

COHUNA
SECONDARY
COLLEGE

2024

SUBJECT SELECTION GUIDE

9



6415 Murray Valley Highway, Cohuna. Victoria 3568
PO Box 278.

t: 03 5456 2555
e: cohuna.sc@education.vic.gov.au
w: www.cohuna-sc.vic.edu.au



Community – Ownership – Respect - Excellence

Welcome!

Dear Student,

Welcome to our Middle School at Cohuna Secondary College! In Year 9 there are some differences from life in the Junior School. One of the key differences is that you now have some choice in the electives you wish to study. The electives come from several key areas of the curriculum: creative arts, technology, physical education and other new activities.

This booklet outlines the core curriculum and describes the range of electives that we are offering in 2024. Not all electives will proceed - it depends on which are popular enough for us to run a class. There will be two steps in deciding this. First, we ask you to fill out your initial preferences. Then, later, we will put the electives into different “blocks” that will go together on the timetable (you can only study one elective from each block, as they will clash). After initial selections, you will then submit your final preferences for the electives in 2024. We do not guarantee that you will get all your first choices - but you will get most of them. You will do your electives in combined groups with Year 10 students.

As a general rule you should choose electives in areas that you enjoy or that you have performed well at in the past. When selecting electives you should consider the careers and courses in your future that may be linked to electives. For example, a language is a subject that may help your chances of getting into university, in any course, but it may not be much help if you want to be a plumber. Remember that many students change their mind several times during their school life about the career they wish to follow, so keep as many options open as possible, rather than choosing an elective for its short term appeal. It is a good idea to choose electives from different areas for example we will not allow students to do 2 “sport” electives in a semester. Some electives terminate at the end of Year 10 and so you should take care not to select too many of these because it may be difficult to create a Year 11 program.

The Australian government now requires all young people to remain at school until they have completed Year 12 or have gained a full-time apprenticeship or other workplace training. We support this requirement.

For further help with course selection talk to your subject teachers, the Pathways and Careers staff (Mrs Cath Donehue/Ms Sharon Payne), your parents, friends and relatives who know about the careers you are interested in pursuing.

We are committed to maximising your potential and look forward to working with you in the Middle School so that it leads you into a successful Senior School experience.

Together, we can excel!

Mrs Fiona Miller
Principal

Ms. Sharon Payne
Assistant Principal

Mrs Sallie Hawken
Year 9 Coordinator



College Profile

Cohuna Secondary College, with an enrolment of around 170, services the rural town of Cohuna and adjacent communities. Cohuna is located on the Murray Valley Highway on the banks of the Gunbower Creek. The community has access to a wide range of sporting facilities and offers a relaxed lifestyle. Cohuna is central to a productive irrigation and dairying and budding eco tourism industry and has a range of businesses in town that support such industries. The area offers the potential for varied recreational activities and is abundant with many significant natural attractions.

The College has extensive grounds (10 hectares), which provide both active and passive recreational opportunities with large ovals and an ECA Centre that houses two basketball courts, a facility that is also used by the local community. We use and have up-to-date e-Learning resources, including 3D printers and other devices to support effective teaching and learning in the 21st Century.

An extensive elective program operates in the Middle School with many Year 10 students choosing to study a VCE or VET subject. Our curriculum is based on the Victorian Curriculum. Subject leaders audit the curriculum to be reflective of 21st century learning. Staff work in small groups known as professional learning communities (PLCs) to analyse 'real time' student data to identify improvements in teaching practice programs that teach all students at 'point of need'. NAPLAN results indicate strong student growth data and reflect very positively on programs delivered at the college. Our VCE results are second to none in the region as we continually top Year 12 ATAR scores.

We offer an expansive program in the senior school with a large number of VCE units, VET options as well as offering School-Based Apprenticeships as a pathway option. We also offer tuition through Distance Education and the Victorian Virtual Learning Network to support the broad range of programs offered in the senior school. This ensures students have ready access to tertiary studies and to diverse career opportunities.

Continuing success in formal studies, in sport and extra-curricular activities exemplifies the College's emphasis on quality-of-life education. Students enjoy access to extensive education programs including support for disabilities and inclusion programs.

We have strong community relationships that foster community respect for our students, building commitment and motivation and providing positive role modelling for all.

We have strongly identified wellbeing programs that work with individual and whole year levels to engage students in developing the 'whole student'. Our philosophy of positive behaviour is based on cooperation and mutual respect, with students taking responsibility for their own decisions.

We are a proud school with a proud history and strive for excellence in all that we do.

Our Vision:

At Cohuna Secondary College we:

- Treat all people with respect;
- Actively engage in diverse learning experiences;
- Create and utilise opportunities to enhance our capabilities;
- Care for and support each other within the school and the wider community; and
- Strive for excellence in all that we do.

Our motto is '**EXCELLAMUS - Let us Excel**'.



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Overview

Year 9 Curriculum in 2024

Core:

English	5 periods per week (*)
Geography	2 periods per week (*)
Health and Resilience	1 period per week
History	3 periods per week (*)
Life @ Work	1 periods per week (*)
Mathematics	5 periods per week (*)
Physical Education	2 periods per week (*)
Science	4 periods per week (*)
Reading	1 period per week
Electives	3 periods per week (x 2 electives per semester) (*)

Total = 30 periods per week

Electives:

You will undertake two (2) electives each semester.

We recommend that you choose a balanced program with **at least one technology** elective and **one creative arts** elective in Year 9.

