



# WILLIAM RUTHVEN SECONDARY COLLEGE

NAME: \_\_\_\_\_

**Year 9**

**Course Counselling**

**Handbook**

**2019**

Personal Web Code: \_\_\_\_\_

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## PRINCIPAL'S MESSAGE

It is with great excitement I look forward to your work as a Year 9 student at William Ruthven Secondary College in 2019. You are now moving from a structured program which gave you a taste of a range of subjects to a program where you have choice in the specialisations you wish to pursue. This is a time full of possibilities and a time which will be immensely rewarding if you value the learning, the experience and contribute with a great deal of hard work! Learning is about curiosity- exploring the many aspects of Science, Humanities, English, Mathematics, The Arts and Technologies, which are described in this book. Your teachers will help you make the right choices for your future based on our values of Leadership Excellence Acceptance Respect Now @ WRSC. These values will help you to persist and succeed whatever your dreams may be.



***Judith Benney***

Principal

### Our Values at WRSC

This school aims to provide a dynamic learning culture that promotes integrity, innovation, collaboration and the individual. We aim for and value:

- **Leadership** – encouraging all students to see themselves as self-motivated, independent learners in all aspects of their lives. Encouraging all students to seek wonder and inquire into the world around them.
- **Excellence** – all members of the college community pursue excellence and take responsibility for learning and achieving their full potential.
- **Acceptance** – all members of the College community value diversity as a strength and cultivate an openness of mind. All members work collaboratively in teams and develop the skills to solve new problems. Acceptance also builds on encouraging a safe, orderly learning environment based around positive relationships.
- **Respect** – all members of the College community cultivate mutual respect, responsibility, integrity and respect for learning.

## Year 9 Curriculum:

### **Victorian Curriculum:**

The Victorian Curriculum Foundation–10 (F–10) sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship. The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards. The Victorian Curriculum F–10 sets out a single, coherent and comprehensive set of content descriptions and associated achievement standards to enable teachers to plan, monitor, assess and report on the learning achievement of every student.

### **Capabilities**

The Victorian Curriculum F–10 includes four capabilities, which are a set of discrete knowledge and skills that can and should be taught explicitly in and through all of the learning areas.

The four capabilities in the Victorian Curriculum F–10 are:

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

### **PEEL**

- As we were considering the needs of the students and the curriculum, we realised that, in order to provide students with the breadth and depth of skills and knowledge that they require by the time they complete schooling, there needed to be three key areas. When applying this to the apple metaphor, they were:
- The Peel (most nutritious part)= Base subjects
- Flesh (the tasty part of an apple) = Electives (Students control the direction of their learning through choice and their desires).
- Core= Student (Each student is at the core of their learning. Their well-being and engagement with learning and the WRSC community is seen as critical to their achievements. These factors will be supported through the Pastoral Care, Horizon Planning and Entrepreneurial Programs).

PEEL is an interdisciplinary subject, designed to develop all necessary skills in the core subjects of English and Maths. The subject will be driven by driving questions and includes the key knowledge and skills of the following domains:

- Humanities
- Science
- Health

Students will be required to develop skills and knowledge through a study of theme, hurdle tasks and engaging in project-based learning in the real-world. Students will be both supported and challenged to apply their core learning in the society in which they live.

Students literacy and numeracy skills will be explicitly taught, practiced and applied in meaningful project-based learning experiences to provide deep learning for each student.

## **Year 9: Elective Selection Guidelines**

Students select both Semester and Term electives. All Semester and Term elective subjects are open to both Year 9 and Year 10 cohorts in 2019. This approach greatly enhances student choice in subjects through increasing the range of subjects on offer.

Students have played a leading role in the development of the new elective program through voicing their thoughts on what they would love to learn and how they would love to learn. This student voice has been used to develop a broad suite of subjects that are in alignment with the Victorian Curriculum whilst having our student's passion for learning at the heart.

### **Semester Electives**

These electives are inspired by student requests and Victorian Curriculum requirements. Students will complete three semester electives each semester for two periods a week. Overall, students will complete six semester electives each year.

