A Vibrant Life

SACRED HEART COLLEGE

SEMPER FIDELIS

KYNETON

Semper Fidelis – A Sacred Earth

Year 9

Student Handbook

2017

CONTENTS

WELCOME AND OVERVIEW OF SACRED HEART COLLEGE

The information contained in this booklet will support your son or daughter's transition into the Sacred Heart College Community

OUR VISION
Sacred Heart College is a vibrant learning community, founded on the Gospel of Jesus Christ. We view our mission of education as a work of love and strive for the total development of each individual.

OUR MISSION
Sacred Heart College is a co-educational Catholic Secondary College in the Mercy tradition that educates, cares for and supports young people in the Macedon Ranges area.

OUR GOALS
Sacred Heart College aspires to:
- lead our community into communion with God
- foster interpersonal relationships that reflect the Mercy values of love, mutual respect, justice, hope and service
- address the needs of the individual student by providing a rich, positive and inclusive learning and teaching environment
- provide facilities that are well resourced, safe and designed to meet a range of contemporary educational purposes
- function as an efficient educational organisation
- provide appropriate support structures for the College community

OUR BELIEFS
1. A value-centred education explicitly lived out within the Catholic faith and the Mercy ethos.
2. A community in which all are called to deepen their personal spirituality and the practice of their Christian faith.
3. Relationships between community members which reflect Mercy values.
4. A learning culture characterised by a joy of learning in which thinking skills and creativity are nurtured into expression.
5. A curriculum which provides a comprehensive range of learning experiences through which all are empowered to live life to the full.
6. A College climate in which the achievements of all are facilitated and celebrated, and in which all are challenged and affirmed.
7. Dedicated, professional staff who are valued and supported in their endeavours to foster faith development, to promote learning and to act as positive role models for students.
8. Students who are encouraged to respond to the needs of others and to develop a sense of responsibility towards the interdependent world in which we live.
9. A safe, accessible physical environment which provides for the learning needs of students.
10. A community which is open to evaluation and change as it consistently strives to be excellent in all that it is and does.

Sacred Heart College Learning and Teaching Charter

Our school, Sacred Heart College, will provide students and staff with opportunities to engage in a stimulating, inspiring and empowering learning environment. Students will develop empathy, respect and understanding through connections with others and the local and global communities. They will be equipped with the skills to participate confidently, creatively and critically in an ever changing world.

Intrinsic to our Learning and Teaching Charter the following four attributes encapsulate the College's intentions for our students. Sacred Heart lives out these Mercy values and attributes, not just through theory, but through living actions:

Engage
- Stimulating and inspiring learning environment
- Collaboration and sharing of knowledge
- Exploration through challenge

Empathise
- Compassion and understanding
- Justice and respect
- Ethical decision making
- Responsibility for the environment

Equip
- Service and extravagant Mercy hospitality
- Positive life-style choices
- Innovative and self-directed learning
- Resilience and tenacity
- Building Mercy values

Empower
- Growth through life-long learning
- Courage through critical evaluation and self-expression
- Confidence to achieve creatively
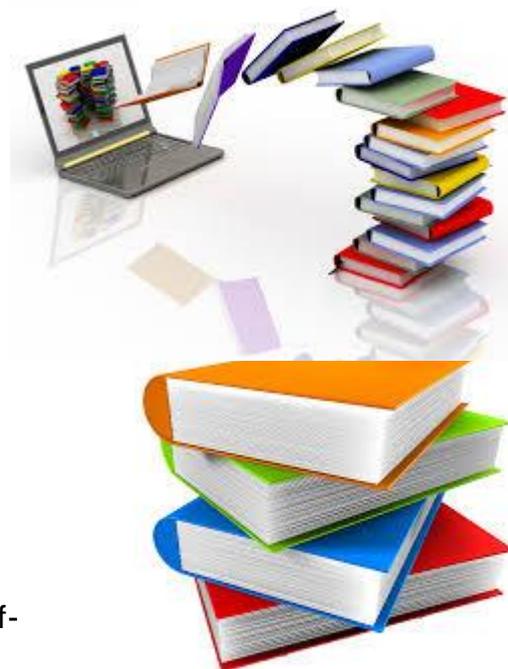
WELLBEING

'This is what Yahweh asks of you:
only this, to act justly,
to love tenderly and
to walk humbly with your God.' Micah 6:8

At Sacred Heart College, we understand the importance of interpersonal relationships which reflect the Mercy values of Compassion, Justice, Respect, Hospitality, Service and Courage. Sacred Heart College is renowned for the positive wellbeing it provides for its students. At Sacred Heart, we have a whole school approach to wellbeing and therefore the responsibility for the wellbeing of all students rests with all members of the College. In particular, teaching staff endeavour to support and care for student personal wellbeing in day-to-day school life. All students belong to a Homeroom class which has a Homeroom Teacher assigned for the daily administration and care of those students. Homeroom Teachers form a Pastoral Care Team for their particular Year Level with their Year Level Leader.

As students progress through the years, there is a sequential development across the physical, spiritual, emotional and psychological domains of the Sacred Heart adolescent as a young person preparing for independent life in the world. Throughout the six year journey of the Sacred Heart student, the Respectful Relationship Policy is there to provide a solid foundation for all that happens. We strive for the total development of the human and spiritual faculties of all members of the College Community. We rely upon each other and we seek to promote positive and caring relationships, thereby making the world a better place in which to live.