CREATIVE ARTS	TECHNOLOGY
Applied Art (Semester 1 ONLY)	Automotive Customs
Custom Graphic Art	Digital Technologies - Programming
Graphic Design 101	Fashion Design and Construction
Practical Art (Semester 2 ONLY)	Food Studies – Healthy Australians
LANGUAGE OTHER THAN ENGLISH (LOTE)	Food Studies – Product Development
LOTE - French	Full Custom Builds
	Girls 4 Tech
	Gourmet Farmer
PHYSICAL EDUCATION and HEALTH	PD&T – Metalwork
Adventure Fitness	PD&T – Wood A
Sport & Rec	PD&T – Wood B
Outdoor Education	Systems Automotive
SEPEP (Sport Education in PE Program)	Systems Engineering
	VCD 9/10
	Woodwork 1

Year 9 Core Curriculum in 2024

Each of the following CORE SUBJECTS is studied by every student in Year 9.

ENGLISH:

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 including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

At Year 9, students continue to practise and consolidate the skills they have learnt in previous years. They also extend their knowledge of how language works and transfer this knowledge to different contexts.

Some of the areas of study include:

Crafting Texts:

Students will study an issue such as 'freedom', 'power' or 'identity' through a range of written and visual texts. They will consider multiple viewpoints of the issue and reflect on mentor texts to make personal connections and craft their own texts that explore the issue.

Text Response:

For this area of study, students will examine the themes, characters, views and values of a selected text. They will learn about the concept of authorial intent and refine their ability to produce analytical responses to the texts being studied, as well as methods to improve their vocabulary and writing fluency.

Analysing & Presenting Argument:

Students will learn how authors use visual and written language to position audiences to share their point of view. They will begin learning about the connotations of language as well as develop their oral presentation skills by exploring issues in the media.

Expectations:

Students are expected to read the set texts and complete all tasks in each area of study plus an end of unit CAT (Common Assessment Task).

GEOGRAPHY:

In Levels 9, students consider changes in the characteristics of places and the implications of these. They consider significant spatial distributions and patterns and evaluate their implications and consider interconnections between and within places and changes resulting from these, over time and at different scales. This further develops their understanding of geographical concepts, including place, space and interconnection.

Students' conceptual thinking is developed through three sub-strands:

- Biomes and food security
- Tourism
- Sustainability and Environmental change

Term 1 - Biomes and Food Security:

1. What is a biome and how are they classified?
2. How do we use our biomes for agriculture?
3. Australia's food security.

Term 2 - Tourism:

1. What is tourism?
2. Why do people travel?
3. Ecotourism.

Assessment:

- Classwork and Assignments
- Fieldwork
- Tests
- Creation of Models

Achievement Standard:

They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge, using environmental, social and economic criteria, explaining the predicted outcomes and further consequences and drawing a reasoned conclusion. They ethically collect relevant geographical data and information from reliable and useful sources. They select, organise and represent data and information in different forms, using appropriate digital and spatial technologies and through special purpose maps that conform to cartographic conventions. They analyse and evaluate geographical data, maps and information using digital and spatial technologies and Geographical Information Systems as appropriate to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

Terms 3 and 4 – Sustainability and Environmental Change:

1. What are the food and bad impacts of waste in our world?
2. How long does it take waste to decompose?
3. How can we make our school more sustainable?
4. How can we demonstrate our understanding through the use of our school vegetable garden?
5. How does climate change effect our world?
6. What is land degradation?
7. What can we do to help?



Contact person: **Raewyn Smith**

HEALTH and RESILIENCE:

Health:

The focus areas to be addressed in Level 9 include, but are not limited to:

- alcohol and other drugs (AD)
- food and nutrition (FN)
- health benefits of physical activity (HBPA)
- mental health and wellbeing (MH)
- relationships and sexuality (RS)
- safety (S)
- challenge and adventure activities (CA)
- games and sports (GS)
- lifelong physical activities (LLPA)
- rhythmic and expressive movement activities (RE)

Assessment:

1. Workbook
2. Projects
3. Class contributions

Resilience Description:

In Year 9 the curriculum focuses on emotional self-management and the ability to recognise the characteristics of respectful relationships in a range of contexts. Students learn about personal values and how they may differ. The curriculum provides opportunities for students to demonstrate performance in a variety of team roles. They explore forms of conflict and reflect on the appropriateness of strategies to avoid or resolve conflict. Students investigate the topics of Alcohol, Tobacco and Vaping, Sexual Education and development, gender identity and sexual consent.

Achievement Standard:

Self Awareness and Management

Recognition and expression of emotions

- Describe how and why emotional responses may change in different contexts

Development of resilience

- Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement
- Discuss a range of strategies that could be used to cope with difficult tasks or changing situation
- Reflect on their effectiveness in working independently by identifying barriers to achieving goals

Social Awareness and Management

Relationships and diversity

- Explore personal values and beliefs and analyse how these values and beliefs might be different to others;
- Investigate human rights;
- Recognise the impact of personal boundaries;
- ❖ Students reflect on the influence of emotions on behaviour, learning and relationships
- ❖ Students reflect on strategies to cope with difficult situations'
- ❖ Students will be able to justify their choice of strategy demonstrating knowledge of resilience and adaptability.



HISTORY:

The Making of the Modern World and Australia

Students investigate the creation of the Modern World and the impacts that were then experienced in Australia. Students are required to complete five areas of study.

- The Frontier Wars
- Reserves and Missions
- Torres Strait Islanders
- The White Australia Policy

Area of Study 1:

The Agricultural and Industrial Revolution

- Nature and Significance
- Affected working and living conditions.
- European Expansion
- Emergence and nature of significant economic, social and political ideas in the period.
- Technological Innovations
- Population Movements and changing settlement patterns.
- Changing way of life.
- Short and Long-term impacts.