The students' semester elective choices must contain:

- 1x PE elective
- 1x Science elective
- 1x Humanities elective
- 1x Art elective
- 1x Technology elective (design or digital technology)

### **Term Electives:**

Term electives are opportunities for students to pursue their interests and possible career pathways. Students will complete two term electives each term for three periods a week. Overall, students will complete eight term electives for the year. There are no restriction to these choices.

If students wish to complete a VCE subject as part of their Year 10 studies, this will be completed during one of the term elective blocks for the year (i.e. If a student chooses to complete Year 11 Psychology, then they will only complete 1 term elective per term, or four term electives in the year)

## Reminder: Semester Electives

You need to select 6 Semester long subjects including:

**1 x PE elective**

**1 x Art elective**

**1 x Science elective**

**1 x Humanities elective**

**1xTechnology elective (design or digital technology)**

**1 x Free choice from any domain**

**and 3 reserve Semester Electives from any subject area.**

*Please write your semester long elective subject selections in the table below:*

Subject Number	Domain	Subject Name
1	PE	
2	Art	
3	Science	
4	Humanities	
5	Technologies	
6	Free choice	
Reserve #1	Free choice	
Reserve #2	Free choice	
Reserve #3	Free choice	

## SEMESTER ELECTIVES

### THE ARTS

#### Subject Title: The Art of Photography.

**Duration:** Semester Elective

**Driving Question:** How has photography evolved over time? How can we apply photography to digital art?

**Learning Experience:** Students explore the history of photography, identifying how these devices work and exploring function. They further investigate local and international photographic artists: contemporary and historical. Students undertake a 'city-experience excursion' exploring some of Melbourne's key photography galleries (e.g CPC and Flinders Lane) whilst using skills to take photos of the city. Students will create their own 'photographic' folio showcasing a variety of photography techniques.

#### Subject Title: Draw like Da-Vinci

**Duration:** Semester Elective

**Driving Question:** How can we use drawing to express the world around us? How do you draw?

**Learning Experience:** Students explore a variety of drawing styles, materials and activities to develop a 'drawing folio'. Students also create a 'mood board' consisting of a range of their favourite images and illustrations and investigate an artist of their choice. Students will go on an excursion, exploring art galleries in the CBD which specialise in illustration and drawing mediums.

#### Subject Title: Design Demons

**Duration:** Semester Elective

**Driving Question:** How do we follow the design process to create, using the design process?

**Learning Experience:** This is a design taster course where students will have the opportunity to design for different purposes such as architecture and illustrations. It is a mix of technical drawing, freehand drawing and using a computer. This course is an introduction to VCE Visual Communication.



## **Subject Title: Boring it ain't, cause all we do is PAINT**

**Duration:** Semester Elective

**Driving Question:** How do you use the painting medium to create art? How does painting help to express the world around us?

**Learning Experience:** Students explore a variety of painting techniques, mediums and activities to develop a 'painting folio'. We will use oil paint, watercolours and acrylic. Students also create a 'mood board' consisting of a range of their favourite images and illustrations and investigate two artists (historical vs contemporary) and develop a written analysis. Students will go on an excursion to the NGV and other CBD galleries to witness famous paintings in 'the flesh'.

## **Subject Title: Go Zine-Crazy**

**Duration:** Semester Elective

**Driving Questions:**

- What is a zine?
- What are you aiming to achieve through your zine?
- Who is your target audience?
- What are the main conceptual and visual approaches that you want to demonstrate?
- Who are the artists/writers and creative people who could contribute to your zine?
- How will you reproduce, and distribute your zine?

**Learning Experience:** Become a journalist, editor, designer and illustrator and go zine crazy with this elective which teaches you how to make your first fanzine. This elective is full of ideas, tips and tricks to free your imagination and help you create a fantastic, empowering, DIY, cheap magazine. Your fanzine may showcase things YOU care about and YOU want to promote, from underground music, clubs and societies to themes of love and friendship.