Students consider their learning styles and the processes by which they become well rounded, independent and lifelong learners.   Sessions are run on how to prepare for exams, differing methods of revision and personal organisation.

Other activities focus on team building and group dynamics.   There is strong emphasis upon healthy relationships within the Year 9 Pastoral Care Program.

STUDENT ASSESSMENT AND REPORTING YEARS 7 – 10

GRADING SCALE

SACRED HEART COLLEGE ASSESSMENT TASKS (Years 7 through 10)

The marking scheme used is as follows:

PERFORMANCE GRADE AND %	PERFORMANCE GRADE DESCRIPTORS (YEARS 7 – 10)
A+ 95-100% A 85 – 94%	An assessment task that demonstrates **one or more** of the following attributes: • an excellent standard of performance • independent, confident and analytical work that demonstrates a high degree of insight • the ability to effectively apply/demonstrate knowledge and skills to variety of situations • highly expressive responses that effectively use relevant evidence/knowledge to support an argument/solution
B+ 80 – 84% B 70 – 79%	An assessment task that demonstrates **one or more** of the following attributes: • a competent standard of performance • independent, reasoned and organised work that demonstrates a degree of insight • the ability to apply/demonstrate knowledge and skills to a number of situations • expressive responses that draw on relevant knowledge to support an argument/solution
C+ 65 – 69% C 60 -64%	An assessment task that demonstrates **one or more** of the following attributes: • a satisfactory standard of performance • some reasoned and organised work • the ability to apply/demonstrate knowledge and skills to some situations • responses that convey adequate meaning and present relevant knowledge without reference to an argument/solution
D+ 55 – 59% D 50 – 54%	An Assessment task that demonstrates **one or more** of the following attributes: • a basic standard of performance, lacking detail and organisation • a basic ability to apply/demonstrate limited knowledge and skills to a situation • responses that convey a limited understanding of significant factors
E+ 45 – 49% E 40 – 44%	An Assessment task that demonstrates **one or more** of the following attributes: • a minimal standard of performance, that presents limited knowledge and detail • responses in which questions or tasks are not addressed • responses that demonstrate limited skills and understanding
UG < 39%	Ungraded • task was submitted but was below standard
CON	Assessment is in progress • work to be assessed during the remainder of the Semester
ABS	Not submitted due to explained absence (no penalty)
NG	Not Graded • task was not graded as it was submitted after the due date without an extension
NS	Task was not submitted
*Grade	**Grades with asterisk signify the completion and assessment of modified work**

VCE / VET ONLY	

NG	Not Graded • Task was not graded as it was submitted after the due date without an approved extension • An S may be received for completion of VCE Unit & Outcome
NS	Tasks not submitted • An N may be received for unsatisfactory completion of VCE Unit & Outcome
S	Satisfactory completion of VCE Unit & Outcome
N	Unsatisfactory completion of VCE Unit & Outcome
C	Competent
NYC	Not yet completed

ATTITUDE AND EFFORT

All students also have a Work Habits section of their semester report, which provides information about how they have organised themselves and their work, as well as their behaviour in the class. The scale used here is 5 point:

> Excellent
> Very Good
> Good
> Acceptable
> Needs Attention

SUBMISSION OF WORK

Work has a time value if a student is to benefit fully from her / his learning. All tasks, large or small, are set to enable a student to demonstrate her/ his learning of concepts and skills introduced in class. Thus work needs to be completed promptly, within the guidelines set by the teacher, and to the best of the student's ability, to enable the student to build on this learning in preparation for the next task.

AVENUES OF COMMUNICATION

YEAR 9 TEAM

The first point of contact when calling the College about any concerns you might have should be your son or daughter's Homeroom Teacher.

STUDENT PLANNER

The Planner is the central communication link and contains useful day to day information. Please check the Planner every night for any homework or messages from teachers. Use this Planner to communicate with teachers.

SIMON - Online Learning Management System

The SIMON Learning Management system is our College intranet. It is the homepage for all College computers. SIMON is used every day by students and teaching staff. Student attendance is also recorded in SIMON.

SIMON is accessible to students from home using their college username and password.

Students can access their timetables, College calendar and daily messages. Students can also access handouts and worksheets online via SIMON Learning Areas. If a student has been absent from class or mislaid documentation they are encouraged to download the relevant work to complete at home. Some subject areas have provided class videos for students to view. Assessment and homework task dates are added to SIMON for students to refer to.

PAM – Parent Access Module

PAM is the Parent Access Module of SIMON and can be used by parents to view current information regarding their child/children and College activities. All parents are issued with a parent username and code for access.

The following information is available to parents and guardians via PAM:

- Daily Messages
- Upcoming Events
- College Policies and Handbooks
- Student Information (including Attendance data)
- Assessment and Homework Task Due Dates

SIMON and PAM can be accessed by clicking on the links on the College webpage. Please contact the college via email pam@shckyneton.catholic.edu.au if you require further assistance

LEARNING WALKS AT SACRED HEART COLLEGE

'Learning Walks' are designed to allow current College parents to learn more about what is happening on a daily basis in the classroom. In this session, parents will have the opportunity to gain a firsthand understanding of how the College works and how the students are learning.