Area of Study 2:

Movement of Peoples

- Slavery overview
- Slavery and the cotton trade
- Crime and Punishment
- Transportation to Australia
- Convict Life
- Emigration to Australia
- Migration to the Goldfields

Area of Study 3:

Colonisation and Conflict

- Indigenous Australia – prior to European arrival.
- European arrival – Sydney/Port Phillip - Bennelong
- Resistance
- Van Diemen's Land and The Black Line – Truganini
- Causes and effects of European contact

Area of Study 4:

Colonies to Nationhood

- Towards Democracy
- Free selectors vs Squatters
- Australian Icons – Ned Kelly
- Marvellous Melbourne
- Industrial revolution – cities and towns
- Trade Unions and political parties
- Nationalism and Australian Identity
- Voting rights for women
- Federation
- The early commonwealth

Area of Study 5:

World War I

- The Alliance System
- Political Views of the Time
- Assassination of Archduke Franz Ferdinand
- Battle of Beersheba
- Gallipoli
- Divided Views of WW1
- Conscriptio
- Role of Women
- Racial Barriers – role of Aboriginal and Torres Strait Islanders in WW1
- Impact of War – how did it change Australia?
- International Relations

Assessment

- Formative Classwork
- Assignments
- Common Assessment Tasks



LIFE @ WORK:

In this subject, students will learn the skills to search and apply for jobs. They will gain an understanding of employability skills and participate in a mock job interview.

Key knowledge and skills:

- Understanding the difference between jobs and careers.
- How to search for jobs.
- Employability skills.
- Resume writing.
- Applying for jobs, including writing a cover letter.
- Students will participate in a Mock Interview.
- Students will participate in the Morrisby Interview Process.



Contact person: **Kristie Pollock**

MATHEMATICS:

In Level 9, 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.

Number and Algebra:

Solve problems involving direct proportion. Explore the relationship between graphs and equations corresponding to simple rate problems.

Apply index laws to numerical expressions with integer indices.

Express numbers in scientific notation.

Solve problems involving simple interest.

Measurement and Geometry:

Calculate the areas of composite shapes.

Calculate the surface area and volume of cylinders and solve related problem.

Statistics and Probability:

List of outcomes for two-step chance experiments, both with and without replacement using tree diagrams or arrays. Assign probabilities to outcomes and determine probabilities for events.

Topics covered include Real numbers, Money and financial mathematics, Patterns and algebra, Linear

and non-linear relationships, Units of measurement, Geometric reasoning, Pythagoras and trigonometry, Chance and Data representation and interpretation.

The use of Maths Pathway is integrated into the classroom.

- Projects and Assignments
- Weekly homework
- CATS (Common Assessment Tasks)
- On-line testing (PAT-M)



Achievement Standard:

Number and Algebra

Students apply the index laws using integer indices to variables and numbers, express numbers in scientific notation, solve problems involving very small and very large numbers, and check the order of magnitude of calculations.

Measurement and Geometry

Students solve measurement problems involving perimeter and area of composite shapes, surface area and volume of rectangular prisms and cylinders, with and without the use of digital technology.

Statistics and Probability

Students compare techniques for collecting data from primary and secondary sources, and identify questions and issues involving different data types. They construct histograms and back-to-back stem-and-leaf plots with and without the use of digital technology.

Contact person: **Daniel Williams/Chris Jennings**

PHYSICAL EDUCATION:

This unit will cover areas such as racquet sports, various ball games and fitness activities. The health settings covered in this unit will be: resilience, relationships, sexual education, drugs, alcohol and mental health.

The option of doing additional fitness or physical education will be available through the electives.

PE Sports:

- Cricket
- Volleyball
- Netball
- Athletics
- Ultimate Frisbee
- Tchoukball
- Softball
- Sofcrosse
- Tennis
- Touch Rugby

Assessment:

1. Active Participation
2. Improvement in skills
3. Teamwork

Achievement Standard:

Students identify and analyse factors that contribute to respectful relationships. They explain the importance of cooperation, leadership and fair play across a range of health and movement contexts. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.



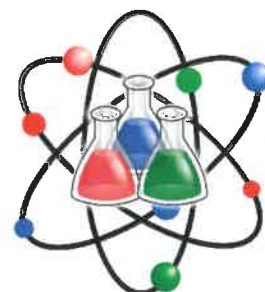
SCIENCE:

During Year 9 Science students will cover a range of sciences and their applications. We will focus on building science inquiry skills, while exploring scientific understanding and advances in technology that lead to new scientific discoveries.

Science Inquiry Skills	Biological Science	Chemical Science	Physical Science
Questioning Planning Recording Analysing Communicating	Body Systems, coordination and regulation Ecosystems, matter and energy flow	Atom and elements Chemical reactions	Electricity Circuits Magnets

Science Assessment each term will include:

1. Practical reports / Scientific posters
2. Research / Assignments
3. CAT tasks



ELECTIVES 2024

Each student will undertake two (2) electives in each semester.

When making your choices we encourage you to:

- Choose at least one Elective from each of the Creative Arts and Technology areas.
- Carefully study the brief course outlines provided. For further advice please consult your Year Level Coordinator and/or the teachers listed below.
- Select Electives that relate to your interests, expertise or future career choice(s). Consult with the Pathways and Careers staff if you have questions about this.

For further advice discuss with the following teachers.

CREATIVE ARTS:

Applied Arts:	Mrs Spence/Mr C Hill
Custom Graphics Art	Mr C Hill
Graphic Design 101	Mr C Hill
Practical Art:	Mrs Spence/Mr C Hill

LANGUAGES OTHER THAN ENGLISH (LOTE):

LOTE: French	Miss Page
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PHYSICAL EDUCATION AND HEALTH:

Adventure Fitness	Mr Treacy
Sport and Rec	Mr Murray
Outdoor Education	Mr Treacy
SEPEP (Sport Education In PE Program)	Mr Murray

TECHNOLOGY:

Automotive Restoration	Mr M Hill
Digital Technologies-Programming	Mrs Clifford
Fashion Design and Construction	Mrs Clifford
Food Studies–Healthy Australians	Mrs Clifford
Food Studies–Product Development	Mrs Clifford
Full Custom Builds	Mr M Hill
Girls 4 Tech	Mr Gray
Gourmet Farmer	Mrs Bottcher
PD&T - Metalwork	Mr M Hill
PD&T – Wood A	Mr Gray
PD&T – Wood B	Mr Gray
Systems Automotive	Mr M Hill
Systems Engineering	Mr M Hill
VCD 9/10	Mr C Hill
Woodwork 1	Mr Gray

PATHWAYS and CAREER ADVICE:

Mrs Donehue/Ms Payne

ELECTIVES offered:

All electives are 3 periods per week for one semester, *except* French (which is 3 periods per week all year).

