



UPWEY HIGH SCHOOL

Middle Years Handbook

2024/2025



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Upwey High School Vision and Values



Aspiration



Respect



Kindness

We aim to develop students who will be resilient and responsible, highly motivated, lifelong learners. Through the establishment of positive relationships and high expectations, students will be encouraged to reach their full potential.

Middle Years Organisation

Most classes will have two main significant teachers (two or more subjects). These significant teachers establish a strong relationship with the students in their home group. Parents are encouraged to contact teachers via email or voicemail. There will be times when you may wish to contact the Year Level Team Leader with issues regarding camps, parent nights or other whole year level issues.



Contact Details

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Year 8 Assistant Team Leader	Mr Barry Haines	hai@upweyhs.vic.edu.au	9757 8610
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Year 9 Assistant Team Leader	Mr Matt Quitner Sidhom	qui@upweyhs.vic.edu.au	9757 8658

Attendance

Success as a student is dependent upon good attendance at school. Students need to attend school regularly and to participate fully to gain maximum benefit from their schooling.

Please ensure that your child attends school on all designated school days unless unwell. If your child is absent, please immediately notify the school. DayMap, our learning management system (LMS), allows for students to access their lessons from home as soon as they are well enough and catch up on their missed learning.

For all non-school related absences, *parents must approve the absence* via the General Office on 9754 2838. We ask for notice at least *two weeks prior for extended family holidays* to prepare additional learning materials if required.

Assessment and Reporting Policy

Assessment and reporting are integral to planned approaches to teaching and learning. Their purpose is to promote a positive attitude to learning and assist the improvement of student learning by:

- allowing students to confirm what they have learned and ascertain where development is needed
- informing teachers of areas where additional assistance is needed
- providing a basis for program evaluation and continuing curriculum improvement
- developing a sense of partnership in learning among families, teachers and students.

Our assessment and reporting includes both formative and summative tasks. These tasks are published on DayMap so that students and parents can track progress throughout the semester. End of Semester and Interim Reports are published on DayMap.

Formative assessment is used help inform both teachers and students where the student is according to the Victorian Curriculum Achievement Standards. The Standards range from Level One to Level Ten and reference a progression of increasing knowledge and skill-based understandings for each learning area.

Each subject will set three formative assessment tasks, ASAs (*Assessment Standard Achievement*) per semester that compares student learning to their expected Achievement Standard. Students and families can use formative assessment tasks to identify whether the student has demonstrated the required action at, below, or above their expected level.

Summative assessment tasks are used to assess the ability of students to demonstrate their knowledge, understanding and/or skills at the end of key topic areas. Together all these assessment items provide a detailed overview of each student's progress in each subject area.

Parents have access to this ongoing feedback through the Parent Portal on DayMap. A report summary is issued in both June and December.

Teachers will also produce an interim report toward the end of term 1 and term 3. These reports will give students and parents feedback about the frequency of positive learning behaviors. They provide a great starting point for conversations in Parent/Student/Teacher interviews.

Parent/Student/Teacher Conferences are held in Terms 1 and 3 to discuss students' progress towards their learning goals.

Policy for Submission of Work

All major assessment tasks will indicate the due date and the assessment criteria.

Late work may be accepted for reasons such as computer, printer, program malfunctions or similar only if a previous draft of the work has been sighted by the teacher prior to the due date.

'Late' is defined as after 4.00 pm on the due date. Late work may be accepted where a student has a medical certificate, one or two days' illness explained by a note from parents or special circumstances. Such absences will be verified by the Attendance Officer.

Homework: Independent Learning

To build positive home learning habits prior to Later Years, a consistent program is essential to establish key skills in time management, problem solving, organisation, resilience, and independence. Although there may be many arguments against independent learning at home, there are also many arguments in favour of it. Our **structured independent learning in Years 7-9 allows for a balanced approach** that values the time outside of school to relax, socialise, play sport or exercise and create family memories and provides a framework for success in the transition to Later Years, the workplace, or further education. To maximise success in Later Years, students can have upwards of 1.5 hours of independent learning per day. This is a big jump if students haven't established positive home study habits prior.

