

Western Port Secondary College



YEAR 9 HANDBOOK

2023

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The Western Port Way

We are a proud school where every student has a place.

We provide a broad curriculum, including vocation-based subjects, giving our students the education, they need to succeed in a diverse and changing world.

We work collaboratively to analyse multiple sources of student learning data to design programs that meet each student's point of need.

Student wellbeing is a key priority, and we strive to develop our students' personal and social skills to become confident, resilient, and valued members of the community.

Our Values

The four Core Values for Western Port Secondary College are:

Community, Achievement, Respect and Engagement.

At Western Port, we reinforce these core values in our everyday learning and interaction with our students.



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Introduction

The purpose of the following information is to provide students about Year 9 and the subjects that will be offered in 2023.

Term 3 is a big decision-making time for all Year 8 students. It is a time when we encourage students to focus on thinking more seriously about future careers and their upcoming years of education.

This handbook provides students with important information to assist with subject selection discussions. Students should also complete the course planning sheet.



Making Sensible Choices

Students should review the information in the Year 9 Junior School Handbook which outlines the subject choices and links to potential career pathways. While the selections allow students to follow an area of interest, it is important to maintain balance in the course. Not selecting any particular unit in Year 9 does not lock students out of further study in that area later on, but it would be useful to think about VCE units, which might link to students' areas of interest beyond Year 9.



Students should ensure their selections are based on what is best for them. Please discourage students from simply picking the units their friends are choosing!

Extra-Curricular Items and Activities

Items and activities that enhance or broaden the schooling experience of students and are above and beyond what the school provides for free to deliver the curriculum. These are provided on a user-pays basis.

For further information or assistance with this process please don't hesitate to contact the College.

THIS HANDBOOK CAN BE FOUND ONLINE BY FOLLOWING THE LINK BELOW:
[Publications - Western Port Secondary College \(westernportsc.vic.edu.au\)](http://westernportsc.vic.edu.au)



School Wide Positive Behaviour Support

At Western Port Secondary College, we have created a strong and consistent approach to behaviour support and management. This approach follows the Department of Education's School Wide Positive Behaviour Support framework.

The College is recognised in the region for being a leader in positive behaviour support. We have achieved this through a system that acknowledges and rewards positive student behaviour. We support this system with a robust process that reduces negative behaviours, by not only keeping students to account through consequences but also by teaching them how to achieve behaviour expectations through coaching and reflection. This is a consistent practice across our entire College community, creating calm classrooms and outdoor spaces.

Student Leadership, Voice, and Agency

We are passionate about student leadership and have aligned our Captaincy positions in Years 7 to 12 to our four College Values: Community, Achievement, Respect and Engagement. Our student leaders work through Legacy Projects to ensure they make an impact within their year of leadership and really leave a legacy through a passion project. We also understand that it doesn't take a badge to be a leader and we have both Senior and Junior student voice teams who meet regularly to discuss the College climate and initiatives to enhance the learning and wellbeing needs for each and every student. All WPSC students are actively involved in a wide variety of decision-making aspects across our College, notably having agency over their learning and classroom spaces.

College Contributions

Schools provide students with free instruction to fulfil the standard Victorian curriculum and we want to assure you that all contributions are voluntary. Extra-curricular items and activities are provided on a user-pays basis.

Ongoing and continued support from our families regarding financial contributions to our College has ensured our school can go above and beyond offering a standard curriculum program and allow our students to have a wide choice of subjects to pursue their chosen pathways. Working with our School Council we have ensured our school charges remain at one of the lowest levels in the state.

As can be seen over the last few years we have invested heavily in our students, staff, and College facilities. We continue to do this as we truly believe our students deserve the best possible opportunity to thrive and pursue their wide range of passions in state-of-the-art facilities as they move through our College and onto the next chapter of their lives.

Student wellbeing is a key priority, and we strive to develop our student's personal and social skills to become confident, resilient, and valued members of the community. Your continued support has allowed us to create this environment in our College and the resources required.

As we head into the future, we are excited to commence our refurbishment of the senior and middle school wing of the College along with a new well-being area. The resources required to operate in this space will be significant. Your continued support will allow us to provide the latest programs and equipment in these new and refurbished areas.

Financial Support

For parents experiencing financial difficulty, alternative payment options or plans are available. Parents wishing to explore this option are encouraged to make an appointment with the school's Parent Payment Contact, Meaghan McKinnon, or Robyn Chipperfield by phone on 5979 1577 or email western.port.sc@education.vic.gov.au to arrange for a confidential discussion.

Please note the following payment options are available:

- ◆ CASH
- ◆ EFTPOS
- ◆ CREDIT CARD
- ◆ BPay
- ◆ Centrepay (Families holding a valid means-tested concession card) – please speak with the WPSC office staff for details and obtaining a form
- ◆ Camps, Sports, Excursion Fund (CSEF) provides payments for eligible students to attend camps, sports, and excursions. Families holding a valid means-tested concession card or temporary/permanent foster parents are eligible to apply and a Special Consideration eligibility category also exists.

For further information on the Department's Parent Payments Policy please refer to our College website: [WESTERN-PORT-SECONDARY-COLLEGE-PARENT-PAYMENT-POLICY-DET-2022.pdf \(westernportsc.vic.edu.au\)](https://westernportsc.vic.edu.au/WESTERN-PORT-SECONDARY-COLLEGE-PARENT-PAYMENT-POLICY-DET-2022.pdf)

Curriculum Contributions –

Items and activities that students use, or participate in, to access the curriculum

Classroom consumables, materials & equipment <ul style="list-style-type: none"> ◆ Art supplies ◆ Food Technology items ◆ Wood Technology ◆ Science equipment ◆ Health and Physical Education - equipment replacements ◆ Workbooks & practice exams, printing and photocopying supplied by WPSC ◆ Western Port Secondary College locker, lock, and key ◆ Student ID card 	\$200.00
Licensed programs accessed by students <ul style="list-style-type: none"> ◆ Athletics ◆ Quicksmart ◆ Sounds Write 	\$50.00
Curriculum Contributions: Total	\$250.00

Extra -Curricular Items and Activities -

Items and activities that enhance or broaden the schooling experience of students and are above and beyond what the school provides in order to deliver the curriculum. These are provided on a user-pays basis.

Other optional excursions, camps, and activities to be scheduled	TBA
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Other Contributions non-curricular items and activities

First Aid Contribution - The school provides first aid consumables required to treat students and to meet student health needs when at school and offsite. Staff also undertake professional development in CPR, welfare, asthma, anaphylaxis, and diabetes management on an annual basis.	\$30.00
Student Wellbeing Contribution - At Western Port Secondary College we support students' wellbeing at an individualised level, this includes the engagement of external professionals on a need's basis. This support assists in developing staff knowledge, and at times, individual students, and families. The aim is to provide individual and group support.	\$30.00
ICT Contribution - Software and equipment required to sustain and enhance our ICT program.	\$50.00
Building Fund – Please note this is a Tax-Deductible contribution – A formal receipt will be given to support the claim. The Building Fund is a voluntary fund established to support the college maintenance and continued upgrades which enhances and supports the learning environment for students.	\$60.00
Grounds Maintenance Contribution - To ensure that the school can continue to maintain our grounds to a high standard.	\$30.00
Other Contributions: Total	\$200.00

School Council thank you in advance to support these voluntary funds, so that we will remain in a financial position to deliver significant programs and facilities upgrades for the Western Port Secondary College Community

Educational items for students to own

Stationary items on the booklist (available term 4) can be purchased from Box Of Books or other suppliers you may choose to source these items from. Details on how to access the year level booklist is available on the WPSC website.

Refunds

Parent requests for refunds are subject to the discretion of the school and made on a case-by-case basis. Refunds will be provided where the school deems it is reasonable and fair to do so, taking into consideration whether a cost has been incurred.

For further information on the Department's Parent Payments Policy please refer to our College website: <https://westernportsc.vic.edu.au/wp-content/uploads/2021/09/WESTERN-PORT-SECONDARY-COLLEGE-PARENT-PAYMENT-POLICY-DET-2023.pdf>

Extra-Curricular Items and Activities

Items and activities that enhance or broaden the schooling experience of students and are above and beyond what the school provides for free to deliver the Curriculum. These are provided on a user-pays basis.