CREATIVE ARTS

Applied Arts:

In Applied Arts, we create a range of practical and functional products that can be used for years to come. We look at a range of techniques including screen printing, timber burning, glass etching and glass staining.

Students will create a folio based on the planning and creation of their individual pieces.

Prerequisites: Students must enjoy Art

Assessment:

- Folio
- Art pieces created
- Presentation of art work



Links to VCE subjects: Art Making & Exhibiting, Visual Communication & Design



Custom Graphic Arts:

In this new Art elective students will be given the opportunity to explore modern contemporary art forms such as stencilling, spray painting, digital arts, murals, and Graffiti style art forms.

Students will:

- Develop skills and art concepts using software like Adobe Illustrator and Photoshop
- Complete exciting art concepts manually
- Complete dynamic Illustrations
- Create their own stencils styles
- Produce engaging art concepts for the viewer
- Use a range of engaging materials and techniques to develop their skills in a range of ideas

Links to VCE subjects Art Making & Exhibiting and Visual Communication & Design



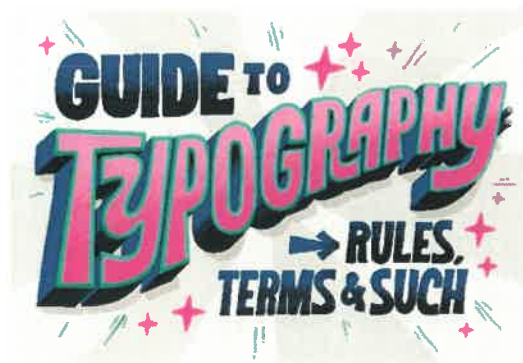
Graphic Design 101:

Students will explore the world of graphic design.

Graphic designers create **visual** concepts, using computer software or by hand, to communicate ideas that inspire, inform, and captivate consumers. They develop the overall layout and production **design** for applications such as advertisements, brochures, magazines and game concept design. Students will complete a **wide range** of design tasks in this elective.

Students will:

- Develop skills using design software such as Adobe Illustrator and Photoshop
- Complete exciting design layouts for advertisements
- Complete dynamic Illustrations
- Create their own creative fonts
- develop exciting game design concepts and characters
- Use a range of engaging materials and techniques to develop their skills in a range of ideas



Practical Art:

In Practical Art, we do a large variety of short projects and one large project using traditional art forms. Focusing on different techniques of painting, sculpture making, print making and digital medias. A folio will be developed throughout each of the artworks and a final choice-based project will be completed over an 8-week period.

Prerequisites: Students must enjoy Art

Key Skills and Essential Knowledge:

- Practical skills such as painting, drawing and sculpture
- Being able to express their opinion through art
- Developing concepts through media and materials
- Planning and presenting

Assessment:

- Skills through their experimentation of ideas
- Analysis
- Presentation of final artworks.

Links to VCE subjects: Art Making & Exhibiting and Visual Communication & Design



LANGUAGES OTHER THAN ENGLISH (LOTE)

French:

In French, you will develop and build on your French language skills in each of the four areas of reading, writing, listening and speaking.

You will study a range of authentic texts, including movies, TV shows, music and stories, to build linguistic and cultural knowledge on topics that relate to your personal world and the French and Francophone World.

These topics may include:

- Travel
- School issues that are relevant in Australia and the Francophone world
- Social media and communication
- Sport, fashion and other areas of significance to French culture

Links to VCE subjects: LOTE (French) which will be offered in the future



PHYSICAL EDUCATION and HEALTH

Adventure Fitness:

This elective aims to develop student's physical fitness, and knowledge of fitness activities and muscle groups. Students will learn about development and complete their own training programs. Some lessons will be theory based focusing on an introduction to some topics covered in VCE PE.

Students will also participate in group workouts incorporating body weight & weight workouts.

Prerequisites: An interest in developing skills and knowledge of a range of activities that will, over time, improve their fitness levels.

Extra Requirements: Students may be required to pay costs to cover some additional activities.

Key Skills:

- Students will learn the correct techniques used when completing various exercises, such as push ups, lunges, and squats

Key Knowledge:

- Students will be taught what the various Training Methods, Components of Fitness, Principles of Training are, and where the main muscles are found in the human body

Assessment:

- Ability to show personal fitness development between pre and post testing
- Ability to design, implement and evaluate a fitness program
- What are the various Training Methods?
- What are the Components of Fitness?
- What are the Principles of Training?
- Where the main muscles are in the human body?



Links to VCE/VCAL subjects: Physical Education



Sport and Rec:

This elective aims to enhance students' personal survival skills and knowledge of rescue techniques relating to water environments in the first few weeks.

Students will also explore coaching practices and involve themselves in recreation activities, such as Golf, Lawn Bowls and Squash.

Prerequisites: Reasonable swimming ability.

Extra Requirements: Students require bathers, goggles and towel for practical lessons. Additional costs may be needed pending availability of activities.

Key Skills:

- Personal Safe water practices and survival in the water
- The ability to recognise an emergency
- A range of Contact and Non-contact Rescues
- CPR
- Basic First Aid – be able to apply slings and bandages
- Coaching practices
- Sport specific skills

Key Knowledge:

- An understanding of the different types of aquatic environments and the potential dangers associated with each
- How to assess dangers
- When and how to conduct different rescues
- CPR and first aid theory
- Coaching styles, autocratic, democratic and holistic
- Rules of specific sports
- Introduction to VCE Physical Education concepts, including stages of learning and feedback.