For Years 7 and 8, students will have set literacy and numeracy work to complete. The expected time spend at home on these tasks would be **approximately 30 minutes for each** for a total of one hour a week.

For Year 9, Maths, Science, English and Humanities will provide **one set task a week** that would take no more than 30 minutes to complete. Students will be given a specific deadline for the task. **The maximum structured independent learning given across the week as home study will be 2 hours.** Setting aside 30 minutes every second day is a great way to spread the tasks across the week but also allow for those extra-curricular commitments.

The independent learning tasks will be separate to the tasks set in class and **will be set specifically as a task for completion at home.** ASAs are completed in class time and not set for completion outside of class time, except for situations or circumstances where absences have impacted the program, and alternate arrangements need to be negotiated between the student and teacher.

All subjects may also request students complete class work in a catch-up learning session after school or at recess/lunch if time in class hasn't been used productively.

Possible tasks for independent study at home include:

- Silent Reading and/or Chapter Summaries
- A set reading of an article or textbook section in preparation for next class
- Additional Maths equations or problems to consolidate learning
- A quick research-based task
- Punctuation or Grammar activities
- Spelling rules and applications
- A clip or content from ClickView or YouTube
- Questions designed to consolidate learning
- Questions created by students to extend learning or interests
- Extension based tasks
- Low stakes writing
- Check and Correct activities for written tasks
- Blogs or Vlogs

- Applying knowledge or learning in alternative ways (consolidating learning)
- Preparing a mini oral presentation
- Tasks based on students individual PLG
- Glossaries
- Definitions
- Timed writing tasks

Uniform

All students in Years 7 – 12 are required to wear full school uniform whilst at school and traveling to and from school. We believe uniform is key to creating a harmonious and inclusive community. **It unites our students across the school** and provides an **additional layer of safety** by clearly identifying those in our learning community. School Council has ensured there are many options available, keeping students comfortable all year round.

Uniforms can be purchased from [Klad Sport](#), located in Noble Park, or from our on-site Uniform Shop (located in the Administration building). More information can be found on our [website](#).

Community Service is issued to students who present out of uniform without a valid Uniform Pass. Uniform Passes are organised through the relevant Team Leaders when students present a note from a parent (prior to the start of the school day).

School shoes: Our uniform policy states that students should be wearing **hard leather, traditional school shoes**. School Council has nominated these as uniform as they meet all OH&S guidelines for the different learning environments students will be working in (science laboratories, art studios, kitchens, workshops). Students who do not have the shoes that meet OH&S guidelines may be given alternative learning tasks to do when the class is undertaking a practical subject.

More information on our uniform policy is included on our [website](#).

Preparedness for Learning

To maximise the value of class time, **all students are expected to bring the correct materials to class**. This includes a fully charged laptop and a fully stocked pencil case. Each year level will have a Book List which details the items required for each subject. Parental support is greatly appreciated with purchasing and with helping students set up their folders, name their books (especially expensive textbooks) and organise their materials ready for the new school year. Any parent who needs additional support sourcing materials should contact the relevant Team Leader for assistance.



Programs

Student Talent Program

All Years 7 and 8 students are involved in the Student Talent Program (STP). This runs on Wednesday afternoons. Students select from a range of subjects choosing an elective that supports the further development of their talents and interests.

New Horizons

Year 9 students have one period per week known as New Horizons. In this class they work with one of their significant teachers on a range of personal development programs including: City Experience, Camp preparation, Student Wellbeing programs, Pathways planning and study skills.

Peer Support Program

Year 10 students work with small groups of Year 7 students throughout Term 1. The goal of the program is to better support Year 7 students in their transition to secondary school.