For further information or assistance with this process please don't hesitate to contact the College.

THIS HANDBOOK CAN BE FOUND ONLINE BY FOLLOWING THE LINK BELOW:

<http://www.westernportsc.vic.edu.au/parent-information/publications/>



MyTech Laptop Program – Year 9 in 2023

In 2023, we will continue to deliver on our commitment to provide a quality education program that equips our students with critical 21st Century skills. Every Year 11 student who was not issued a laptop as part of Year 10 will be provided a school managed laptop. We want to ensure that all students have the same access to digital curriculum, program and system updates and consistency in warranty and repairs support. Students retain this device until the end of their school program or when they exit the College.

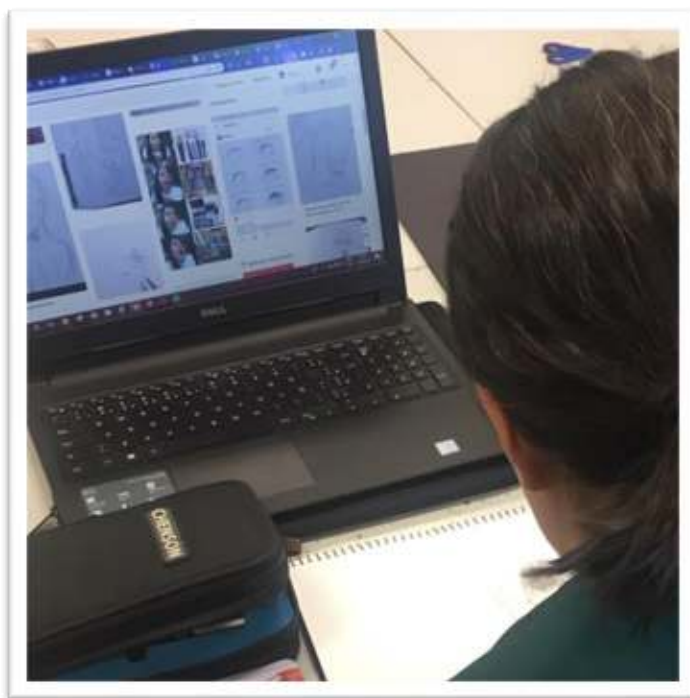
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Included in the MyTech Program -

- ◆ Brand new Lenovo 11E Yoga Laptop
- ◆ Extended 3-year onsite warranty
- ◆ WPSC custom designed eduskins with logo branding
- ◆ Carry bag
- ◆ Access to the full M/S Office 365 suite for Education



*Pending consent, appropriate use and compliance with relevant policies



Homework Policy

Western Port Secondary College expects students to further develop and consolidate their independent learning skills by completing homework tasks. Homework has a positive effect on learning and is an important part of reinforcing the concepts that are introduced in class. It also plays a significant role in building work ethic, self-discipline, and responsibility. Western Port Secondary College acknowledges that homework should be tailored and adapted to suit the personal and developmental needs of students. Teachers at the College are encouraged to exercise their discretion in assigning tasks that are appropriate for their students and most likely to be meaningful. This may comprise of a range of different tasks as outlined below. Teachers and Student Engagement Leaders will consult to ensure a manageable workload is maintained for all students.

Implementation

- ◆ Classroom teachers will set regular homework appropriate to each young person's skill level and age.
- ◆ Homework activities should be engaging, challenging and where appropriate, open-ended.
- ◆ Each set task must be purposeful, meaningful, and relevant to the current classroom curriculum. Drill and practice activities are to be avoided.
- ◆ All homework activities must be assessed with feedback and support provided by teachers.
- ◆ All students Compass accounts will detail homework expectations, will include additional open-ended challenges that are appropriate to students of a variety of ages, which students may choose to embrace, and will require students to submit homework tasks electronically.

Homework will consist mainly of

- ◆ Reading, research, assignments, assessments tasks and independent projects.
- ◆ Homework schedules will be discussed with each student individually, with opportunities being made for parents to discuss homework issues with the College.
- ◆ Students will be provided with formal opportunities to build organisation and planning skills.
- ◆ Generally, students can expect homework tasks in the year level to increase to consider the expected level of independence and initiative of students.
- ◆ Homework will generally be between 45 and 90 minutes per day, must be coordinated between teachers to avoid excessive workload, and may be set during weekends and College vacations.

Students can expect to spend between 1 to 3 hours of homework per weeknight, and further study on weekends during assessment periods.

The Year 9 Curriculum

The Year 9 curriculum is organised into a program of 'core subjects' listed below which are compulsory for all Year 9 students to complete across a full year. Students are then able to choose 'elective subjects' which run for a semester (6 months) to accommodate a full Year 9 program.

Core Curriculum Studies: (All students to complete)

- ◆ English
- ◆ Humanities
- ◆ Mathematics
- ◆ Science
- ◆ Project 9
- ◆ Health & Physical Education (Semester only)

Elective Subject Areas: (Semester Based)

- ◆ Physical Education & Sport
- ◆ Arts & Performing Arts
- ◆ Technology
- ◆ Digital Technologies
- ◆ Science (STEM)
- ◆ Indonesian (LOTE)
- ◆ Humanities
- ◆ Accelerate

All electives are semester length modules. The modules offered by each of these disciplines are varied and give students the chance to select areas of interest. *When selecting electives, students must have at least one Art and one Technology elective in their final course with the remaining selections open to personal preference and interests from any elective subject area.* Students will complete seven electives across the year.

Whilst every effort will be made to give students as many of their preferences as possible, timetable constraints sometimes mean that compromises need to be made. Students' best chance of securing their place in the electives they have chosen is to submit their preferences on time.

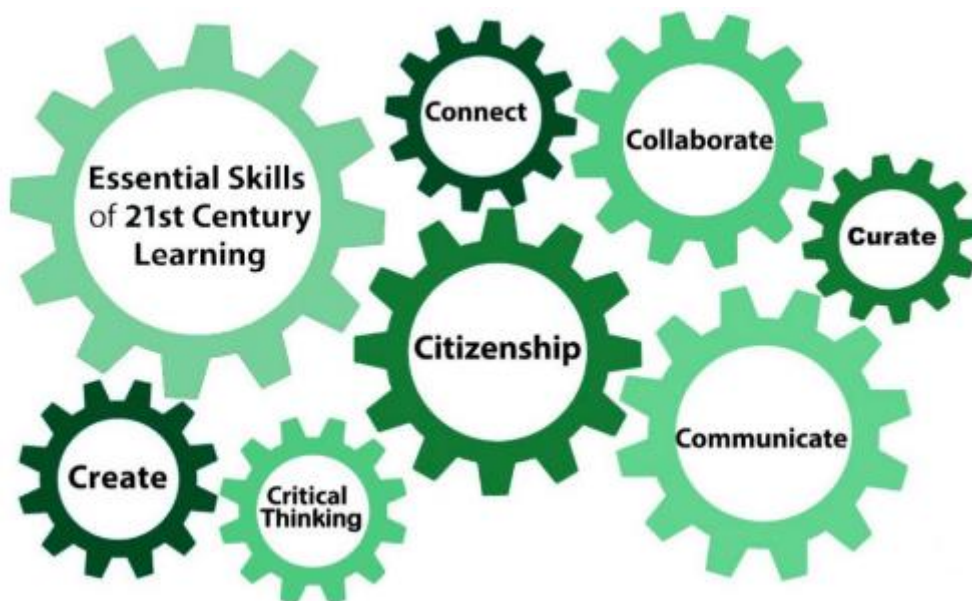
Project 9

Project 9 is an experiential learning program focusing on the development of 21st Century skills and exploring students' own capabilities. A major part of the program gives students opportunities to identify their own strengths and build upon areas they wish to improve. It takes students out of their regular classroom routine and brings together vast opportunities which exist in our local and wider community.

Project 9 runs for the entire school year, providing students with the knowledge and skills needed to become well-rounded individuals and active members of the community. Project 9 involves excursions and activities to assist with students' personal and interpersonal skills, as well as giving them greater opportunities for involvement in hands on and experiential learning. Through mentoring and regular contact with parents and carers, students develop personal ownership of their learning and recognise the value of setting SMART goals and achieving them throughout the year.