Assessment:

- Timed swim test
- Timed tow test
- Initiative test
- Spinal treatment test
- Demonstrate effective CPR
- End of Semester Test
- Participation in recreational activities.



Outdoor Education:

This elective aims to develop student's skills and interests in a variety of outdoor activities, such as canoeing, orienteering, archery, and mountain bike riding.

Most single lessons will be theory based focusing on skills and knowledge required to participate successfully in this subject.

Prerequisites: An interest in developing skills and knowledge of a range of outdoor activities.

Extra Requirements: Students may be required to pay costs to cover some outdoor activities, such as canoeing and paddle boarding, (if undertaken).

Key Skills and Essential Knowledge:

- **Canoeing – Students will learn:**
 - Correct paddling techniques, including learning the various strokes
 - Correct terminology and signals used when paddling
 - Ability to work effectively with their partner to achieve a goal

- **Orienteering – Students will learn:**
 - Correct use of a compass
 - Ability to follow a bearing or direction to find a fixed location
 - Ability to design and set up their own orienteering course for others to use
 - Ability to work effectively with their partner to achieve a goal

- **Archery – Students will learn:**
 - Correct use of a bow and arrow
 - Ability to follow a set procedure when shooting
 - Ability to persevere to achieve a goal

Assessment:

- Perform specialised movements, such as correct padding techniques, correct technique used when a canoe is submerged, correct use of a compass, and correct use of a bow and arrow
- Ability to learn and then transfer skills learnt in theory classes to practical lessons
- Knowledge of equipment used, including labelling all parts of a canoe, paddle, bow, and arrow
- Knowledge of safety considerations with all outdoor activities

Links to VCE subjects: Outdoor Education

SEPEP (Sport Education In Physical Education Program):

This elective aims to encourage skill development, effective coaching strategies, knowledge of rules, and the processes involved in facilitating a sporting club. Most single lessons will be theory based focusing on an introduction to some topics covered in VCE PE and for planning of roles during the mini sport competition.

Prerequisites: An interest in self-development of sporting skills and knowledge.

Key Skills:

- Students will develop their fundamental motor skills in a variety of sports completed throughout practical sessions.
- Students will be able to understand positioning and teamwork skills through a range of sport contexts.
- Students will understand and apply effective coaching styles, which they may use in sporting contexts outside of school.
- Students will develop leadership and effective management skills.

Key Knowledge:

- Students will understand rules associated with a variety of sports.
- Students will understand and identify all processes involved in running a successful sporting club.
- Introduction to VCE content, including Biomechanics and the systems of the body.

Assessment:

- Students are able to explain the importance of cooperation, leadership and fair play across a range of sports.
- Students are able to apply tactical movement and game-sense strategies to new and challenging situations.
- Students are able self-reflect and make judgments about their own and others' specialised movement skills and movement performances.
- Students are able to work together to design and apply solutions to movement challenges.
- Students need to show knowledge about effective coaching practices.
- Students need to understand the complex and time-consuming roles undertaken to successfully run a sporting club
- Students will demonstrate knowledge about fair-play, positive coaching, team environments, and rules of the various sports offered.

Links to VCE subjects: Physical Education

TECHNOLOGY

Automotive Customs:

In this subject, students will work together as a team to plan and customize a selected vehicle, working on all aspects of restoring a vehicle. They will develop an understanding of most sectors of the automotive industries, including how to keep within a set budget.

Students will learn:

- How to check and repair/replace damaged parts
- How to fix electrical issues.
- How to repair damaged body panels.
- How to repair and test braking systems.
- How to remove and refit vehicle parts correctly.
- How to prepare and paint vehicle parts.
- How to detail a vehicle.
- How to correctly market the finished product.
- How to budget work to be done.



Digital Technologies – Programming:

Enables students to become confident and creative developers of digital solutions through the application of different programming languages.

There are two paths in programming:

Path 1 - Students use self-paced packages to build their skills in at least 1 programming language.

Path 2 - Students work with an Arduino kit and printed instructions to become familiar with the Arduino programming language.

Prerequisites: Path 1 must be completed, before undertaking Path 2

Key Skills and Essential Knowledge:

Path 1:

- Develop an understanding of a number of programming languages and how these are used to write web sites. Students will begin with XHTML and moving on to Java Script, XML and CSS.
- Creating a digital solution for a client in the form of a planned web site.

Path 2:

- Develop an understanding of Arduino as a form of programming electrical and mechanical components to perform simple tasks.

Assessment:

Path 1:

- Students will submit responses to questions included in the self-paced packages.
- Design and create a web site for a client.

Path 2:

- Students will record each page of code that they create and photograph or film working examples.
- Design and build a useful Arduino controlled device for a client.

Links to VCE subjects: Computing – Software Development



Fashion Design and Construction:

Students will learn basic pattern alteration by completing a number of fashion drawing and designing tasks. They will further develop fashion-drawing skills as well as design and draft a pattern for a garment. They will develop garment construction techniques as they construct their garment. Students will explain the more complex functions of the sewing machine – such as blind hemming and free machine embroidery.

Prerequisites: None

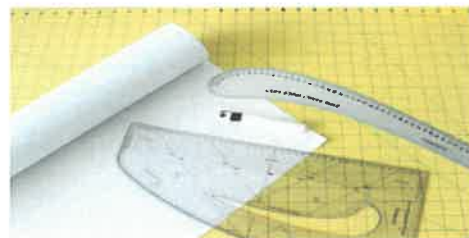
Key Skills and Essential Knowledge:

- Understanding a commercial pattern.
- Simple pattern drafting and cutting.
- Skill in a number of garment construction techniques including zipper insertion, button closures, hems and facings.
- Confident use of the domestic sewing machine, overlocker and cover-stitch machine.

Assessment:

- A regularly kept folio of designs and samples.
- Successfully drafted pattern.
- A successfully constructed garment.