Camps and Tours

Camps give students and teachers the opportunity to move learning experiences into other environments.

Year 7	Transition Camp	Clifford Park (Wonga Park)
Year 8	Surf Camp	CYC The Island
Year 9	New Horizons Camps 1 x 2 day camp (Feb) and 1 x 3 day camp (Nov)	Point Leo and Bonnie Doon

Sister School

We have a sister school in Japan, Mito Eiko Junior High School and students are invited to undertake a study tour regardless of the language they are studying.

Learning Enhancement Programs

The Learning Capabilities Team provide learning enhancement programs for students with identified learning needs in literacy and numeracy. Students are identified for these programs through PAT-R, PAT-M and NAPLAN test data.

Literacy and Numeracy Intervention

The focus of support is concentrated on developing literacy and numeracy skills. The **Quicksmart Literacy and Numeracy** programs (in association with the University of New England) are delivered, primarily to Year 7s. Eligibility is determined through targeted testing.

We also offer literacy and numeracy support via **explicit instruction programs** such as Comprehension and Decoding Strategies and Connecting Maths Concepts. These programs are underpinned by extensive research. Eligibility is determined through specific testing. The learning of students with **dyslexia** may be supported through a reading support program focusing on phonological awareness. Elements of established programs such as Multi-Sensory Language and Toe by Toe are adapted for use in the secondary school setting as part of this program. Eligible students are identified based on diagnosis by an appropriate professional and needs based testing.

Disability Inclusion Profiles

Students who have additional funding will have a Disability Inclusion Profile. The profile is a strength-based approach which involves the student, family and school, working together to develop a learner profile and individual education plan (IEP) for the individual student. The additional funding will be used to ensure the recommendations in the Disability Inclusion Profile are being met. Primarily this will be for Learning Support teacher aides but may be used for equipment and staff professional development as required.

We are also able to apply for funding for students with significant learning needs through the Disability Inclusion program. The profile and plan alongside other evidence of need will be used by the DET to determine the level of funding for the individual student.

School Tutor Program and Homework Club

We offer Tutors in English and Maths for identified students. They may work in the classroom, individually or with small groups. All students are invited to attend an after-school Homework Club where tuition will be available in multiple subject areas and students can complete work.



Instrumental Music Program

For many students, a musical journey begun at Upwey High School has developed into a lifelong passion. Playing a musical instrument is a unique and enriching experience. Music provides students with an opportunity to explore, share and express themselves in a creative and supportive environment. Students learn valuable skills as they play in a collaborative musical ensemble and build confidence through performances. As well as being a lot of fun, music improves memory, coordination, organisation and concentration, all of which will help to create pathways for future learning.

At Upwey High School we offer students the opportunity to join the Instrumental Music Program. By joining the Program students participate in weekly lessons on their chosen instrument, ensemble rehearsals and take part in a variety of performances including concerts in our Presentation Space, at General Assemblies, Soirees and performances at Burrinja Theatre.

In 2025 all Music students are asked to attend our Music Camp where they will participate in extensive rehearsals and activities which are designed to strengthen the group.

To participate in this program students will need to:

1. Choose an instrument
2. Fill in an enrolment form and return it to the General Office
3. Pay the appropriate Instrumental Music fee.

Tuition is significantly less than private tuition out of school. Enrolment forms are available from the General Office.

Instruments options include:

Flute	Clarinet	Saxophone	Singing
Trumpet	Trombone	French horn	Tuba
Piano	Guitar	Bass Guitar	Percussion

Playing an instrument is a very rewarding experience and lots of fun!

The Director of Music, Peter Bouwman, can be contacted via voicemail (9754 2838) email, bop@upweyhs.vic.edu.au, or in person for discussions regarding instrument choice, enrolments, lessons and rehearsals.

Volleyball Program

The UHS Volleyball program has been running for over 25 years. It has been a very successful program producing both state and national champion teams, a New Zealand champion team, and many Victorian and Australian representative players.