The program is based around the Victorian Curriculum Capability areas of Critical & Creative thinking, Ethical, Personal, Social and Intercultural capabilities. Project 9 also bridges the gap across domains, and is a truly cross-curricular program, building student literacy and numeracy skills, while allowing students the opportunity to delve deeper into Humanities, Science, Sports and Arts domains through real-world exploration, excursions and engagement.

Through the Project 9 program, students become more connected with their peers, teachers and the community, as they share experiences and form bonds together on excursions. The excursions focus on the themes of Community, Careers, Conservation and Culture, taking students on varied learning experiences.



Accelerate Elective

This elective is designed for students to be extended so that they can work above the expected level in a range of subjects, as well as developing their leadership and communication skills. It will ensure students are using higher order thinking skills in a specialised and personalised learning program and prepare them for further study as well as life beyond their academic career.

Students who select this elective would be considering a VCE and university pathway. Accelerate students will gain the skills and study habits necessary for success in these fields. Students will have access to guest speakers and be invited to participate in an entrepreneurial team challenge and other events. Benefits include access to excursions, programs that target goal setting and comprehensive monitoring and tracking of learning data.

Opportunities:

- ◆ Continued support to achieve excellence and academic success
- ◆ Access to extra-curricular learning activities
- ◆ Targeted careers and pathways counselling
- ◆ VCE taster sessions
- ◆ University and other further education experiences
- ◆ Stress management



ARTS

Art

Art (Elective)

If you are interested in 'The Arts', then this course is for you! Students will produce several final artworks that will contribute to their practical folio. Students will be introduced to the skills of annotation and documentation as well as responding to artists and artworks from different times and cultures.

Students will be introduced to a range of creative concepts and skills, including how to use different materials:

- ◆ Painting on canvas
- ◆ Drawing
- ◆ Ceramics
- ◆ Water Colour painting
- ◆ Photography

Visual Communication and Design - VCD (Elective)

Students will develop awareness of the production process through a development portfolio. They will learn technical skills through formal drawings, such as perspective, isometric, and orthogonal drawings.

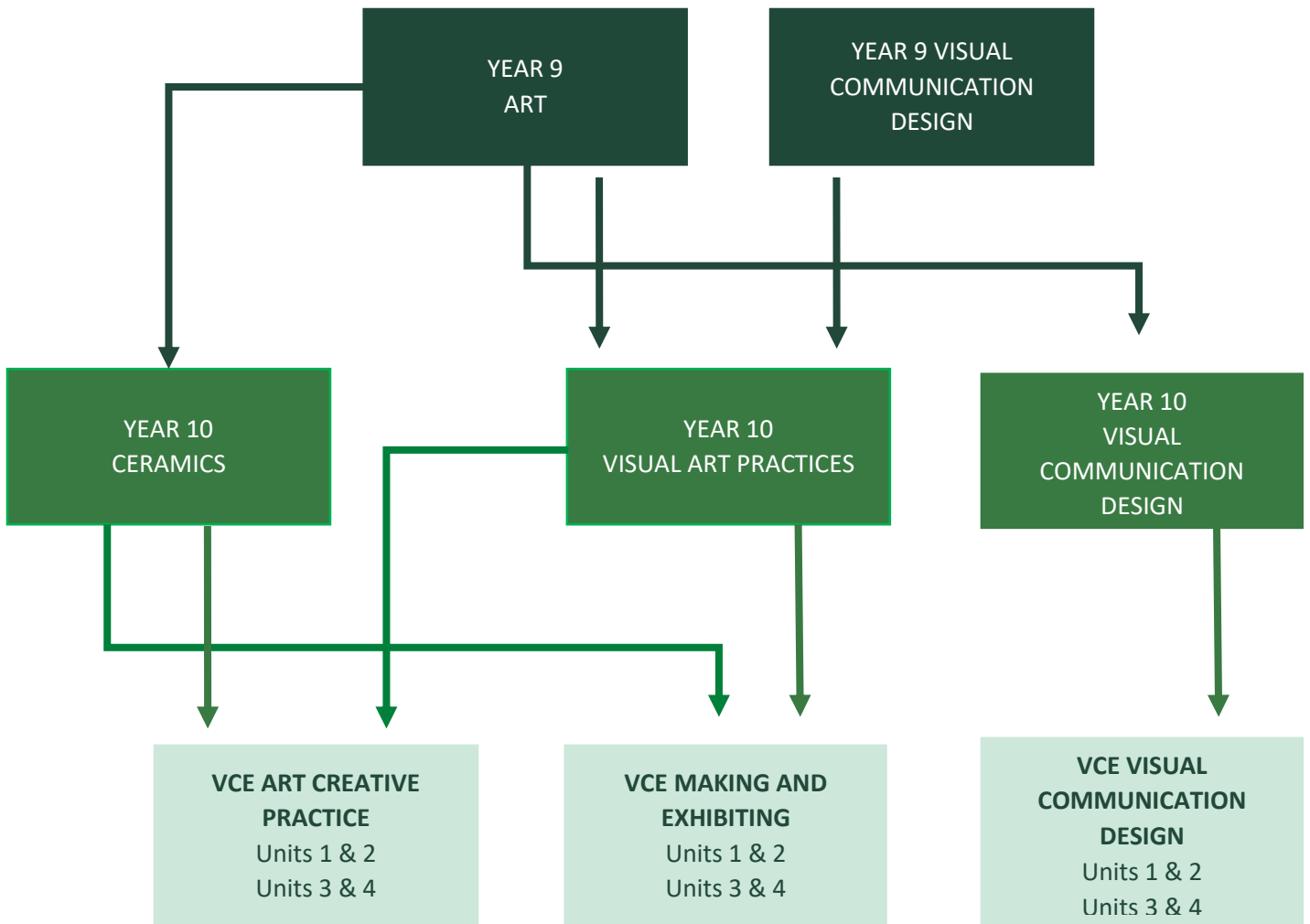
Students will practice drawing and rendering from direct observation.

The subject focuses on:

- ◆ Exploration of technical and creative freehand drawing skills
- ◆ Development of rendering styles and a range of media
- ◆ Design Brief development
- ◆ CD/Media cover design process and final presentation



Art Pathways



Performing Arts

Music (Elective)

Students will develop and enhance musical skills on their chosen instrument through solo and ensemble performance as well as the exploration of various compositional techniques. They will make use of standard and unconventional notation and develop rehearsal and time management strategies using technology where appropriate. Students will develop critical, analytical listening skills and musical knowledge relevant to today's social and cultural contexts.

The course includes:

- Working with technology in performance
- Solo and ensemble performances
- Personal development as a musician
- Critical listening



(It is HIGHLY recommended that students undertaking this subject learn an instrument through the college's instrumental program or a private tutor)

Drama (Elective)

In this elective, students improvise, select and structure elements of drama to make short plays. They experiment with a range of forms, styles, and conventions in drama to create dramatic action and to convey meaning. Using a variety of techniques and processes, students develop a range of performance skills to communicate with an audience.