Links to VCE subjects: Product Design & Technology (Textiles)



Food Studies – Healthy Australians:

Students use practical skills and knowledge to produce foods considering the dietary needs of the family. They will consider a number of conditions and diseases, changing lifestyles and different life stages when designing and preparing menus.

Prerequisites: None

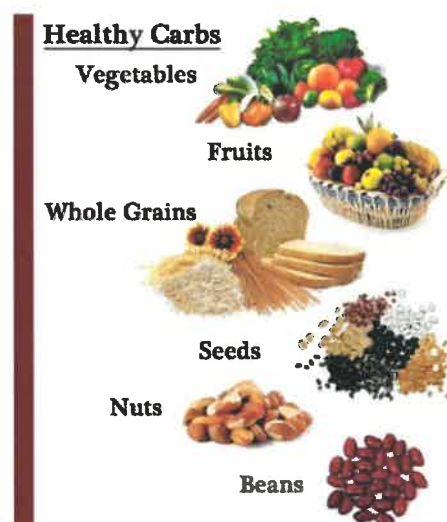
Key Skills and Essential Knowledge:

- Skill in developing informative design briefs.
- Skill in menu planning including costing limitations while meeting the needs of a client.
- Hygienic and efficient food production.
- Effective use of a range of food production tools and equipment.

Assessment:

- A regularly kept folio of weekly food production and development of ideas.
- Menu designing assessment task that takes into consideration a condition or diet related disease. This will involve the presentation of a hamper of products showing a range of food preparation skills as well as a report on the condition or diet related disease chosen.

Links to VCE subjects: Food Studies



Food Studies - Product Development:

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances.

Prerequisites: None

Key Skills and Essential Knowledge:

- Skill in developing informative design briefs.
- Skill in menu planning including costing limitations while meeting the needs of a client.
- Hygienic and efficient food production.
- Effective use of a range of food production tools and equipment.

Assessment:

- A regularly kept folio of weekly food production and development of ideas.
- Menu designing assessment task including the presentation of a hamper of products showing a range of food preparation skills.

Links to VCE subjects: Food Studies



My Daily Food Plan

Based on the information you provided, this is your daily recommended intake within the four food groups.

GRAINS (BREAD)	VEGETABLES	FRUITS	DAIRY	PROTEIN FOODS (MEAT AND EGGS)
<p>Adults should consume equivalent to: 2 slices of bread 1/2 cup of cereal 1/2 cup of rice or pasta 1/2 cup of whole grain or rye</p>	<p>Most people recommend: 2 cups of green vegetables 1 cup of red, orange or yellow vegetables 1/2 cup of white or purple vegetables 1/2 cup of legumes 1/2 cup of nuts 1/2 cup of seeds 1/2 cup of soy products 1/2 cup of tofu 1/2 cup of tempeh</p>	<p>People eat daily: 1 cup of berries 1/2 cup of citrus 1/2 cup of grapes 1/2 cup of kiwi 1/2 cup of stone fruits 1/2 cup of melon 1/2 cup of watermelon 1/2 cup of pineapple 1/2 cup of mango 1/2 cup of peach 1/2 cup of apricot 1/2 cup of nectarine 1/2 cup of plum 1/2 cup of cherry 1/2 cup of raspberry 1/2 cup of blackberry 1/2 cup of blueberry 1/2 cup of strawberry 1/2 cup of orange 1/2 cup of tangerine 1/2 cup of grapefruit 1/2 cup of lemon 1/2 cup of lime 1/2 cup of kiwi 1/2 cup of apple 1/2 cup of pear 1/2 cup of peach 1/2 cup of nectarine 1/2 cup of plum 1/2 cup of cherry 1/2 cup of raspberry 1/2 cup of blackberry 1/2 cup of blueberry 1/2 cup of strawberry</p>	<p>Most people recommend: 1 cup of milk 1/2 cup of yogurt 1/2 cup of cheese 1/2 cup of soy products 1/2 cup of tofu 1/2 cup of tempeh</p>	<p>Most people should consume: 1/2 cup of meat 1/2 cup of fish 1/2 cup of eggs 1/2 cup of poultry 1/2 cup of seafood 1/2 cup of nuts 1/2 cup of seeds 1/2 cup of soy products 1/2 cup of tofu 1/2 cup of tempeh</p>

Please consult your healthcare provider if you have any medical conditions or are pregnant.

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Full Custom Builds:

In this subject, students will develop their skills in repurposing, upcycling and modifying. A selected metal item, whether it be a bicycle, hot water service, gate etc. They will use a range of different metal work tools to display and develop their fabrication and creative skills.

Students will:

- Develop skills and knowledge working with a range of different materials ie. different types of metals, wood, plastics, fabric.
- Complete complex machining tasks.
- Develop knowledge and skills in metal manipulation.
- Create their own sketches to illustrate the chosen project.
- Produce a unique project displaying skills and knowledge.
- Use a range of mediums to market the final product.

Cost: is based per model.



Girls 4 Tech:

This is an exclusive female only technology class. The students are introduced to the design and development stages of both metal and woodwork studies. Students will learn the skills and techniques in metals by designing and developing a range of different welding and wrought iron piece.

Students will learn to do:

- Model costing.
- Material manipulation.
- Construction of unique projects.
- Wood working joints.
- Evaluation report.

Cost: is based per model.



Gourmet Farmer:

Prerequisites: None

Extra Requirements: Covered shoes are required both in the kitchen and in the garden area.

To understand value adding and self-sufficiency while conserving food supply.

Topics include:

- Food Preservation
- Short- and long-term storage
- Causes of food spoilage
- Preparing and presenting foods
- Sensory Evaluation of foods
- Emerging production technologies
- Digital technologies in food production
- Environmental impacts of food production
- Marketing food products.



In Practical Sessions:

- Students prepare preserved products using produce from the School garden or local home gardens.
- They will also use their preserved products in meal preparation and baking.

