart (summer) or plain navy beanie (winter) Navy t-shirt or navy skivvy worn under gold polo shirt Navy blue or gold hair accessories Years 11-12 <ul style="list-style-type: none"> Navy blue or white hair accessories Navy blue or plain white scarf White t-shirt or white skivvy worn under white business shirt or white polo shirt Plain navy blue hat approved Sunsmart (summer) or plain navy beanie (winter) 	Years 7-10 <ul style="list-style-type: none"> Navy blue scarf Plain navy blue hat approved Sunsmart (summer) or plain navy beanie (winter) Navy t-shirt or navy skivvy worn under gold polo shirt Years 11-12 <ul style="list-style-type: none"> Navy blue or plain white scarf White t-shirt or white skivvy worn under white business shirt or white polo shirt Plain navy blue hat approved Sunsmart (summer) or plain navy beanie (winter)

Technology / VETiS Programs Uniform Requirements		
Automotive	Building and Construction	Engineering
<ul style="list-style-type: none"> Long sleeve overalls Leather upper boots 	<ul style="list-style-type: none"> Safety glasses and ear muffs Long sleeve overalls or work pants (no denim, no singlets) Leather upper boots 	<ul style="list-style-type: none"> Safety glasses Leather upper boots Long sleeve overalls or work pants (no denim, no singlets) Long sleeve shirt

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 9 students have even greater flexibility to choose a program that suits them, as well as the opportunity to 'sample' a Victorian Certificate of Education (VCE) subject or commence a VCE/Vocational Education and Training (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.

Year 9 Program Organisation - 2018

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**, made up of five core subjects and two elective subjects each semester.

Core Subjects are English (or LEAP English), Mathematics (or LEAP Mathematics), Science (or LEAP Science), Humanities and Health & Physical Education. Students study the core subjects for both semesters.

Elective Subjects are The Arts or Technology and students select one subject from each of these categories, for each semester. The table below gives an overview of each semester.

The table on page 15 shows the variety of subject choices in The Arts and Technology categories.

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

Student Pathways – Year 7 to Year 12

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

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			
	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 Information, Digital Media & Technology 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 about 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 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 the Middle School SAM for this code.

Helpful Resources

- Whittlesea Secondary College Careers Website: <http://www.whittleseascareers.com/>
- 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 undergo work experience)

If you would like further information on Career Pathways advice, please contact the Careers Advisor 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 Glenn Esnouf on 9719 1200.

Core Subjects

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

- English
- Mathematics
- Science
- Humanities
- Health & Physical Education

Subject Descriptions

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. Students engage in a variety of texts for enjoyment. A basis for discussion arises from the study of a wide range of literary texts from which students learn to interpret, create and evaluate. Students develop a critical understanding of contemporary media and the difference between media texts. Language conventions established in year 7 and 8 are further developed and formal opportunities for oral presentations are implemented.

Assessment: Based on students active participation in class activities, submission of all learning tasks, homework, classwork, School Assessed Coursework (SAC's) and an exam to a satisfactory standard. All submissions must meet strict set deadlines.

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 Learning Tasks, homework tasks 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 skills and 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

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.

Humanities

This subject is in two parts; semester 1 is a History component and semester 2 is a Geography component.

In History, we study the emergence of Australia, as a new nation. The events leading to the arrival of the first fleet, are examined. The issues that arose with the British landing on Australian soil and the impact of migration on the indigenous people as well as, the new settlers. Australia as a colony and then as a new nation, experienced turbulent times. Riots, problems with settlement, exploration of a vast new land and federation. Soon after, the people of Australia were challenged once again with the outbreak of World War 1; saw a testing times for this nation. Students will investigate and gain an understanding of the events that shaped our nation. Through, research and analysis of primary and secondary sources we will uncover the past in an effort to understand how our lives have been shaped today.

In Geography, we examine a variety of natural environments, in the world and how they influence human kind. Students will investigate the food sources of particular environments and how our decisions on, food production, dietary needs and economic gain, are made and at what cost. Moving into the 21st Century, students will learn to analyse the issues that challenge our food security at present. These issues include; food wastage, food loss, climate and other economic factors, will be explored in this subject. Students will have the opportunity to examine and form educated opinions on a changing world.

Assessment: Completion class activities and coursework, Learning Tasks and an end of semester 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 include topics such as illicit drugs, sexual health and mental health and wellbeing.

Assessment: Participation in practical activities, illicit drug investigation assignment, sexual health, Respectful Relationship assignment and an end of year 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)

- **The Arts**
- **Technology**

Each preference elective subject may only be taken **ONCE**.

Descriptions of The Arts and Technology subjects follow. Students must select one subject from each of the Arts and the Technology categories to study for a semester each. Once these selections are made, additional electives may be chosen.

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

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, design tasks and a written design analysis.

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

Visual Communication Design

Visual Communication Design builds on the skills developed in Years 7 and 8 Visual Communication 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, and a written design analysis.

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

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: A completion of both written and practical outcomes including an analysis, evaluations and reflective annotations, and a visual diary.

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: A completion of both written and practical outcomes including an analysis, evaluations and reflective annotations, and a visual diary.

Pathway: Year 10 Art, VCE Art or VCE Studio Art, VCE Visual Communication 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 assessment tasks and digital folio as well as participation in class activities.

Pathway: Year 10 Digital Technology, VCE Computing (Distance Education), VET Certificate III in Information, Digital Media and 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 and Jewellery

This subject is a semester length elective, allowing students to cover both areas of Textiles and Jewellery.

Jewellery

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

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.



SUITABLE FOOTWEAR

The shoes below are the **only** endorsed footwear at Whittlesea Secondary College according to our Student Uniform Policy and OH&S regulations.

The appropriate school shoes worn by students must be black leather with a low heel and **polishable**. These shoes are available from Sole Train Shoes in Whittlesea or at a Payless Shoes outlet.



NON-SUITABLE FOOTWEAR

The shoes below are **not accepted** at Whittlesea Secondary College:
Ballet-Style flats, Volleys, Skate shoes, Slip-in flats



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