

INTRODUCTION

This booklet details guidelines for Year 9 including unit selection and unit descriptions. Students should carefully study this booklet and discuss with their parents and teachers, when choosing their course of study.

At Year 9 the curriculum is designed to:

- Provide all students with a quality comprehensive and engaging curriculum.
- Develop core skills such as Literacy and Numeracy, as well as interdisciplinary skills.
- Accommodate Australian (national) curriculum recommendations.
- Give students some responsibility for an individualised educational program with an emphasis on personal and social development.

Year 9 subjects have been put into core and elective areas.

Core subjects

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| English | 7 periods per week Semester 1 & 2 |
| Project Based Learning (PBL) – incorporating Civics & Citizenship, Economics, Geography & History | 8 periods per week Semester 1 & 2 |
| Health | To be a series of one-day/1/2 day workshops (usually during PBL time) |
| Maths | 7 periods per week Semester 1 & 2 |
| Physical Education | 2 periods per week Semester 1 & 2 |
| Science | 4 periods per week Semester 1 & 2 |

Elective Subjects

| | |
|--|-----------------------------------|
| <i>The Arts</i> – Art OR Multimedia OR Performing Arts OR Visual Communication | 4 periods per week for 1 Semester |
| CFA – note CFA is a 2-year commitment ie. Yr 9 and Yr 10 | 3 periods per week Semester 1 & 2 |
| <i>Design</i> – Food OR Metal OR Textiles OR Wood | 4 periods per week for 1 Semester |
| LOTE | 3 periods per week Semester 1 & 2 |
| Machines & Motors | 3 periods per week Semester 1 |
| Energy Options | 3 periods per week Semester 2 |

REPORTING AND ASSESSMENT

ASSESSMENT

An 'assessment' will be made of a student's learning and achievement in each unit. Students will be assessed on the quality of their work.

REPORTING

The reporting or communication of this assessment information will be made twice for each unit. Throughout the year Parent / Student / Teacher Interviews will be conducted. The interviews allow for a student's strengths and weaknesses in the unit to be understood and progress clarified. They also provide an opportunity to discuss strategies for future learning. All students and parents are expected to attend Parent / Student / Teacher interviews

A formal written report will be issued at the conclusion of each semester unit (end of Term 2 and Term 4)

SUCCESSFUL COMPLETION OF YEAR 9 / PROMOTION TO YEAR 10

In view of the nature and demands of Year 10, Year 9 students who wish to be recommended for promotion to Year 10, need to have demonstrated through their behaviour, class work and progress reports that they:

1. are regular in **attendance** at school (80% minimum attendance).
2. have **good working habits**, including the ability to work independently, both at home and at school.
3. are **reliable and punctual** in submission of required work.
4. are **cooperative** in their dealings with other members of the school community.
5. are willing to **work within the established procedures** of the school.
6. have **satisfactorily completed** (rating C, B or A - as reported on end of Semester reports) the majority of their units throughout the year.

Exemptions to any of the above criteria can only be given with the approval of the Year 9 Coordinator in consultation with the classroom and/or Homegroup teachers and Principal, if necessary. Students requiring an exemption may be required to sign a learning contract endorsed by their parent/guardian. Incorporated into the learning contract would be the regular review of the student's progress. Classroom teachers would be informed of students on learning contracts and would provide feedback on the student's progress and level of achievement. Students not achieving success would be counseled (with their parent/guardian) to determine a suitable pathway.

SELECTION PROCESS

Students will be issued with a selection sheet at an Information Session/Evening to be held early Term 4. The selection sheet will list all of the units offered in blocks. Where there is a choice of units, students are asked to indicate preferences for the unit/s that they would like to study with a number '1' for first preference and a number '2' for second preference. We cannot guarantee that students will be able to study the unit selected number '1' preference. In some classes there will be a limit placed on the number of students in the class. Students who return their forms on time will be given priority places in classes where numbers are limited.

Selection to the CFA program is based on written application. There is a limit placed on the number of students that can undertake this subject. As part of the application process, students must demonstrate a real enthusiasm for the individual program.

Selection Process and Timeline

The following timeline highlights the critical dates in the 2010/2011 selection/counseling process.