In theory sessions, students learn about:

- The preservation and storage of food.
- Technologies in food production.
- Labelling packaging and marketing of food products.

Formative Assessment:

- Product evaluations in weekly journal entries.
- Safe, efficient and hygienic work in the kitchen.
- Theory questions answered correctly and neatly in journal.

Summative Assessments: (CATs)

- Food spoilage assignment (Informative Wall Chart)
- Labelling task (Correctly labelled products)
- Theory test
- Innovations in Food Production assignment (Own choice of presentation method).



Product Design & Technology: (PD&T - Metalwork)

In this elective, students will have to create a design folio and further develop their skills and knowledge in design and building a metal work project of their own choice, using different forms of communication styles and methods.

Students will:

- Develop different drawing techniques to display the relevant information.
- Communicate to different external bodies to share ideas
- Understand the role of a designer in building a project.
- Use a range of different power tools to complete the desired project.
- Be able to conduct themselves safely in a workshop environment.
- Manage resources to meet their selected project budget.
- Be able to use different platforms to display their design work.

Cost: subject varies per model.

Links to VCE subjects: Product Design & Technology (Metals, Wood)



Product Design & Technology: (PD&T - Wood A)

Students will be introduced to, and work with, various hand and power tools as required for the construction of one or more timber projects. Students will continually expand upon skills, technical knowledge and experience gained. Students are encouraged to attempt a project, which is both useful to them, and can show the skills they have learnt so far.

Prerequisites: Successful completion of Year 7 and 8 Woodwork would be useful, but not a prerequisite

Extra Requirements: Safety glasses (available on booklist), A charge of \$30.00 per student

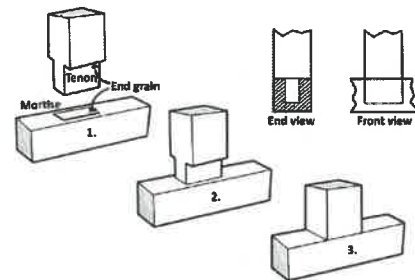
Key Skills and Essential Knowledge:

You will learn skills necessary to plan and successfully complete one or more timber projects. You will have the opportunity to develop:

- A wide range of hand skills
- Developmental and working drawing skills
- A knowledge of different timbers and their application
- Safe use of both hand and power tools
- A range of different timber finishes and their application
- Safe working practices

Assessment:

- Pretesting
- Writing and drawing tasks in workbooks
- Visual assessment on safe use of tools and equipment
- Student questioning
- Completed timber project evaluation, using assessment matrix
- Post testing



Links to VCE subjects: Product Design & Technology (Wood, Metals)

Cost: is based per model.



Product Design & Technology: (PD&T - Wood B)

Product Design and Technology (Wood B) is designed to introduce students to the design process through design briefs and client involvement. Students will design and then construct a timber project of their client's choice. The students can use the school material (Radiata Pine and 3 ply) to construct their projects or students may choose to organise their own materials.

Prerequisites:

- Successful completion of Year 7 and 8 Woodwork would be useful, but not a prerequisite
- A keen interest in the Building Industry as a career or as a hobby, with an eye for detail.

Extra Requirements:

- Safety glasses available from booklist
- Additional student charges for individual projects for timber and hardware

Key Skills and Essential Knowledge:

You will learn skills necessary to plan and successfully complete a major timber project.

- Design brief that includes constraints/considerations
- Mind map/visualisation sketches/mood board
- Developmental and working drawing skills
- A knowledge of different timbers and their application
- Planned sequence of operation
- Cutting list
- Safe use of both hand and power tools
- Safe working practices
- Product evaluation

Assessment:

- Completed A3 design folio
- Visual assessment on safe use of tools and equipment
- Student questioning
- Completed timber project evaluation in A3 folio



Links to VCE subjects: Product Design & Technology (Wood, Metals)

Cost: is based per model.

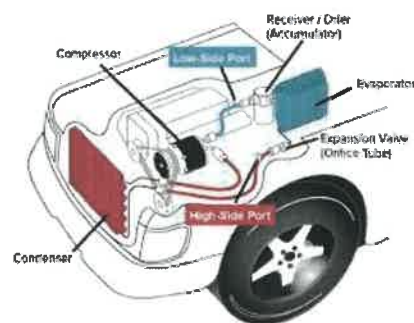
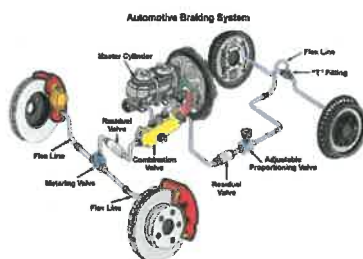
Systems Automotive:

In this subject, students will develop their understanding off all the systems involved with the day to day running of current automobiles. They will learn the theory behind these systems as well as have the hands-on experience with diagnosing and repairing these mechanical and electrical systems.

Students will:

- Understand basic engine operation and diagnose any issues.
- Develop an understanding of the external electrical systems.
- Develop an understanding of the internal electrical systems.
- Learn how the braking and all safety systems work on an automobile.
- Understand the importance of lubrication and cooling systems.
- Safely remove and rotate the wheels and inspect the steering and suspension system.

Links to VCE/VCAL subjects: Systems Engineering



Systems Engineering:

This Elective will develop the student's understanding of both electrical and mechanical systems and how to link the two different systems together. Students will access a range of technologies throughout this course, learning about new and emerging technology using current programmable devices.

Prerequisites: None

Extra Requirements: Safety Glasses, memory stick

Key Skills and Essential Knowledge:

- Programming devices using both computers and Tablet devices
- Machining and fabrication mechanical systems
- Problem solving skills.
- Interfacing electronic controlled systems.
- Complex soldering task.
- Following circuit diagram and sequence steps to construct a set project.
- CAD work and 3D printing.

Assessment:

- Oral Communication
- Workbook tasks
- Electronic programming task
- Practical work.
- Completed project program
- Observation tasks



Links to VCE subjects: Systems Engineering

Cost: is based per model.