The aims of the program are to:

- teach students the skills of volleyball
- help build confidence and self-control
- teach teamwork
- improve communication skills
- develop friendships
- learn a sport for a lifetime

The program is open to everyone who wants to play. Teams represent Upwey High School at the Vic Cup and the December Volleyball Championships.

Year 9 teams compete each year in the New Zealand Junior Championships in November.

Upwey High School Musical Productions

The chance to participate in the school production can often be the highlight of a student's journey through high school and is a powerful way to unleash creative talents. The school productions also enhance a student's feelings of connectedness to the school and help foster a sense of community. The benefits flow through to every course of study throughout every year level. Students from all year levels can join. They can be involved in acting, dancing, singing, staging, makeup or in technical production.

Participation in this kind of activity has enormous benefits to students in gaining self-confidence as well as an opportunity to show leadership skills. Participants must be well organised and dedicated to the goals of the production and the skills they learn are beneficial to their schooling as a whole.

We welcome support from parents in every facet of Production from help with performance skills, singing, to make up, costumes, set building and design and publicity. Be sure to complete this section of the Parent Help form or come to meetings when advertised.



Student Leadership

Student Representative Council

The SRC is focused on bringing out the best in Upwey High School from a student perspective. We aim to develop leadership skills in our elected student representatives through students actively participating in school activities and functions.

The Student Council is an elected body consisting of:

- ✓ 4 School Captains (one from each house - Bleazby, Chandler, Crow and Knox)
- ✓ 2 elected School Council student representatives
- ✓ 24 House Captains (four from each year level)

The SRC's role is to be a voice in school affairs. It provides a voice for students to influence the school's policy and develops and maintains the school spirit.

A strong focus has been on the environment and student wellbeing. Students have increased the amount of recycling the school does and run sub committees to look at activities to support wellbeing. Students have held free dress days to support many worthwhile causes including our local CFA, RSL, cancer research, surf lifesaving, and natural catastrophe relief from bush fires and earthquakes. As well as this, regular activities include writing letters and petitions and supporting many great causes including the RSPCA, World Vision's 40 Hour Famine, Close the Gap Day, Live Below the Line and Shave for a Cure.

These activities are open to all and help our students develop their leadership and organisational skills as well as raising awareness about the plight of many in our world.

Year 7 Curriculum

The Year 7 Curriculum is comprised of subjects from the domains of English, Health and Physical Education, Humanities, Languages, Mathematics, Science, Technology and the Arts.

English 3 periods	Mathematics 3 periods	Humanities 2 periods	Science 2 periods	Languages 1 semester of French & Japanese 2 periods
Health/PE 3 periods	Art 1 period	Music/Drama 1 Period	Technology 2 periods	Student talent Program 1 period

English

Year 7 English requires students to analyse texts and gain understanding of character, setting and theme. They are required to write in a variety of styles using proper grammar and structures. They also need to be able to present information orally and respond to aural stimulus.

Humanities

Humanities is the study of human society in different places and times and its interaction with a range of natural and built environments. During Semester 1, students develop and express their historical skills through their exploration of the world's ancient past. They also look at geographical concepts, livability and water. During Semester 2 students are introduced to the basics of economics and parliament.

Science

Year 7 Science develops an understanding of scientific concepts, and how technological advances have influenced our culture and environment. Modules include animal classification and habitats, chemical molecules and water interactions, physical forces, simple machines and Earth's interaction in space.

Mathematics

Year 7 Mathematics aims to facilitate the transition from Year 6 to Year 7 by incorporating a variety of approaches including skills practise, group work, problem solving, project work, and use of concrete materials. Areas of study include whole number, number patterns, algebra symbols and equation, fractions and probability.

Health and Physical Education

Year 7 Physical Education employs a broad range of physical activities and fosters the development of fundamental motor skills. Units will include athletics, team sports, gymnastics and dance practices and sports organisation (SEPEP). The subject aims to promote a healthy lifestyle and highlights the importance of life long physical activity.