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|--|---|
| Student and Parent Information Evening | Tuesday 19 th October |
| Individual student interviews (~ 15 minute duration) with teacher(s). | Wednesday 20 th , Monday 25 th & Tuesday 26 th October |
| First round selections due back to Ms Jenni Gardner or Homegroup Teacher. | Tuesday 26 th October |
| Selections checked. | Wednesday 27 th October – Wednesday 5 th November |
| Re-interview students if changes to selections required (possibly with parents). | Monday 8 th – Wednesday 10 th November |
| Course confirmation. | Wednesday 10 th November |
| 'Headstart' ie. commence Year 9 units. | Monday 6 th December |
| Monitoring student progress. | Term 1 and 2 2011 |
| Facilitating unit changes for Semester 2 2011 (where possible/desirable). | End Term 2 2011 |

YEAR 10

When students reach Year 10, there may be the option of undertaking a Year 11 subject ie. start their VCE studies in Year 10. This option is only available to students who demonstrate at Year 9 that they are capable, motivated and well organized.

The selection of Year 9 students as they enter into Year 10 to undertake this option will be based on successful completion of middle school units undertaken in Year 9 along with a recommendation from their English teacher regarding the student's capability to cope with the increased level of written work. Apart from this academic assessment students will need to be supported in their application by their Homegroup Teacher and/or 9-12 Team Leaders.

EXTRA CURRICULAR PROGRAMS

The College runs a range of optional programs to complement the range of subjects on offer. These programs include Instrumental Music, camps and excursions.

Instrumental Music

This program provides a fantastic opportunity for students who have an interest in playing an instrument individually and/or playing as a member of a band.

This program is undertaken in addition to a full load of subjects. On a particular day/s a student would be withdrawn from their regular class to participate in the Instrumental Music program for 1 period. The timing of this 1 period is rotated each week throughout the day to avoid the same lesson being missed each week and minimize the disruption to regular classes.

Students need to be aware that participation in the Instrumental Music program does impose an additional workload – absence from class due to Instrumental Music **does not** automatically excuse you from completing the work covered in the regular class missed.

Camps

The College offers a Central Australia camping experience every second year. This trip is open initially to students in Years 9 and 10, and then (if there is sufficient room) to students in Years 8, and 11. This trip usually takes about 10 days and costs around \$750. The next Central Australia camp is scheduled for 2010 – families would expect to receive information during 2009.

Excursions

A range of subjects offer excursions – see the 'Additional Information' section of the subject descriptions. Typically the excursions are an integral and important part of the learning (not just an 'add on') and most contribute significantly to the context of work to be undertaken in class. Students and parents are encouraged to carefully read any

information sent home regarding an excursion - taking particular note of the date by which money **and** consent forms **must** be returned. This date (and not the day after!) is the date on which the subject teacher will determine if there is a sufficient number of paid student participants to allow the excursion to continue. If there is not a sufficient number, the excursion will be cancelled and monies refunded. Money and consent forms handed in after the due date **will not** be considered.

Tournament of Minds

Tournament of Minds is a problem solving program for teams of students from both primary and secondary years. They are required to solve demanding, open-ended challenges from one specific learning discipline. Tournament of Minds is an opportunity for students with a passion for learning and problem solving to demonstrate their skills and talents in an exciting, vibrant, and public way.

Other 'one off' programs occasionally become available for interested students. Students are strongly encouraged to participate in programs offered – programs are offered to extend a student's range of experiences and provide additional opportunities to explore their possible interests and strengths.

HOMEWORK

Ideally students in Year 9 will be working towards establishing a regular homework routine, ie. setting aside a period of time each day/each week day to undertake some school work. This may include completing work not finished during class time, completing Mathsmates, completing additional maths questions to improve understanding, undertaking research, reading novels, reading of newspapers and/or watching television news/quality programs for current affairs issues.

ABSENCES

Regular attendance at school is important for maintaining continuity of learning and establishing/building social networks and relationships with staff members. However, it is acknowledged that absences will occur from time-to-time due to illness and/or personal/ family reasons.

If an absence occurs, parents/guardians are required to authorize the absence ie. inform the College that the absence was with parent/guardian consent. Parents/guardians should either phone the College and report the absence, or provide a signed note to the Home Group Teacher on the next day the student attends school.

If an absence continues beyond a few days, ie. more than three consecutive days, we would encourage parents/guardians to contact the College. If appropriate and/or requested, the Year Level Coordinator or Home Group Teacher will organize work to be undertaken while the absence continues or will simply notify class teachers of the authorized absence.

Following an extended absence, a student should be proactive in contacting each staff member to determine which tasks need to be completed and negotiating extensions for submission of work if necessary. Absence from school is **not** an automatic excuse for non-completion of tasks.