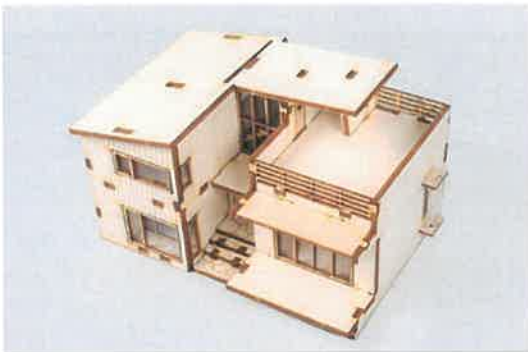
Visual Communication & Design: (VCD 9/10)

Students will explore the 3 main design areas: communication design, environmental design and industrial design.

Students will:

- Develop skills using design software such as Fusion 360, Adobe Illustrator and Photoshop
- Complete exciting 3d design concepts and models
- Create their own range of designs for clients
- Use a range of engaging materials and techniques to develop their skills in a range of ideas
- Create logos, posters, packages, labels and a wide range of other designs

Links to VCE subjects: VCD, Product Design & Technology (Wood, Metals), Systems Engineering

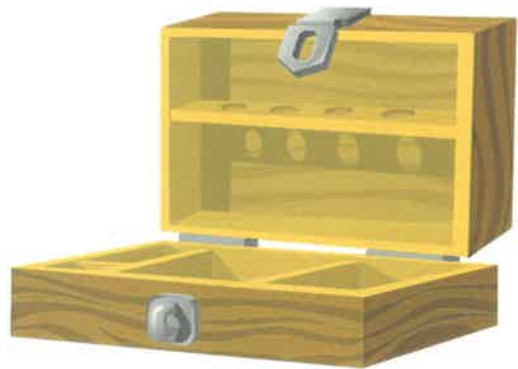


Woodwork 1:

During this elective, you learn the skills necessary to plan and successfully complete one or more class set timber projects.

You will be given the opportunity to develop:

- A wide range of hand skills.
- A knowledge of tools and their uses.
- A knowledge of different timbers and their application.
- Developmental and working drawing skills
- Safe working procedures.



EXTRA-CURRICULAR ACTIVITIES

FUTURE LEADERS (ADVANCE PROGRAM)

We are offering interested students the opportunity to undertake the Future Leaders ("Advance") Program in 2024. There will be one 1-hour session each week, after school on Wednesdays.

There are four strands to the program:

- 1. Citizenship**
This will include first aid training, CPR, practical management of emergencies, community health and safety, and practical community service. *Each student is expected to undertake some form of community service.*
- 2. Outdoor Adventure**
Including camping, camp cooking, bushwalking skills, minimal impact camping and hiking, selection of equipment and clothing, mapping, compass and navigation skills, management of risk and outdoor survival. *There will be two compulsory camps during the year and other excursions that students are expected to attend.*
- 3. Leadership**
Includes teamwork, leadership skills, motivation, instructional methods, decision making, communication and conflict resolution. *Students will be given the opportunity to lead activities during the year.*
- 4. Personal Development**
Including goal setting, planning and organisation, time management, attainment of personal goals, evaluation of outcomes, pursuit of new skills, and pursuit of a new physical recreation. *Students are expected to undertake a new skill or further and existing on as well as participate regularly in a form of physical recreation outside school.*

This program is funded by the State Government for equipment and excursions although students will be asked to pay for food and perhaps supplement some travel costs.



After school activity per week

Contact person: Brad Murray/Sallie Hawken

INSTRUMENTAL MUSIC

Music is a very rewarding and enjoyable part of the curriculum at our school. The College offers a program, which provides students the opportunity to learn and enjoy an instrument of their choice.

Students can choose from a range of Brass, Woodwind and Percussion instruments. These instruments can be hired or purchased through the school.

The program includes one music lesson per week during class time. This period is on a rotational basis so that students do not miss the same class each week.

Joining the instrumental program gives students the opportunity to participate in a variety of College Bands and Ensembles, gaining great music skills and developing confidence. There will be one 1-hour session each week, after school on Mondays.

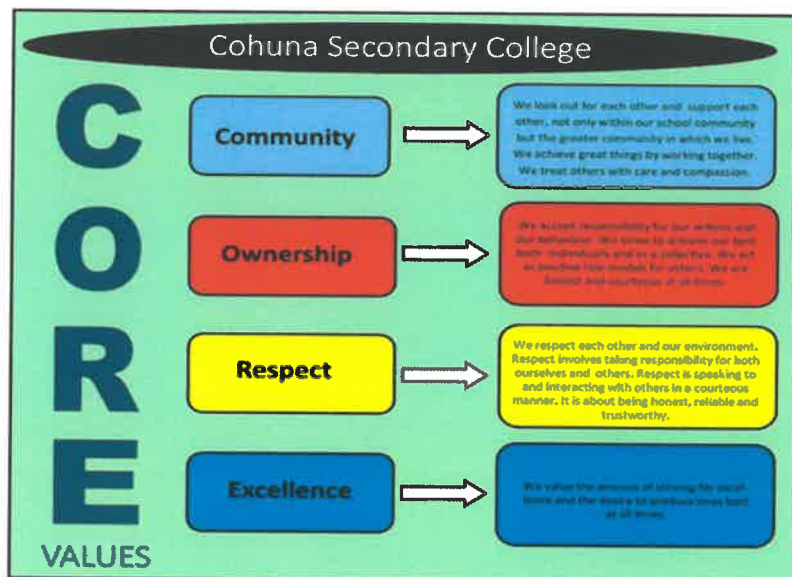
Students may also explore composition and arrangement using the music software 'sibelius'.



BRASS family



STUDENTS with a keen interest in Music may be given the opportunity to choose Music for one of their electives.



Community—Ownership—Respect—Excellence

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