Health and Human Relations aims to help students foster a positive self-image and an understanding of what is right and wrong whilst appreciating what is acceptable and unacceptable behaviour. Students will participate in activities which incorporate team building, co-operation and interaction in both small and large groups. Topics covered include self-image, identifying bullying, puberty, beach/water safety, drug education (nicotine and alcohol) and sexuality.

Languages

French Course Description

The Year 7 French program promotes the learning of a language other than English by providing a variety of learning experiences through reading and viewing, writing, experimenting with different text types and speaking and listening in a range of settings. Students learn about French culture and simple conversational French in a range of everyday situations. Students practise writing simple conversations, they learn simple sentence structures and appropriate grammatical constructions. Students also have access to competitions which offer great experiences and the opportunity to produce creative responses.

Japanese Course Description

Year 7 Japanese is designed to promote enthusiasm and interest in the culture of Japan, to actively engage in a range of everyday situations and to make sense of language patterns. The language is that which would be encountered by a visitor to that country, dealing with greetings and introductions, initial conversation, saying where you live, talking about age and family.

Night of the Notables

The Night of the Notables is part of the Year 7 curriculum. The students gain an insight and deeper understanding through the investigation and study of a notable person. It is cross-curricular with English, Humanities and Arts, where students work on their writing, research and creative skills. Students spend a block of time completing their research and preparation for the 'Night of the Notables'. Families and friends are invited to attend this special night as the students become their chosen Notable for the evening.



The Arts

Art (whole year)

In Year 7 Art students identify, analyse and evaluate how other artists use materials, techniques, technologies, processes and visual conventions to express ideas and convey meaning. Year 7 Art is designed to allow students to experiment with different ways of creating works in contemporary, traditional and digital forms. Students will experience a variety of two and three dimensional activities, which require skill development, solving of artistic problems and the correct use and care of tools and equipment. Students will experience mediums including painting, drawing, ceramics, sculpture, photography, design and mixed media.

Students learn about the importance of the elements and principles of art. Students identify and describe artworks and exhibitions from different cultures, times and places and how ideas are interpreted by audiences.

Drama (one semester only)

The basics of performance skills are introduced, and students learn their application in theatre and other media areas. Cooperation with others is an essential component and is emphasized in all aspects covered. Stagecraft elements such as the use of lighting, media and publicity are also discussed.

Music (one semester only)

The Year 7 Music Course provides students with the opportunity to listen to a broad selection of music from orchestral to contemporary to indigenous as well as develop skills which will help them to understand, relate to and analyse a wide range of music. Students participate in activities including singing, learning basic notation as well as having the opportunity to compose, practise and perform music in groups with a variety of instruments such as percussion, piano and guitar.

Technology

Technology – Food Studies

Year 7 Technology – Food Studies encourages students to learn about food sustainability and the technology process. The technology process is followed by developing skills and techniques of food preparation. Students implement this process by investigating, generating, producing, evaluating, planning and managing products. Students will become competent and confident in using a range of kitchen equipment. Students will develop an understanding of safety issues working with tools and equipment during the design and production processes.

Digital Technology

The Digital Technologies course enables students to investigate the main components of digital systems and how they join to form networks that transmit data. They investigate how data is stored, transmitted and secured in today's complex digital environments and discover how data can be sorted, filtered and manipulated. They are shown how to use a range of software to visualise data. They learn problem solving routines, stepping out solutions visually before creating algorithms that provide digital solutions to set challenges.

Year 8 Curriculum

The Year 8 Curriculum comprises subjects from the domains of English, Health and Physical Education, Humanities, Languages, Mathematics, Science, Technology and the Arts.