Prior to the 'Walk' commencing, the group will gather together to gain the context for the Learning Walks and what they might 'see, feel, and hear'. After the visits the group will be asked to reflect on this session and share their observations with other participants.

As a vibrant College community, we continue to develop and foster active partnerships with our families as we work with you to support the growth and learning of our young people.

This is a wonderful chance for families to come into the classrooms and experience learning in the world of our students today. If you are interesting in being part of these sessions you can register your interest with Mrs Debbie Meldrum via email on dmeldrum@shckyneton.catholic.edu.au or call on 54211267.

NEWSLETTER

A link to the College Newsletter will be emailed fortnightly to each residential parent/guardian. The link will be sent on a Thursday afternoon. For those families who do not have access to email, there will be printed copies available at the Main Office for your student to collect.

PHONE CALLS

Students are not permitted to accept phone calls at the College as it is a disruption to the learning environment. In cases of emergency parents/guardians can contact the College and students will be notified. In cases of student emergency, parents/guardians will be contacted by the College. If it is absolutely necessary for your student to bring a mobile phone to school, then it should be turned off and remain locked in the student's locker all day until it is time to go home. (Please refer to policy on mobile phones in Student Planner)

ABSENCES

When absent the procedures to follow are:

1. **Daily Absence** - When a student is absent from the College we expect that parents will phone between 8.15 and 9.00am that morning (Absentee Phone Number: 54 211223). If a student is marked absent during Homeroom an SMS is sent to the parent at approximately 9.30am.

2. **Planned Absence** - Notification of planned absences eg. family holiday, extended sick leave, must be made to the Principal via email, who will then pass the information onto the Student Office, Teachers and the Year Level Leader.

3. **Leaving the College during school hours** - Students will only be permitted to leave College grounds with a note from parents explaining the need to leave the College. Students should only be leaving the College for important appointments such as doctor, dentist, etc.

   Students must present parent note signed by Homeroom Teacher or Year Level Leader. Students must sign out at the Student Office before they leave, and back in at the Student Office if returning to the College at a later time.

DAILY MESSAGES

The Daily Messages are on SIMON and read in each classroom at Morning Assembly. It contains information about the day to day running of the College and informs students of upcoming meetings and events. Students should check Daily Messages for confirmation of times and dates of upcoming events.

GENERAL INFORMATION

PUNCTUALITY
Students are expected to be punctual when arriving for school and all classes. Students arriving at school after 8.50am are to report to the Main Office to receive a Late Pass before going to class. Arriving late to class could mean missing out on important information and often disrupts other students' learning.

EXCURSIONS
All upcoming excursions will be notified via email through the CareMonkey system, and permission for the student to participate is then acknowledged also through CareMonkey. Students who do not have permission through CareMonkey will not be permitted to attend.

STUDENT RECORDS - CAREMONKEY
We cannot emphasise enough the importance of updating student records. In an emergency we may need all the information available to us. We keep information such as relevant medical data, emergency contacts, addresses and telephone numbers for all students on our computer system. Should parents change address or workplace, or if medical records need updating, it is essential that your record on CareMonkey is updated immediately.

ADMINISTRATION OF MEDICATIONS

In most instances, students are encouraged to take responsibility for their own health issues and to self-administer unprescribed medications. The College will not supply or administer over-the-counter medications (e.g. Paracetamol or Mylanta) to students. An exception may occur during camps, excursions or tours, when a student may require short-term relief from an ailment or injury and a parent, guardian or medical practitioner is not readily available to administer the medication. In such instances, the student's parent/guardian will be contacted and approval sought to administer the medication.

The College will only assist in the administration of prescribed medications at the request of a student's parents/ guardian. A parent or guardian must complete a Medical Authority Form to assist with or supervise the student's administration of the prescribed medication. This is available on the College website under enrol with us / further links / policies and forms. The completed Medical Authority Form with the clearly labelled medication is to be taken to First Aid for safe storage and administration.

The College is an 'Asthma Friendly School' and part of the accreditation requirements is an annual update of Asthma Management Plans. Parent cooperation in completing and returning these forms promptly, is crucial.

The College will fully comply with Anaphylaxis Ministerial Order 706 and the associated Guidelines published by the Department. It is the responsibility of the parent to:
► inform the School in writing if their child's medical condition, insofar as it relates to allergy and the potential for anaphylactic reaction, changes and if relevant, provide an updated ASCIA Action Plan;
► provide an up to date photo for the ASCIA Action Plan when that Plan is provided to the School and when it is reviewed; and
► provide the School with an Adrenaline Auto injector that is current and not expired for their child.
The College will develop an Individual Anaphylaxis Management Plan and it will be in place as soon as practicable after the student enrols and where possible before their first day of school.

FIRST AID (SICK BAY)
Students need to obtain a note from their teacher and go the First Aid if they are feeling ill. They must first report to General Reception where First Aid will be rendered, after which the student will either remain in First Aid or return to class. Students that are injured or become unwell will be sent home after contact has been made with a parent or an emergency contact that is able to care for them. Students are not permitted

to contact their parents themselves to collect them from the College when they are unwell. Parents should not send students who are already unwell to the College.

STUDENT PROGRESS INTERVIEWS

Students receive an Interim Report at the end of Terms 1 and 3 and a summative Report at the end of Term 2 and 4, detailing the semester's progress.

Formal Student Progress Interviews are held following distribution of reports in Terms 2 and 3. Parents are encouraged to make contact with the College at any time they have a concern or an issue to discuss. Bookings are made through SIMON.