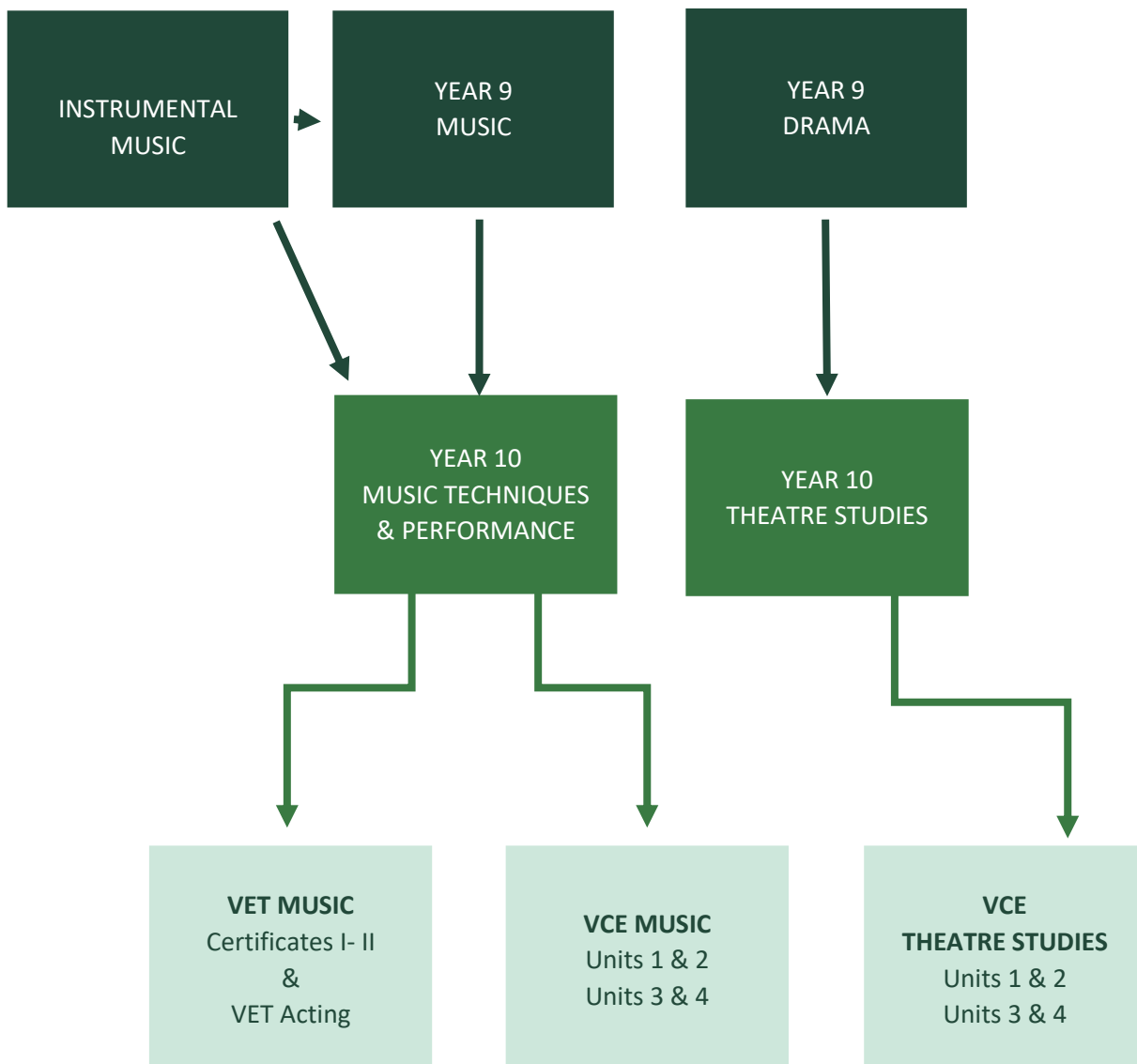
Students select and manipulate elements of stagecraft appropriate to their work. During their major Drama unit 'Create your own adventure', students will develop their own performances from a range of stimulus material. They will examine the development of styles such as comedy and mystery, and from this, create self-devised plays.



Students will engage in workshops to:

- ◆ Create characters with depth and credibility
- ◆ Use drama elements, forms, styles, and conventions to convey meaning
- ◆ Develop drama ideas individually and in groups
- ◆ Interpret texts, characters, and scripts from a range of cultural and historical sources

Performing Arts Pathways



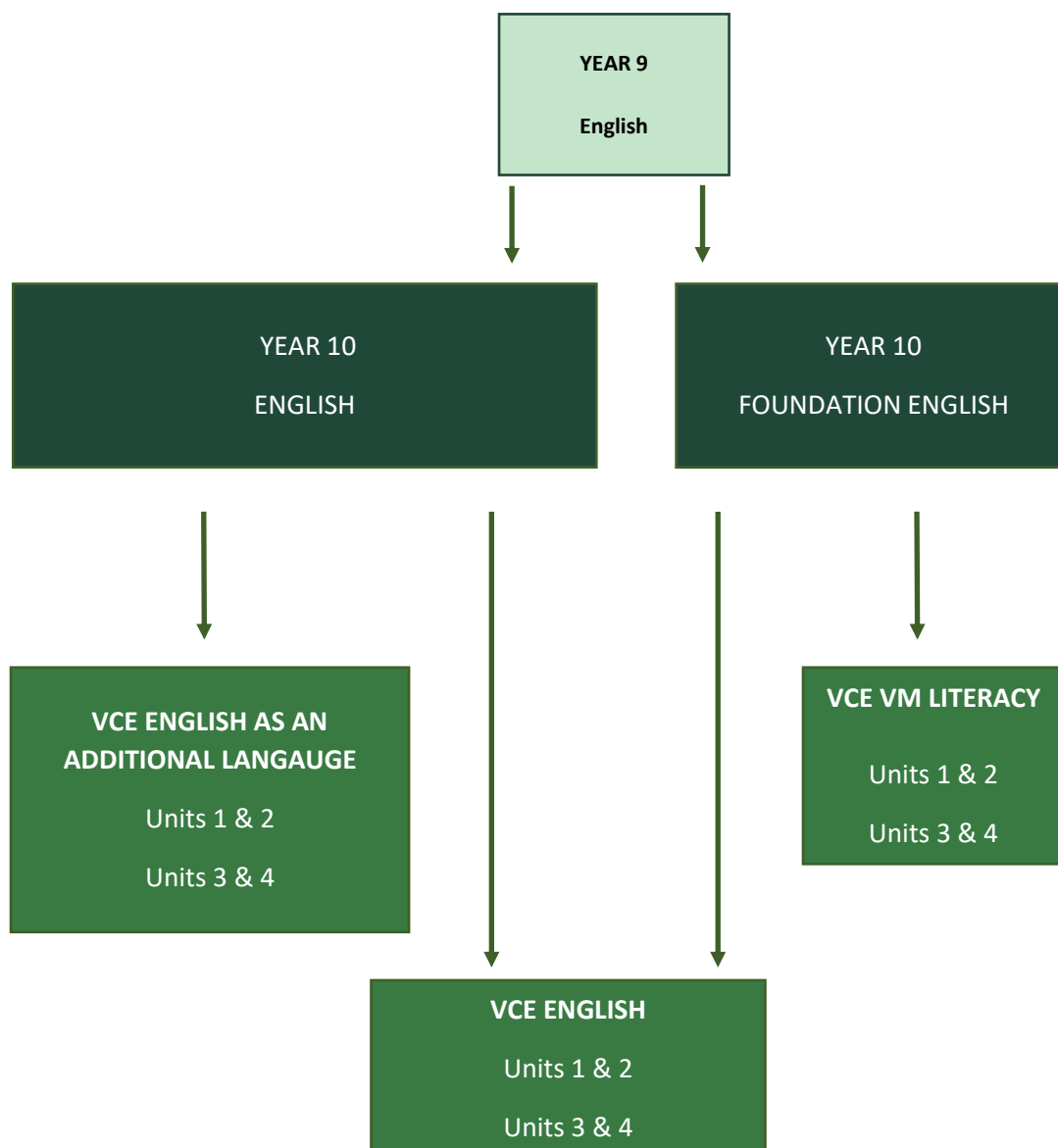
English

In English, students engage with a variety of texts for enjoyment. Students will interpret, create, evaluate, discuss, and perform a wide range of tasks related to the texts explored. The primary purpose is to connect to the wider world, understand key messages, and learn how to write to 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.

Texts that are studied in Year 9 are drawn from a range of genres and involve complex, challenging, and unpredictable plot sequences and structures. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a wide range of topics and themes. Students develop their knowledge and understanding of complex sentences with technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative, and persuasive types of texts including narratives, procedures, reports, discussions, literary analyses, and reviews.

English Pathways



Language other than English (LOTE)

Indonesian consolidates and builds upon the skills developed in Years 7 and 8. Students will study topics related to their lives and will begin to learn about grammatical characteristics of the language. This elective allows student to explore the subject and help determine if they have the ability to undertake a senior LOTE program.

Students will be given the opportunity to:

- ◆ Cook and taste Indonesian cuisine
- ◆ Engage in cross age teaching
- ◆ Participate in the pen pal program with our sister school
- ◆ Interpret, recycle, and adapt using appropriate language
- ◆ Compare and contrast aspects of life in LOTE-speaking countries



LOTE Pathways



Health & Physical Education

Year 9 HPE (Core)

Health and Physical Education is a mandatory aspect of the year 9 curriculum. This course will introduce students to human physiology, finding out what makes our bodies work and develop. As well as the opportunity to engage with skill-based learning to demonstrate knowledge of key skills required to build career pathways into Health Sciences, Sport, and Education.