English 3 periods	Humanities 2 periods	Mathematics 3 periods	Science 2 periods	Language 2 periods	PE/Health 3 periods
	Art 1 period	Music/Drama/Media 1 period	Technology 2 periods	Student Talent Program 1 period	

English

In Year 8 English students are required to analyse texts and gain an understanding of character, theme and format. They are required to write in a variety of styles using proper grammar and structures. They also need to be able to present information orally and to respond to aural stimulus.

Humanities

Humanities is the study of human society in different places and times and its interaction with a range of natural and built environments. In Year 8, students should be able to develop a range of skills in investigation, participation and communication. They will complete a major inquiry building on skills introduced through Night of the Notables.

Science

Students will develop their understanding of scientific concepts and understanding of how scientific and technological advances have influenced our culture and environment through the study of the four areas of Science: *Earth Science; Biological Science, Physical Science and Chemical Science*.

Mathematics

Year 8 Mathematics involves the study of integers, perimeter, area, and volume, algebra including linear graphs and equations, percentages, ratio, angles in parallel lines and polygons, and statistics. This course aims to develop knowledge and skills in these areas of study, and the ability to use it to solve problems and to carry out mathematical investigations. Calculators and computer applications will be used to enhance the student's learning.

Health and Physical Education

Year 8 Physical Education employs a broad range of physical activities and fosters the continual development of motor skills. Units will include outdoor activities (archery, bike education and orienteering); assessment and improving personal fitness; gymnastics and dance practices: and striking sports. The subject aims to continue to promote a healthy lifestyle and highlights the importance of life long physical activity.

Health and Human Relations (HHR) aims to help students foster a positive self-image and an understanding of health issues of importance to themselves and young people. Topics covered include personal identity, resilience, respectful relationships, risk taking behaviours (Drug Education) and basic first aid. Students will be taught strategies they can use to build their resilience and will participate in activities that incorporate team building, co-operation and interaction in both small and large groups.



Languages

French

Year 8 French is designed to promote understanding and appreciation of a multi-cultural society, to encourage students to actively engage in using language in a range of different situations and make sense of language patterns. Study is organised around topics which provide opportunities for students to progressively develop language and cultural understandings.

Japanese

Year 8 Japanese is designed to promote enthusiasm and interest in the culture of Japan, to actively engage in a variety of everyday situations and to make sense of language patterns. The language is that which would be encountered by a visitor to Japan, dealing with greetings and introductions, initial conversation, self, family, leisure time (including sports and hobbies). Students also build upon their initial understanding and use of the hiragana script.

Inquiry Learning Night

A highlight of Year 8 is the Inquiry Learning Night. Students select a historical topic related to either the Vikings or the Renaissance and develop open-ended questions which they then research. The research is undertaken through Science and Humanities and students present to their family and peers around what they learnt and most importantly, how they went about gathering knowledge and deciding on an outcome. Many skills were on show during the evening including teamwork, leadership and developing confidence in presenting to large groups.

Art

Visual Art – 2D Art

Visual Art is a 2D visual art subject that develops skills and techniques in a range of drawing, painting and printmaking processes. Students will be encouraged to identify personal preferences in artists and art styles. Students will be taught how to handle materials and will have an opportunity to create their own focus for what they would like to pursue and wish to make. Students will learn how to reflect on works created using art language as well as looking at the world around them to get ideas about what they wish to make.

Ceramics & Sculpture – 3D Art

Ceramics and Sculpture is a subject that will allow students to make big and small items along with functional items that can be used. Students will be able to make models, sculptures and functional objects out of clay and other materials such as cardboard, Modroc, found and natural objects. Theory will include looking at how people can link meaning and ideas to objects made. This subject has a clear focus on 3D art making processes but will use sketching and some 3D drawing skills to enable students to develop ideas and problem solve design issues before construction.