GENERAL ASSEMBLY

Approximately twice a term the whole school assembles in Quambi for a General Assembly. Students are addressed by the Principal, awards are given, reports presented and information imparted. Students also gather as individual year levels.

COMBINATION LOCKS

All students are issued with their own combination lock. This combination lock is theirs to keep and use until they leave the College. Replacements are available from the Student Office at a cost to the family.

BOOKS AND UNIFORM

All books, folders, pencils, etc and all uniform items, including P.E. uniform and hat, should be **clearly labelled** with the student's full name. Students are expected to be in full school uniform as outlined in the Uniform Brochure which can be accessed on the website. If a student is out of uniform or in incorrect uniform they need to provide a note from their parent/guardian explaining the reason for this lapse.

DIGITAL TECHNOLOGIES

As part of our ongoing commitment to contemporary learning, and our desire to provide our students with the 21st Century skills required for today's knowledge-based, technology driven and globalized environment, Sacred Heart College will continue a digital devices program for students in 2017.

Please refer to separate documentation provided explaining the program requirements and expectations. The *SHC Digital Technologies Responsible Use Policy and Guidelines* is included in the student planner and should be referred to and understood.

Additional computers and digital equipment are available for student use in specialist areas throughout the College and in the Library and Learning Centre.

Cost To Parents

The devices are leased and subsidised by the College with parents required to pay $150 per year for their use over the three years. Accidental Damage Protection Insurance Policy covers accidental breakage and will require an excess payment. In the case of willful damage or some other event whereby the claim is not accepted, students and their parents will be liable for the cost of damage in full. At the end of the lease parents will have the option to buy out the device from the leasing company.

Network and WIFI access (including printing)

Students have been provided with usernames and passwords to access the College Network and WIFI from College issued Devices and other College computers.

Printers are available in each area for student use, with $8.00 credited to each student account, per semester, to cover the cost of printing. Students can top up their printing credit at the DigiTech Service Desk in the Library throughout the year.

CAFETERIA

Students have a wide range of food available at recess and lunchtime at the Cafeteria. The College also uses the online ordering system for the Cafeteria called FlexiSchools. This system allows parents, students and staff to place orders from home, work or school at any time. The payment is also done online. FlexiSchools is well established and tested, operating in hundreds of schools across Australia.

Getting online is easy and only takes a few minutes to register. If you have any questions about the online services, please contact the Cafeteria Manager at cafeteria@shckyneton.catholic.edu.au

EASY, ONLINE REGISTRATION
- Go to www.flexischools.com.au
- Click REGISTER NOW
- Enter your email
- You will be emailed a link to an online form - follow the link
- Choose a username and password and complete the form
- Add each student and their class
- Top-up the account - VISA or Mastercard preferred.

CO-CURRICULAR ACTIVITIES

The College supports and encourages a wide variety of co-curricular activities. Parents should also encourage their students to participate in as many activities as possible.
Some of the activities available are:

Celebrating Diversity Group	Debating	Production
Chess	Sacred Earth	Public Speaking
Choir	Instrumental Music	Sport
Computers	Justice and Service Group	Student Representative Council
Concert Band	Maths tutorial	Voice Choir

LIBRARY

Library Hours: 8.30am - 4.30pm
The Library is open at Recess and Lunchtime. Activities at these times might include book selection, socialising, catching up on homework/private study, playing board games such as chess and seeking assistance to resolve ICT issues. Maker Space and Chess Club are held during the cooler months.

Classes may be booked into the Library for research, reading and general classwork for example.

YEAR 9 CAMP – INDEPENDENCE EXPERIENCE

This camp is split into two experiences throughout the year. Both experiences focus on developing independence, self resilience, team work and communication.

In Part 1, Homerooms will participate in the Discovery Day held at Day's Picnic Ground at Mt Macedon. In small teams, students will participate in activities that explore the Mercy Values and challenge students to develop teamwork and leadership skills.

Part 2 takes place in Term 3. Students will be exposed to a range of activities available within and around the Melbourne CBD area. This is a three-day urban experience based program that is specifically designed to develop each student's independence and team dynamics. Students have the challenge of planning and organising their own experiences whilst being challenged to participate in a number of team activities. These activities will include a cultural experience, an Amazing Race and a careers familiarisation experience.

In developing their independence, students research, plan and organise their own transportation, sight-seeing, and meals. Mishaps along the way are all part of the learning experience and students are challenged to work as a team and problem solve without any adult input. They participate in small groups with a designated staff member who only assists them in cases of emergencies or student safety.

Program Activities

Amazing Race	In small teams, students navigate their way around Melbourne using clues to find various locations, whilst being challenged to complete tasks and initiatives along the way. Students are independent of adult interaction, and must use their own initiative to complete and find significant landmarks around Melbourne.
Cultural Experience	Each group is given the opportunity to see different sights within Melbourne. In following the theme of the week, each group must decide where and what they want to visit and all members of the team go together. It is a chance to truly take in the wonders of Melbourne at a pace that best suits the group.
Careers Day	Students visit various career organisations within Melbourne of their own choice. They develop a sense of what it would be like to work in the area of this chosen profession.