Students will also participate in several practical elements, exploring games to promote engagement and enjoyment. Improving on skills relating to individual and team sports as well as investigating and participating in Cultural/indigenous sports and games from around the world.

Key Learning Areas of this unit include:

- ◆ Mental health awareness (Growth Mindset and Resiliency)
- ◆ First Aid Training
- ◆ Introduction to Body Systems (Muscles, Bones, Cardiorespiratory systems)
- ◆ How we energize the body (Food Fuels)
- ◆ Minor Games
- ◆ Major Games
- ◆ Cultural Games

Martial Arts (Elective)

Martial Arts is increasing in popularity worldwide and is beneficial to people of all ages and backgrounds. This Martial Arts elective will provide students with the opportunity to explore elements of fitness, discipline, respect, self-defence, body movement and individual health whilst promoting the student's confidence, self-expression, and empowerment.

Students will focus on aspects of self-defence, fitness, correct technique and defending yourself from opposition. Students will be introduced to skills and techniques that will prepare them both mentally and physically for many challenging circumstances they may be presented with in life. Majority of the classes will be practical and hands on, however, there will also be some important theory components covered.

Key Learning Areas for this unit include:

- ◆ Body movement (Spatial awareness, movement, techniques)
- ◆ Introduction to Martial Arts/Combat fitness
- ◆ Safety inside the gym and on the mat
- ◆ Introduction to basic self-defence (defensive and offensive techniques)
- ◆ History of Martial Arts

Game Sense (Elective)

This year 9 elective will go beyond the practice of participating in games; through the exploration of game modifications, students will develop the knowledge of how to promote inclusion, challenge, and skill development in games. Students will investigate constructive coaching and feedback techniques to mentor, to teach new skills, to motivate players, and to encourage the pursuit of higher performance. Students are encouraged to become more tactically aware and make better decisions during the game to think more strategically, whilst most importantly, having fun.

Key Learning Areas of this elective unit include:

- ◆ Games and Skill analysis
- ◆ Performance analysis
- ◆ Coaching and feedback
- ◆ Game modifications
- ◆ Game strategies and tactics

Leisure & Recreation (Elective)

Students electing to study Leisure and Recreation will gain substantial knowledge surrounding the relationships between play, physical activity and outdoor recreation learnt through participating in various leisure and recreational activities.

Students will participate in a vast range of recreational activities such as Indoor rock-climbing as well as visits to indoor sporting facilities.

By choosing Leisure and Recreation, students develop a great base of knowledge in the subjects of Physical Education and Outdoor Education leading to the possibility of studying these subjects at a senior level.

Key Learning Areas for this unit include:

- ◆ Introduction to the National Physical Activity Guidelines (NPAGS)
- ◆ Socio-ecological Model
- ◆ Health Promotion
- ◆ Motivations for Physical Activity
- ◆ Assessing risk in leisure / recreation environments
- ◆ Investigating Relationships with the Australian Environment

Fitness and Dance (Elective)

Fitness and Dance is an exciting and enjoyable Year 9 Health and Physical Education elective that will provide students with the opportunity to explore elements of fitness, training and individual health whilst promoting the students' creative side. Students will be introduced to a range of training methods and how we achieve peak performance through several high intensity activities.

Students will also engage in several practical tasks through Dance and creative movement. This provides students with an incredible opportunity to express their physical activity endeavours in an extremely creative and enjoyable manner, with a major focus on engagement and participation.

Key Learning Areas for this unit include:

- ◆ Introduction to training methods and principles
- ◆ Introduction to fitness components
- ◆ Benefits of stretching (different types) and recovery
- ◆ Creative movement and expression
- ◆ Elements of dance (Spatial awareness, movement patterns, time, music)

Health and Beauty (Elective)

This elective allows students the opportunity to explore practical, hands-on skills in Makeup Application, Nail Care, Skin Care and Hairstyling, while learning core information that focus' on health and wellbeing. Students will undertake practical hands-on sessions that promote their creative side, while investigating Beauty Products, using ICT to create and develop Video Tutorials, and researching the science of beauty.

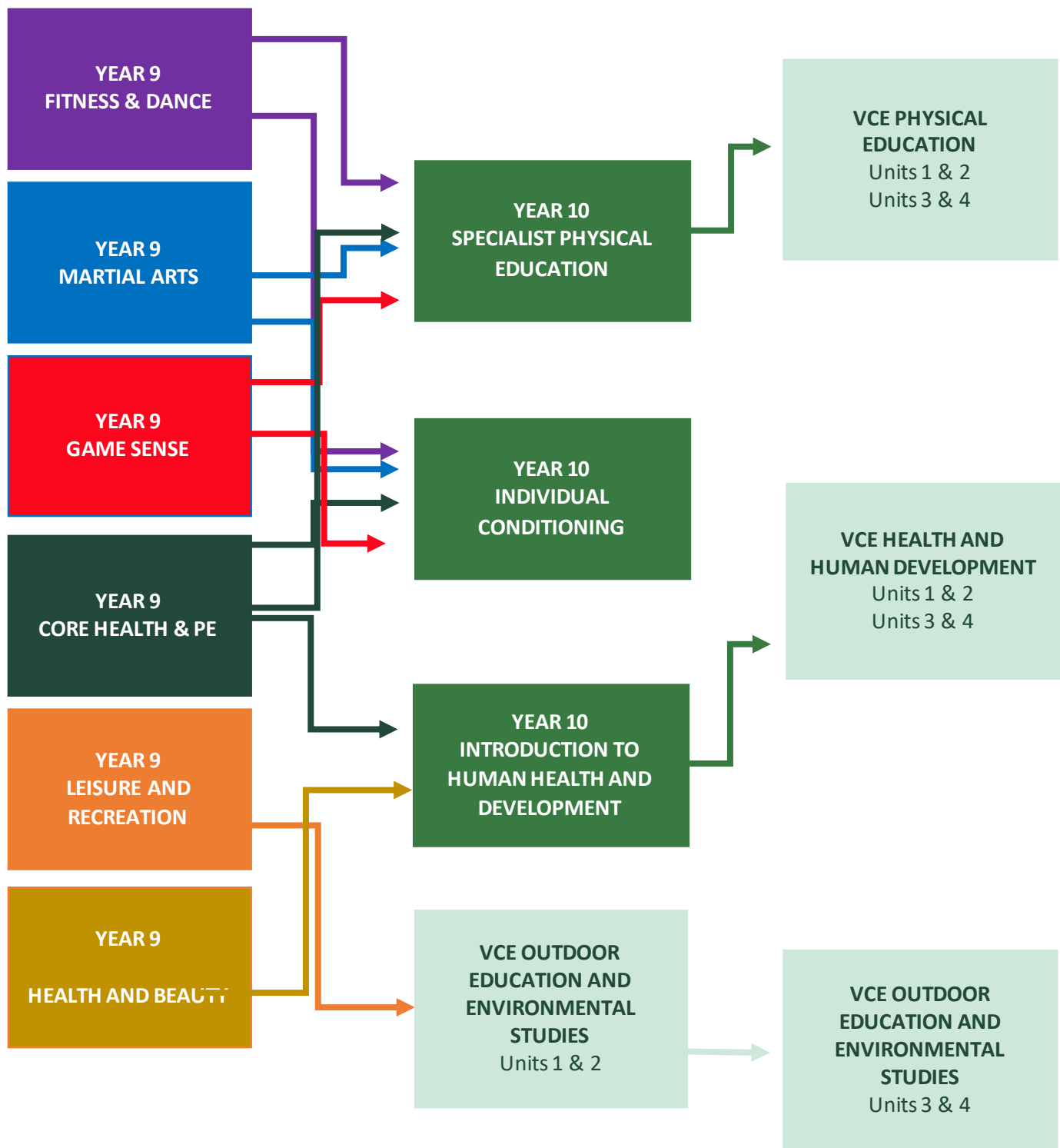
There will be an opportunity for a fieldwork excursion to the Peninsula Hot Springs (at cost) to explore the careers available in the health industry, while enjoying the therapeutic benefits of the thermal mineral water. Students will also have an excursion opportunity to visit local training centres to discuss pathways available in the Beauty industry.