Photography

Students explore how to use images from the world around them to make artistic pictures. They explore the way light affects people, the landscape and objects. Students view subjects up close or from a distance when taking their own photographs, use found images to make collages and develop skills in Photoshop to manipulate digital images. Photography gives students the opportunity to work broadly across this medium in both analogue and digital ways and learn traditional darkroom photography to develop film and print photos in the darkroom. **Design and Graphics**

This subject will allow you to explore the different types of design including architecture, product design, branding and illustration. Design and Graphics is a problem-solving subject, you will learn techniques for creating unique design presentations, design thinking strategies and processes for generating ideas to solve design problems. You will learn a range of hands on, practical skills from perspective drawing to 3D printing, model making and digital drawing techniques.

Music/Drama/Media

Students spend a third of the year in each of these subjects.

Media & Multimedia

In Media students will learn the art of film making. Students will be involved in the creative process of film making from inception and planning, all the way through to making films. This subject looks at what it takes to make a good film and puts it into practice. Developing scripts, operating a video camera and putting the finishing touches with editing are all part of this creative and vibrant course. You will learn a diverse range of practical skills as well as teamwork, problem solving and time management skills. Perhaps you might also be interested in the internet and making web pages?

Drama

In Drama students will have an opportunity through Short Scene Drama and Scripted Drama to make plays from a variety of stimulus material including existing scripts. Students will start with very short pieces and build up to longer ones, including class performances, whilst developing and building on personal confidence. There will be a focus on developing theatre skills including acting, direction, improvisation and the use of costumes.

Music

The Year 8 Music Course provides students with the opportunity to listen to a broad selection of music from orchestral to contemporary to Indigenous as well as develop skills which will help them to understand, relate to and analyse a wide range of music. Students participate in a variety of activities including singing, learning basic notation as well as having the opportunity to compose, practise and perform music in groups with a variety of instruments such as percussion, piano and guitar.

Technology

Materials – Fabrics/Metal and Wood

Design is a vital step in transforming ideas into creative solutions using the process of investigation, design, making and evaluating. In this subject, students create products that assist the development of creative thinking and problem-solving skills by using different materials such as metals, plastics and fabrics and the safe use of a variety of tools.

Students are encouraged to explore innovative outcomes to problems, needs and wants through a variety of practical projects that incorporate their own design ideas. This subject requires students to be creative problem-solvers, as individuals and as members of a team. Students combine an understanding of design, functionality, aesthetics, social, cultural, economic and environmental issues, and industrial practices with practical skills. As they do so, they reflect on and evaluate past and present design and technology, its uses and effects.



Food Studies

Food Studies encourages students to learn about food sustainability and the technology process. The technology process is followed by developing skills and techniques of food preparation. Students implement this process by investigating, generating, producing, evaluating, planning and managing products. Students will become competent and confident in using a range of kitchen equipment. Students will develop an understanding of safety issues working with tools and equipment during the design and production processes.



Year 9 Curriculum

The Year 9 Curriculum is comprised of subjects from the Domains of English, Health and Physical Education, Humanities, Languages, Mathematics, Science, Technology and the Arts.

English 3 periods	Humanities 3 periods	Maths 3 periods	Science 2 periods	Language 2 periods	Health/PE 3 periods
Digital Technology/Media 1 period		Art and Technology Electives 3 periods		New Horizons Program 1 period	

English

Year 9 requires students to analyse a range of visual and written texts to gain an understanding of character, language, style and theme. They also identify similarities across texts to create dynamic comparative discussions. Students create, present and write in a variety of styles for different purposes and audiences using proper grammar and structures for stylistic effect. Skills are explicitly taught and students are expected to present information in a range of formats, including through oral presentations.

Humanities

Year 9 Humanities combines skills and tasks that combine Civics and Citizenship, History and Geography. Students study Australia's past and present, including the political and legal frameworks and their development. Part of the work undertaken will be completed through the City Inquiry Project, whereby students investigate Marvelous Melbourne and collect data.

Science

The Year 9 Science course encourages students to develop an understanding of the four areas of Science: Earth Science, Biological Science, Physical Science and Chemical Science, through the development of scientific concepts, skills and an understanding of how scientific and technological advances have influenced our culture and environment.