PHYSICAL EDUCATION

If your student needs to be excused from P.E. because they are ill or injured please write a note in the Student Planner. Students must wear the full uniform to all practical classes - not a combination of other sports clothing and the P.E. uniform. This includes the College Bucket Hat in Terms 1 and 4. It is essential that students wear supportive athletic shoes and not shoes of a recreational nature.

HOUSES

Within our College there are four Houses. All students and teachers are allocated to a House. Siblings and relatives will be placed in the same house. Students compete in the houses in a variety of sporting events eg. Swimming, Athletics, Cross Country and Talent Quest.

INTER-SCHOOL COMPETITIONS

At Year 9 some students will be selected to represent the College in Swimming, Athletics, Cross Country, Orienteering, Debating, Chess etc. Parents are invited to attend these days and any parents who could assist with umpiring or officiating on a sports day should contact the Sports Co-ordinator at the College.

PERIOD 5 FOR YEAR 9

RATIONALE

It is essential that students at Sacred Heart College undertake and complete all set work to the best of their ability. This involves keeping up with all work, including when a student is absent for a lesson. Completing all set work satisfactorily and undertaking assessment tasks are important methods of consolidating a student's learning, in preparation for the next unit or topic of study.

A lesson after school (Period 5) has been implemented for students to complete assessment tasks that they had unavoidably missed or for school work that has not been completed to a satisfactory standard. This also enables students not to miss additional lessons during the school day to complete or re-do the task. Period 5 will commence at 3.45pm until 4.30pm, 5.00pm or 5.25pm depending on the task that is to be completed. Parents will be notified in writing prior to the set date.

According to the Sacred Heart College Homework Policy, Period 5s or Detentions may be set for repeated non-completion of homework also.

STUDIES AT YEAR 9

CORE SUBJECTS
Studied by all students for the year:
- Religious Education
- English
- Mathematics
- Geography / History
- Physical Education
- Science

LANGUAGES SUBJECTS
All students study either French or Japanese for the full year. Some students will be offered the LANGUAGES alternatives
- Culture and Other Journeys
- English Extension
- Learning Strategies Support
- LINCS (Learning, initiating, networking and connecting for success)

EXPRESSIVE ARTS / TECHNOLOGY ELECTIVES
All students study two electives for one semester each.
- Art
- Drama
- Food Technology
- Media
- Music
- Paddock to Plate
- Robotics / Cyberbot
- Textiles

GET REAL PROGRAM
This program includes and introduction to
- Financial Literacy
- Learning and study techniques
- Emotional intelligence exercises
- Independence Camp in Melbourne
- Trade Fair

RELIGIOUS EDUCATION
Description:
In Years 7-10 Religious Education follows the framework developed by the Catholic Archdiocese of Melbourne. In each year level, the program is organised around five Content Areas: Scripture and Jesus; Church and Community; God, Religion and Life, Prayer, Liturgy and Sacrament; and Morality and Justice. Students will be assessed according to their progression along three Dimensions of Learning: Personal and Communal Engagement; Knowledge and Understanding; and Reasoning and Responding. In 2017, students in all year levels will examine the concept "Hospitality" throughout their Religious Education course.

Semester 1
In Semester One, Year 8 students will explore the notion of "evil", and investigate how we are called to respond to incidences of evil in our world. As they do so, they will discuss the issues of human trafficking and modern day slavery. Students will spend time contemplating the social teachings of the Catholic Church and explore the manner in which these may be applied to our world today. They will prepare and participate in a class Mass, and take part in our school wide liturgical celebrations.

Semester 2
In Semester Two, Year 9 students will continue to investigate the concept "Hospitality". They will examine the notion of family and the creation of human life. Students will consider the many journeys that we make in life: physically, emotionally and spiritually. Throughout the year, students will have regular opportunities to respond to the scriptures and take part in class prayer.

Assessment Tasks
Students complete a variety of tasks which are available for parents to view on SIMON.

ENGLISH
Description:
The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.
Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media, and the differences between media texts.
Students create a range of imaginative informative and persuasive types of texts, for example narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Assessment Tasks
Semester One
- Short Story
- 'Hard' News Story
- Persuasive Essay
- Transformations - Novel to Graphic - Novel to Film
- Examination

Semester Two
- Group Oral Presentation: Informative task on one of Shakespeare's Plays
- Poetry Analysis
- Persuasive Language Analysis
- Participation in College Public Speaking Program
- Examination

Homework:
Students are asked to complete homework from the set texts that are assessed directly in a test at the end of each semester and indirectly in the written work that is completed during the year. Students do other work at home such as wide reading, research, conducting interviews, rehearsing oral presentations, watching specified television programs. They do not complete assessment tasks at home. During the Easter holidays they are to read a novel on the reading list. Students will also read a novel *Lauvinda* for homework during the Summer Holidays and complete a Story Map activity.

MATHEMATICS

Description

The Victorian Curriculum for Year 9 has four proficiency strands and three content strands. The proficiency strands are Understanding, Fluency, Problem Solving and Reasoning. They are an integral part of the three content strands covered in Year 9 Mathematics in Semester One and Two. The content strands are differentiated into foundation, standard and advanced levels.

Semester One

Content 1: Number and Algebra

Students apply and review their number skills including the interrelations between numbers; scientific notation and directed numbers. They further develop their understanding of rational and irrational numbers, indices and their operations.