Students who choose this elective may have an interest in continuing their studies in Year 10 Health and Human Development, or a VET TAFE course in Beauty, Makeup Services or Salon Assistant (Hairdressing). Participation in this subject will both practical and theory based.

Key Learning Areas for this unit include:

- ◆ Nail and Skin Anatomy
- ◆ Makeup Application
- ◆ Nutrition & Wellbeing comparison study
- ◆ Product research
- ◆ Body Image Investigation
- ◆ Hair Styling and Hair Care

Health & Physical Education Pathways



Humanities

Year 9 Humanities (Core)

In Semester One, students begin with the study of Geography. They investigate the different biomes that comprise our planet such as tropical rainforests, deserts, grassland, and the Arctic tundra. Students then look at the issue of food scarcity and investigate how different cultures in different parts of the world deal with the challenges of ensuring their population has physical, social, and economic access to nutritious food. In Term Two, students study Civics and Citizenship which develops students' knowledge of political and legal institutions and explores the nature of citizenship in a democracy. Students explored several issues relating to Australian society and investigated different viewpoints before presenting their own thoughts and opinions about each issue. Students then learn about our political system and explored the different political parties in Australia and what they stand for. Students ultimately create their own political parties and campaign for a class election by promoting their views on an issue of their choice.

Semester Two begins with History. Students investigate the Industrial Revolution, beginning in Britain and moving through to other parts of the world including Australia. They look at the inventions that changed our daily lives and explored the different effects and consequences that industrialisation has had for human society. In Term Four, students study Economics and Business. They investigate the Australian economy, our relationship with our trading partners, the changing nature of employment, and the role of entrepreneurial skills in stimulating innovation in business.

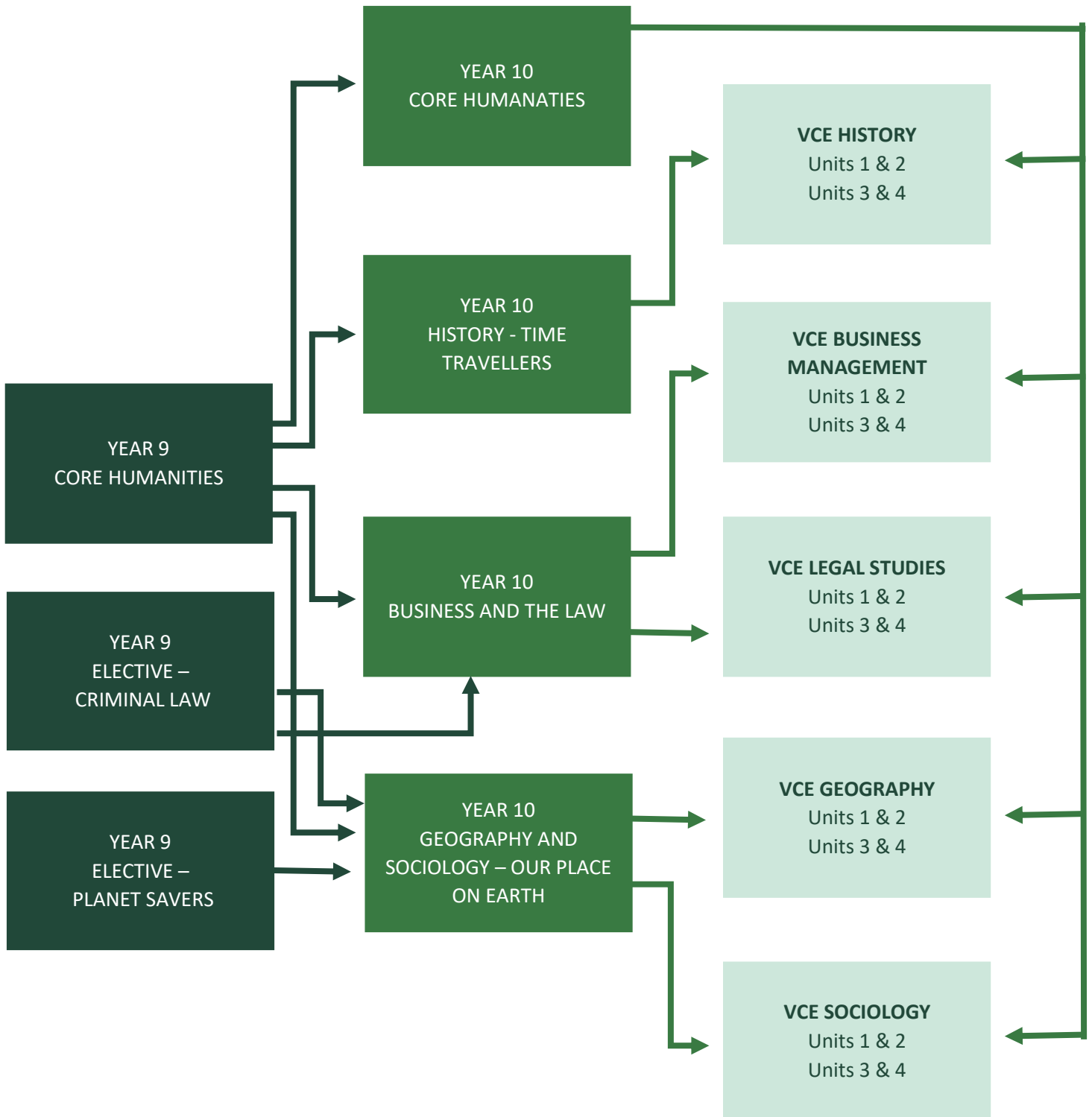
Planet Savers (Elective)

Planet Savers is for students who want to be involved in practical and 'hands on' solutions to tackling climate change and sustainability. Students will learn about the importance of biodiversity, climate change, water management and other issues. This subject involves conducting school audits around these issues as well as implementing 'hands on' sustainability initiatives around the school. Students will learn about impacts on the natural environment and how to help prevent the destruction of our planet. Planet Savers is great for students who love healthy environments but is particularly useful for those who want to experience leadership roles or work outdoors for a sustainable future.

Criminal Law (Elective)

Criminal Law is for students who want to understand why people commit heinous crimes. With a focus on serial killers, students explore the foundations of criminal law including police investigations, court proceedings and sentencing. They learn to explain the elements of and defences to murder. Students examine infamous case studies including Jack the Ripper, The Monster House Killer & Paul Denyer. Students learn to define and use legal terminology and discuss the ability of sanctions to achieve their purposes. Criminal Law prepares students for Year 10 Business and Law and Year 10 Geography and Sociology as students will develop skills in analysing cases and exploring why people behave the way they do.