Mathematics

The Year 9 Mathematics course involves the study of algebraic expansions, measurement, Pythagoras, data and statistics and probability. The aim is to develop students' skills and knowledge within these fields whilst enriching their learning through problem solving activities and assignments. Through working mathematically, students will learn to use the methods employed to extrapolate, analyse, interpret and display mathematics in multiple formats. The course also aims to expand upon mathematical knowledge by applying it to a real-life context.

Health and Human Relations

Health and Human Relations

Year 9 Health and Human Relations is designed to enhance students' knowledge, attitudes and skills in several essential aspects of personal and social health. The issues addressed in this subject include self-esteem, peer groups, sexuality, drug awareness, reproduction, contraception, and sexually transmitted diseases. An understanding of these is crucial for effective decision-making in future relationships. This subject creates awareness in identifying feelings while building skills in communication and decision-making to enhance overall self-esteem and health.

Physical Education

Physical Education employs a range of physical activities that foster the development of motor skills, improve fitness, dance practices and promote a healthy lifestyle and encourage success and enjoyment for all students.



Languages

French

In Year 9 French students learn about living in a multi-cultural society, and actively engage in using language in a variety of different everyday situations. Topics will be familiar to students and relate to their interests. They acquire and use new information and language in new contexts.

Japanese

In Year 9 Japanese students learn about Japanese culture, and actively engage in using language in a variety of everyday situations. Topics will be familiar to students and relate to their interests. They acquire and use new information and language in new contexts. Students are also introduced to and use the katakana script.

Digital Technology/Media

2D gaming is an in-depth study of the video gaming industry and explores how these games have evolved over time. Students will look back at the fascinating history of video games, focusing on the changes in games, consoles and technology and then look forward to what they may be like in the future. Students will explore issues in gaming, digital footprints and will be introduced to the problem-solving methodology. Students will design and develop their own video game using different software solutions.

In Media students will learn the art of making films. Students will be involved in the creative process of film making from inception and planning, all the way through to making films. This subject looks at what it takes to make a good film and puts it into practice. Developing scripts, operating a video camera and putting the finishing touches with editing are all part of this creative and vibrant course. You will learn a diverse range of practical skills as well as teamwork, problem solving and time management skills. Perhaps you might also be interested in the internet and making web pages?

In this subject, students will explore the various technologies associated with building content for the World Wide Web. Media and Multimedia is a practical subject and involves learning about how to produce content for the internet. They will design and construct web pages, use Photoshop to prepare images, edit video, as well as make animations using Flash.

Art/Technology Electives

Students will complete 4 semester electives chosen from:

- Art 2D
- Art 3D
- Photography
- Materials
- Food Technology
- Music
- Drama

New Horizons

The **Year 9 New Horizons** program has been designed to nurture personal and academic integrity and utilises the Victorian Curriculum capabilities as a guide for building meaningful learning in a Year 9 setting. The Capabilities include Ethical, Intercultural, Personal and Social and Critical and Creative Thinking. Activities are spread throughout the year and develop skills to enhance students' current and future learning and development.

The main focus of the **City Inquiry** program is to build personal capacity and support learning at school in core subjects. Students will undertake a range of tasks including a visit to the Royal Botanic Gardens, a city orientation, venue visits, Mathematics projects, cultural awareness and sustainability education. Learnings will be shared with the school community at the Year 9 Inquiry Learning Evening.

The **three-day camp** consists of canoeing, bushwalking, bike riding and initiation and team activities. The camp instils valuable skills in resilience, team work, self-reliance, problem solving, persistent, goal setting and building relationships.

Students participate in a **Personal Development** program each week for the duration of the year. This has been carefully designed to build key personal skills through team-based activities, guest speakers and presentations and personal experiences. Students are also offered careers support through comprehensive careers profiling, careers counselling and personalised career interviews.