Students apply the algebraic properties (closure, associative, commutative, identity, inverse and distributive) to computation with number, to rearrange formulas, rearrange and simplify algebraic expressions involving real variables, and verify the equivalence or otherwise of algebraic expressions.

Content 2: Measurement and Geometry

Students use degrees as units of measurement and convert between units of measurement as appropriate. They use Pythagoras' theorem and trigonometric ratios to obtain lengths of sides, angles and the areas of right angled triangles. They apply algebraic properties to rearranging formulae.

Content 3: Statistics and Probability

The focus of this content is the display and calculation of statistical measures using technology and the interpretation of statistical displays. Students comprehend the difference between a population and sample, and collect, display and compare uni-variate and bi-variate data sets as samples drawn from population. They distinguish informally between association and casual relationship in bi-variate data, and make prediction based on a by-eye line of best fit for scatter-plot data with strong association between two variables.

Assessment Tasks:

- Mathspace Mastery
- Set homework tasks - Mathspace
- Tests
- Investigations
- CAS calculator tasks
- Semester Examination

Semester Two

Content 1: Number and Algebra

Students identify and represent linear, and quadratic functions by table, rule and graph (all four quadrants of the Cartesian coordinate system) with consideration of independent and dependent variables for a given relationship, domain and range. They solve equations of the form $f(x) = k$, where k is a real constant, and simultaneous linear equations in two variables algebraically, numerically (bisection) and graphically. Students solve problems involving direct proportion and rates.

Content 2: Measurement and Geometry

Students calculate the area of composite shapes and solve problems involving surface area and volume. They use the enlargement transformations to explain similarity and develop the conditions for triangles to be similar.

Content 3: Statistics and Probability

This content strand investigates random samples, one step and two step chance experiments. Theoretical probability and assigning probabilities to outcomes and events.

Assessment tasks

- Mathspace mastery
- Set homework tasks - Mathspace
- Tests
- Investigations
- CAS calculator tasks
- Semester Examination

ARTS

Description:

The Arts and Visual Communication allows creative students to explore and develop design skills in solving problems, further develop skills using a variety of media and explore both freehand and instrumental drawing skills.

- Art focuses on contemporary art such as popular culture and street art. Concentrating on subject matter that is relevant to student interest, while at the same time, extending their skills and challenging their perceptions of what art can be.

- Visual Communication focuses on 3D model making and the use of information and communications technology i.e. Photoshop and Illustrator and how VCD is an integral part the world around us.

Students will research and collect information for ideas and inspiration, analyse, design and record all processes in a visual diary, which is progressively monitored. They will be encouraged to experiment with and refine skills in a variety of 2D and 3D media. Students will develop and refine ideas using freehand drawing, rendering to enhance form, isometric drawing, 3D model making, digital photography and computers. They will discuss and evaluate their work using appropriate art and visual communication terminology.

Assessment Tasks
- Art - Large Scale Painting
- Environmental Design - Photoshop/Planometric Drawing

DRAMA

Description:

The focus of the course is Creating and Performing and Responding and Interpreting. Through the exploration of play-making, students perform drama which explores a range of themes, issues and ideas. Emphasis is on developing expressive skills to refine characterisation and identify and analyse character motivation in scripts. Students apply dramatic elements, the conversations of Realism and Non-naturalism and stagecraft in the presentation of their work.

Theatrical language and terminology is used to respond to, evaluate and interpret professional theatrical practitioners.

Assessment Tasks
Mythology
AT 1 – Ensemble Performance - A Myth
Melodrama
AT 2 – Exploration of a social issue in melodramatic style
Respond and Interpret
AT 3 – Written analysis of a Theatre Production
Realism
AT 4 – Realism – Creating Characters
Non-Naturalism
AT 5 – Exploration of a theme using non-naturalistic conversations in performance

FOOD TECHNOLOGY

Description:

Food Technology teaches students about personal and kitchen safety, food preparation and the social and environmental implications of using particular materials. There is a particular focus on the diverse cuisines from all around the world. Students learn to investigate, design, produce, analyse and evaluate during the semester to produce well prepared, delicious and nutritious foods. Students are exposed to different ingredients whilst gaining an appreciation and understanding of how national cuisines develop and evolve and come to influence growing cuisines like Australia. Integral to students' learning is an understanding of the balance between health and a healthy lifestyle.

Assessment

Asian Banquet: Investigation of the cuisine of a country. Students design and produce two courses (indicative of the country) that are shared and assessed by their peers.

Healthy Breakfast: Students design a healthy breakfast menu to cater for all year 9 students. Incorporating The Australian Guidelines to Healthy Eating, food intolerances and budget requirements. Producing a proposal folder including recipes.

Production: On-going assessment of personal hygiene, production, safety and cleaning procedures.

GET REAL PROGRAM
Description:
The Get Real Program is designed to assist students to become individual learners and to manage their personal learning through goal setting, as well as understand their responsibilities as citizens in a globalised world.
The course is a combination of theoretical and practical activities. Examples include: The Melbourne Urban Experience, The Expo, Learning and Study Techniques, IPads as a learning tool and The Get Real Game. Students are required to set formal goals, record, evaluate and reflect on their achievements using their Digital Folios.

Assessment Tasks
- Expo exhibit
- Expo planning brief
- Digital Folio

GEOGRAPHY
Description:
In Year 9 Geography, students consider changes in the characteristics of places and the implications of these. This further develops their understanding of geographical concepts, including place, space and interconnection. Two topics are covered in Year 9 Geography, Biomes and Food security, and Geographies of Interconnections.