Humanities Pathway



MATHEMATICS

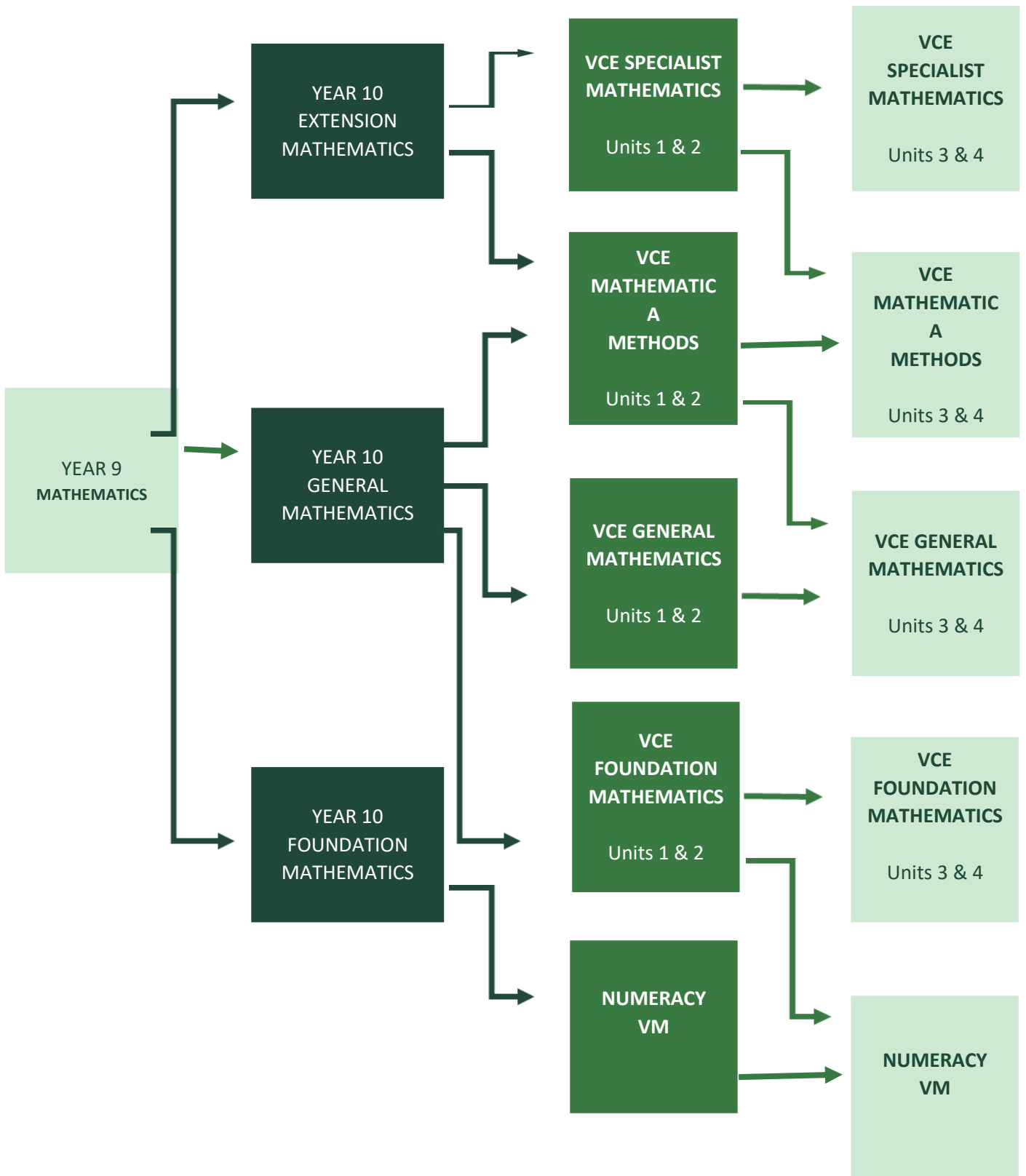
Students develop familiarity with a broader range of non-linear and linear functions and relations, and related algebra and graphs.

Students apply index laws with integer indices to a range of numerical expressions and extend this to algebraic expressions involving numbers and pro-numerals. They use indices to express very large and very small numbers in scientific notation and apply this in measurement contexts. Students solve problems involving direct proportion and rates, and simple interest. They apply coordinate geometry to finding the distance between two points in the Cartesian plane, and the midpoint and gradient of a line segment joining two points. Students graph linear relations and solve linear equations, using tables of values, graphs, and algebra. They graph simple non-linear relations such as parabolas, the reciprocal function, and circles at the origin, and solve simple related equations with and without the use of digital technology.

Students find areas of composite shapes and the surface area and volumes of right prisms and cylinders. They solve problems involving very small and very large time scales and intervals and use scientific notation in this context. Students use similarity, enlargement transformations and apply geometric reasoning to solve problems involving ratio and scale factors. They use Pythagoras theorem and trigonometry ratios to solve problems in the plane involving right angles triangles and develop an understanding that these involve irrational real numbers, which are generally represented by rational approximations specified to a given accuracy.

Students list outcomes for two-step experiments involving selections with and without replacement, using arrays and tree diagrams, and determine related probabilities. They use Venn diagrams and two-way tables to calculate probabilities and relative frequencies from collected or given data to estimate probabilities.

Mathematics Pathways



Science

Learning in Science classes develops students understanding of the world around them, helps them develop critical thinking, problem solving and teamwork skills. These skills are considered 21st Century skills and are shown to be essential for success in any future pathway. Learning in Science progressively develops skills for senior science, while building the foundations for success in subjects from other domains:

- ◆ VCE Health and Human Development draws on biological understandings.
- ◆ VCE Physical Education draws on biological and physical understandings.
- ◆ VCE Outdoor & Environmental Studies draws on biological and earth science understandings.
- ◆ VCE Food Studies draws on chemical and biological science understandings.
- ◆ VCE and VET Technology subjects draw on chemical and physical science understandings.

Science (Core)

The curriculum focus in Science is on explaining phenomena involving science and its applications. Students consider both classic and contemporary science contexts to explain the operation of systems at a range of scales:

- ◆ At a microscopic scale, they consider the atom as a system of protons, electrons, and neutrons, and understand how this system can change through nuclear decay.
- ◆ At a macroscopic scale, they explore ways in which the human body as a system responds to its external environment, and investigate the interdependencies between biotic and abiotic components of ecosystems

Students explore the biological, chemical, geological, and physical evidence for different theories, including the theories of energy flow through ecosystems and the Big Bang theory. Students understand that motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale.

Forensic Psychology – A Look into the Criminal Mind (Elective)

Step into the shoes of a Forensic Psychologist and understand the criminal mind!

Students will conduct investigations, experiments and develop new understandings about:

- ◆ What a forensic psychologist is and how criminal profiling can help apprehend an offender
- ◆ What it means to be an expert witness in the courtroom and ascertain whether a person is of sound mind
- ◆ Psychological tests and understand their limitations
- ◆ How a forensic psychologist helps to retrieve eyewitness memories and the purpose of line ups, mug shots and facial composites.
- ◆ Deception, guilt and lies
- ◆ Serial killers and blood splatter evidence

This subject is an excellent choice for students who enjoy science and learning how the mind works. Especially if students are interested in studying science in their future pathways, accelerating into VCE, and beyond.

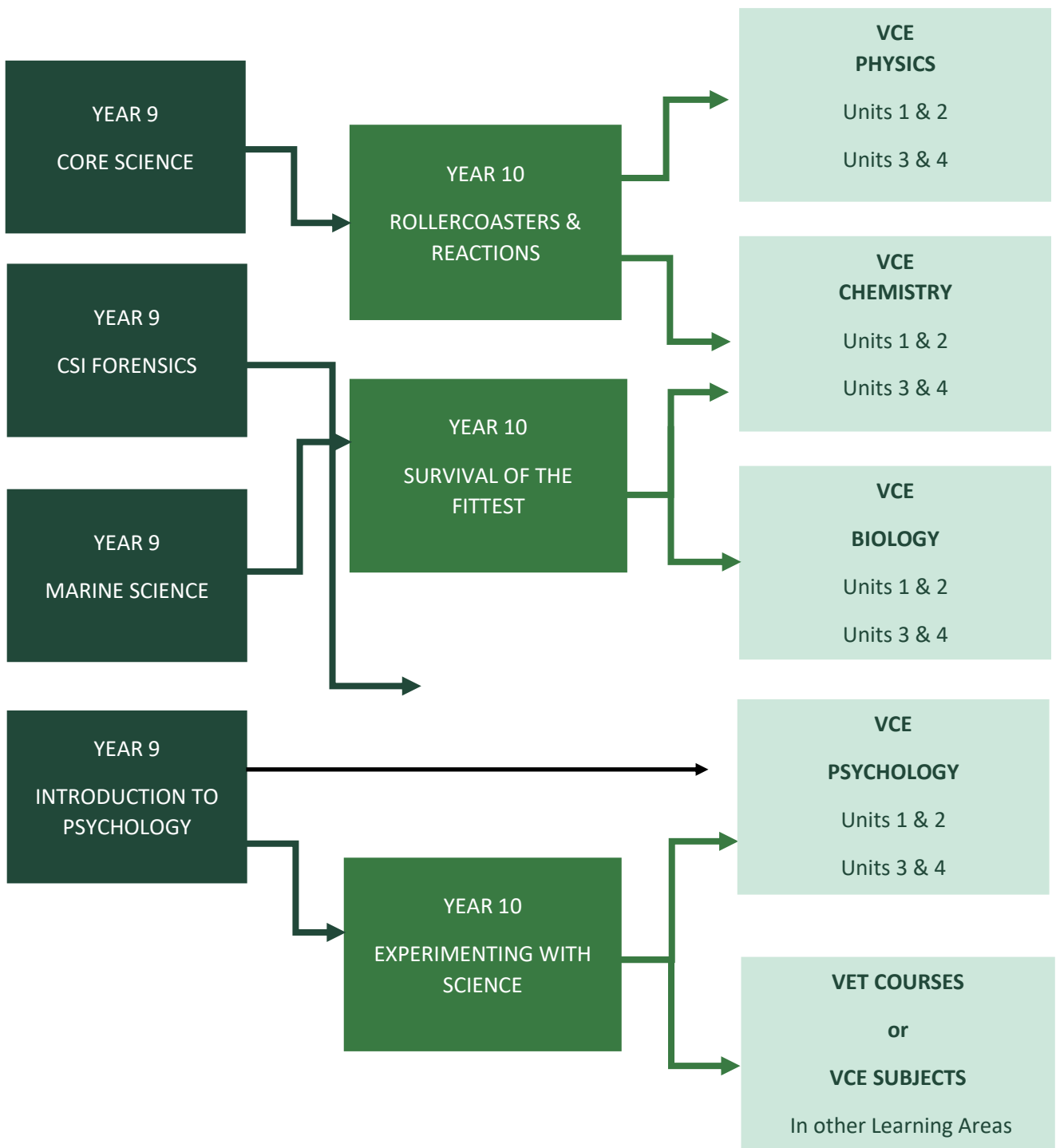
Marine Science (Elective)

Explore our unique local Marine Sanctuary!