Assessment:
- Biomes Test
- Food Security Infographic
- Interconnections portfolio
- End of Semester Examination

HISTORY
Description:
This course examines the making of the modern world from 1750 to 1918. It covers the period of industrialisation and rapid change in the ways people lived, worked and thought, the era of nationalism and imperialism, and the colonisation of Australia which was part of the expansion of European power. The period 1750 – 1918 culminated in World War I 1914-1918, the 'war to end all wars'.

Assessment:
- Industrial Revolution Inquiry Task
- Historical source analyses
- World War I Essay
- End of Semester Examination

LANGUAGES ALTERNATIVE: Culture and Other Journeys

Description: Full Year - Semesters 1 and 2

The focus of this course is to introduce students to a range of countries, societies, cultures and histories with a view to expanding their understanding of diverse cultures and how they interact, and change each other.

During Semester 1, students will explore the Culture of Identity and their place in wider social and cultural systems, trace their own cultural origins, examine the dynamic of cultural evolution in a diverse range of social and traditional contexts, consider the successive waves of immigration through history and complete a detailed country study covering history, culture, technology.

During Semester 2, students investigate ancient trading routes, the development of trade through the centuries and the technological and other progress that made some trade routes redundant and opened up newer ones; religious pilgrimage, the spread of religious beliefs via pilgrimage routes, and the expansion of trade along pilgrimage routes; the age of exploration that paved the way for intercontinental trading systems and the development of colonial empires and systems of finance and economy; the development and spread of language, and its role in enhancing social cohesion and identity, as well as hastening the extinction of a range of highly developed but socially and culturally confined regional and indigenous languages; the spread of political ideas and the emergence of political systems in the context of receiving social, cultural, religious and belief dynamics; technological development, the industrial revolution, the present day digital revolution and their impact on the culture, social structures and belief systems of affected people and countries

Students research the spread of goods, language, trading systems, religions, ideas, colonial empires, skills and armies and investigate how these influenced the development of culture in both East and West.

Within the Victorian Essential Learning Standards, students work to:

(History) Describe significant events and people in the recent history of a culturally different country.

(History) Compare the main features of daily life in different societies through time with those of people of the modern world.

(Geography) Compare the characteristics of significant regions in Australia and the world.

Assessment Tasks

Folio of Class and Other Tasks

A folio of timelines, annotated pictures, maps, newspaper articles and projects completed in class.

Research Projects and In-Class Presentations

Individual research project on a traded commodity in both historical and modern contexts

LANGUAGES: French

Description: Full Year - Semesters 1 and 2

The study of a language is continued by Year 9 students. Language learning is a core study for all students through Years 7, 8 and 9. Students entering Year 9 generally continue studying the LANGUAGES that they carried through during Year 8. At the conclusion of Year 9, language study presently acquires elective status. After completing and mastering foundational elements of French in Year 8, the Year 9 French LANGUAGES program provides students with a program to expand the complexity of their learning in respect of syntax, grammar and the range of tenses, and thus further develop their four language skills - reading, listening, writing and speaking. Students' learning expands to include learning and use of new verbal types and formulating and responding to a broader range of questions.

The Year 9 Languages French Course is presented in sequential units drawn from the text *Touché 3 & 4,* which include the topics of food, sports, encounters, giving and asking for directions, ordering in a restaurant/café, and traveling. Cultural activities, incursions and excursions, as well as reference to a variety of electronic and online resources are incorporated to supplement and add value to class work and home study.

Assessment Tasks

Writing: Cumulative results drawn from vocabulary, grammar and unit testing, as well as class and homework tasks

Speaking: Speaking drills, dialogues and role-play presentations

Reading: Reading comprehension activities

Listening: Questions and answers and unit test results

Cultural Projects: French Culture in the World – Research on French speaking communities

Semester Examinations

LANGUAGES: Japanese

Description: Full Year - Semesters 1 and 2

The Year 9 languages Japanese Course is presented in sequential units drawn from the text JBLOG2. Semester 1 units examine the world of the teenager and include topics relating to daily routine and hobbies. Semester 2 units are drawn from the world of the teenager and include topics relating to school life and weather. New sets of vocabulary and grammatical structures are introduced throughout the year.

Students increase the use of Hiragana, Katakana and Kanji scripts. Course work is supplemented by cultural workshops and demonstrations. iPad applications complement class work. The skills assessed are listening, speaking, reading, writing, and the use of body language, visual cues and signs.

Students are encouraged to seek out a variety of texts, genres and media to familiarize themselves with the language.

Opportunities for authentic speaking practice with Japanese students are pursued as they present themselves throughout the year and by means of incursions and excursion.

Assessment Tasks

Writing: Cumulative results of unit test. Cumulative Hiragana script writing tests
Speaking: Role-play conversations on unit topics
Reading: Reading and responding comprehension tasks
Listening: Result of unit tests and exchanges in the classroom
Semester Examinations

MEDIA

Description:

Students explore the nature of media representation by making and analysing media products. Film clips are produced as an introduction to genre and practical skills. Students study selected professionally produced films which are screened in the Mary Maloney Theatre. Year 9 Media students have the opportunity to gain a solid grounding, with an awareness of future possibilities in media forms including video, audio, photography etc. The Media faculty operates industry standard Mac computers which are loaded with current editing video, audio and photographic software. The Year 9 course has a strong practical element, whilst also focusing on theoretical aspects such as illusion of movement in film, narrative structure, genre and the notion of media representing reality. It is an excellent introduction to further study of Media, (which is offered at Sacred Heart College from Year 9 to VCE) including tertiary courses and career paths in Media.