Students will conduct investigations, experiments and develop new understandings about:

- ◆ How the local ecosystem is structured and interconnected.
- ◆ The positive global impact of our local marine sanctuary
- ◆ How human activity effects our local Marine environment.
- ◆ Apply Science Inquiry Skills and understanding of Biology, Chemistry and Physics.

Science Pathways



Technology

Design Technology (Elective)

Students studying Design and Technology in Year 9, have the opportunity to produce sophisticated design solutions that demonstrate sustainability and diversity and that increase their ability to manage projects. Students are taught how to apply techniques to generate creative ideas and develop innovative solutions. Design projects incorporate a range of materials, processes and integrated systems depending on the needs of the solution.

Students study technological innovation and the world of design which seeks to improve people's lives. They become critical observers of the world around them in assessing how existing designs can be further improved and how new needs and opportunities can be identified and resolved.

Examples of past student's work include:

- ◆ Coffee tables, skateboards, wall hangings
- ◆ Model airplanes and automobiles
- ◆ Bird houses
- ◆ Animals

Students will become competent in preparing designs and working drawings, producing a folio for an individual project, and demonstrating safe practice in the use of appropriate tools and machinery.

Cooking with Skill (Elective)

Students will further enhance their cooking skills and use a wider range of ingredients and equipment to prepare a broad range of recipes. They will design recipes and have a vast selection of ingredients to choose from. Students will learn about different varieties of food we eat and how these foods change in when they are used in recipes.

Cooking with skill includes:

- ◆ Adolescent nutrition
- ◆ Using our senses to judge food
- ◆ Methods of cooking
- ◆ New and futuristic foods
- ◆ Introduction to reading food labels

Café (Elective)

Students will develop their abilities in the hospitality field. They will learn key skills relating to food preparation and display, hot and cold beverages production and serving, and financial transactions and customer service. Students will be taught barista skills coffee making on an industry approved coffee machine. "Café" prepares students for a pathway in VCE, VCE-VM or VET Hospitality. Students may later become eligible for a School Based Apprenticeship or Traineeship (SBAT).

Café includes:

- ◆ Coffee making
- ◆ Basic food handling and hygiene
- ◆ Baking, cooking, and decorating for sale and promotion
- ◆ Interpersonal skills
- ◆ Employability skills

Digital Technologies

Robots in Our World (Elective)

How do robots work?

Creating systems and real-world STEM robotics skills. This subject is a fantastic opportunity suitable for beginners through to experienced coders to continue to develop their STEM skills. Students will build upon the skills and knowledge developed through **the Lego EV3 Mindstorm** Software during year 7 and 8 STEM classes

- ◆ Build and Program robots
- ◆ Arduino
- ◆ LEGO EV3 and SCOOT - our state-of-the-art humanoid robot.

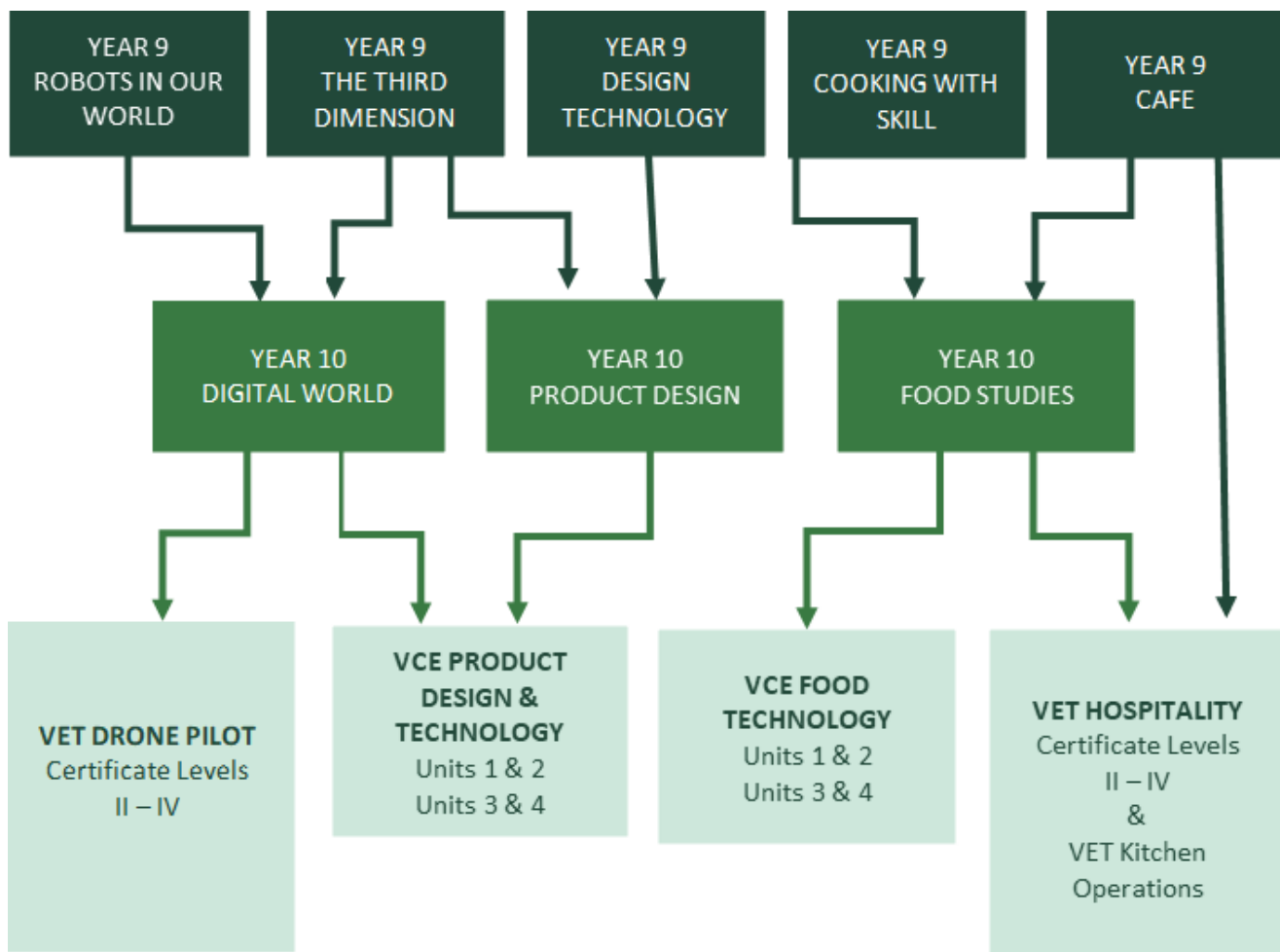
The Third Dimension (Elective)

How do you design and print in 3D?

Using the design process to design real world solutions. Students will use CAD digital 3D design platforms to develop skills in 3D design that can be applied to many real-world contexts, 3D Printing, Building design and planning, and Engineering. This subject is great for students interested in Product Design as well as Building and Construction.

- ◆ Use the industry accepted program CAD.
- ◆ Design Three Dimensional (3D) products
- ◆ 3D Print student designs.

Digital Technologies Pathways





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