Assessment Tasks
- Genre Film Production
- Group Animation Video Production
- Narrative Film Analysis Assignment
- Semester Examination

MUSIC

Description:

This unit is designed to extend students' enjoyment in, and experiences with, various forms of Music. It can lead to further study in later years, but can also be taken purely for interest at this level.

The course has a practical emphasis, enabling students to experiment, listen and perform on musical instruments. The study includes elements of IT, using software to help students develop better composition and aural skills. They become familiar with the musical benefits of Sibelius software.

During the semester, theoretical, analytical and aural skills are introduced as key parts of the musical process. A stronger theoretical and aural understanding enables students to participate more confidently in musical groups. These skills also assist in other performance-based subjects across the curriculum.

Students who are currently studying a musical instrument, either at the College or elsewhere, will find this unit an excellent support for that study. They will have opportunities to perform in ensembles and bands, under the encouragement and supervision of the Music Teacher.

Assessment Tasks
- Group Performances
- Composition Assignment

- Stylistic Research Assignment
- Stylistic Composition Assignment
- Group Performance

PADDOCK TO PLATE
Description
The Paddock to Plate elective will run over the whole year. As part of this elective the students undertake Unit 1 of VCE Agricultural and Horticultural studies. The students will complete excursions to relevant food production facilities and agricultural and Horticultural sites. They will design undertake and monitor their own experiment in plant cross breading. The students will also prepare a food product for sale.
The students will research topics including soil, plant structure and function, animal and resource management and genetics.

Assessment Tasks
Assessment will occur throughout the year, and include the following:
- Plant and animal fact sheets
- Design, undertake and monitor an experiment in plant cross breading
- Researching and preparing a food product
- Excursion reports

PHYSICAL EDUCATION
Description:
At this level students demonstrate proficiency in the execution of manipulative and movement skills during complex activities. They use training methods to improve their fitness level, and participate in sports, games, recreational and leisure activities that maintain regular participation in moderate to vigorous physical activity.

Practical Component
Students employ and devise skills and strategies to counter tactical challenges in game situations. They assume responsibility for conduct of aspects of a sporting competition in which roles are shared and display appropriate sporting behaviour. They demonstrate advanced skills in the following practical units: Initiative Games, Tennis, Athletics, Ultimate Frisbee, Wheelchair Sports, Bootcamp, Fitness Testing, Self Defence, Sofcrosse, Badminton, European Hardball, Hockey and Minor Games. Skill, participation and attitude are assessed in these units through self, peer and teacher assessment.

Theoretical Component
Students are given the opportunity to work collaboratively on a number of diverse and relevant units such as the Cyber Smart unit, Party Safe and First Aid, history of sport and coaching (tactics and strategies).

Assessment Tasks
- Cyber Safety Assessment Task
- Party Safe Assessment Task
- Investigation and Presentation - Tactics and Strategy
- Research Task - History of Sport

ROBOTICS / CYBERBOT
Description:
CyberBot is a combination of Programming and Robotic. For one term, students will learn and extend their knowledge about digital technologies. They will learn web design through coding HTML and CSS. Students will also build upon their programming language using Python Programming. These skills will allow students to develop a digital solution.

Second term of robotics, students will use two platforms to analyse, design, develop and evaluate a solution. Using the Lego EV3 platform, and where possible the 3D printer, students work collaboratively with others to solve a given scenario.

SCIENCE

Description:

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

Over the course of the year students will study the following topics:

Science toolkit: Students design experiments and consider ethics and safety. They analyse data, identify trends and relationships, and reveal inconsistencies in results. Students will analyse and evaluate their own and others' investigations.

Ecosystems: In this topic students will learn that ecosystems are communities of organisms and their non-living surroundings. They will explore how matter and energy flow through ecosystems.

Control and regulation: Students will investigate the systems that humans have to detect and respond to changes in their environment.

Tectonic plates: In this unit students will learn about the theories around plate tectonics, and how they are used to explain global patterns of geological activity and the movement of continents.

Matter: Students will explore the concept that matter is made up of atoms, and learn about atomic structure and radioactivity.

Chemical Reactions: Chemical reactions, including combustion and acid reactions, are the rearrangement of atoms to form a new substance. Students will learn that through this process, mass is not created or destroyed.

Electricity: In this unit students will investigate electric circuits and the concepts of current and voltage. They will learn that electricity is a general term related to the presence and flow of electric charge.

Electromagnetism: Students will investigate magnetic fields and their use in generating electricity.

Assessment Tasks
- Research Tasks
- Practical Reports
- Topic Tests
- Bookwork
- Investigations
- Semester Examinations

TEXTILES

Description:

Year 9 Students focus on both product construction and fibres and fabric embellishment. In fibres and fabric embellishment students learn about fabric innovations and how to design products with the material characteristics and properties in mind. In product construction, students learn basic construction, dying and embellishment techniques and then produce a designed product.

Assessment
- Garment design and construction
- Fabric and fibres

A Vibrant Life