## **Subject Title: Sculpture Vultures**

**Duration:** Semester Elective

**Driving Question:** How can we express ourselves through three-dimensional art?

**Learning Experience:** Students follow the art making process used by professional artists to experiment with different media and create finished artworks. They investigate different materials such as wire, papier-mache and plaster. To inform their designs they look at the work of professional artists.

### **Subject Title: Who's line is it anyway?**

**Duration:** Semester Elective

**Driving Question:** How can we entertain people by making things up on the spot?

**Learning Experience:** Students will explore a variety of drama warm up games which will help facilitate a safe and supportive learning environment in which they can comfortably step outside their comfort zone. Students will learn basic drama techniques including:

- the art of improvisation
- role-play
- working with scripts.

Students will be given the opportunity to run the warm up sessions and get to the chance to choose and create the material used. Students will learn how to participate in different scenarios whilst developing their improvisation skills. Students will work in a variety of different sized groups and will regularly perform to the rest of the class as well as rehearsing and polishing items for whole school performances. The Drama Department will be available at lunchtimes for extra rehearsals via prior arrangement with the teacher.

There may be a possible excursion to visit a Drama performance or participate in a workshop.

### **Subject Title: School of Rock**

**Duration:** Semester Elective

**Driving Question:** What are different instrumental roles when performing as a band?

**Learning Experience:** Students will be given the opportunity to learn the basics of the following instruments:

- Ukulele, guitar, bass guitar, keyboard, drumkit, percussion.

Students will learn to experience what it is like to play in a band and gain an understanding of the various parts being played. Students will form smaller bands within the class and work together to learn their chosen songs before performing to the rest of the class. Students will work on developing their 'ear' as well as looking at different types of music notation. Students will rehearse and polish items for whole school performances. The Music Department will be available at lunchtimes for extra rehearsals via prior arrangement with the teacher.

There may be a possible excursion to a recording studio to record one of their songs.

## HEALTH & PHYSICAL EDUCATION

### **Subject Title: Training for Self Defence & Boxing**

**Duration:** Semester Elective

**Driving Question:** How do we develop mental, physical discipline in the context of self-defence?

**Learning Experience:** Students will engage in a range of self-defence disciplines that may include, boxing, martial arts and MMA. This will incorporate theoretical and practical components of the relevant training methods and principles.

Please be aware this subject will incur a cost for activities (approximately \$100). This will be confirmed later in Term 4.

### **Subject Title: Personal Training & Boot Camp**

**Duration:** Semester Elective

**Driving Question:** How are we able to improve fitness levels through a variety of training methods and principles?

**Learning Experience:** Students will engage in a variety of training methods in order to develop their fitness. Activities may include cardio, weight training, interval activities and circuits. Students will learn about different training methods and principles.

Please be aware this subject will incur a cost for activities (approximately \$60). This will be confirmed later in Term 4.

### **Subject Title: Mind, Body & Soul**

**Duration:** Semester Elective

**Driving Question:** How can we ensure the optimal health of our mind, body and soul?

**Learning Experience:** This unit will focus on the student as a whole. Students will learn the core principles for health and wellbeing which will include investigating all the dimensions of health. Students will improve their mindfulness and fitness through participating in Yoga, Meditation, Pilates and Dance. Specialised instructors will visit the class to provide workshops in specific areas.

Please be aware this subject will incur a cost for activities (approximately \$60). This will be confirmed later in Term 4.

## **Subject Title: Invasion Games**

**Duration:** Semester Elective

**Driving Question:** How do we apply, skill, game sense, fitness and strategy to succeed in Invasion Games?

**Learning Experience:** Students will engage in a range of Invasion Games. Within each sport they will explore the skills required, the energy systems used, tactics/strategy and the application in a competitive environment. Sports may include, AFL, Soccer, Basketball, Touch Rugby, Netball, Volleyball, Badminton and Lacrosse.

## **Subject Title: Sports Science**

**Duration:** Semester Elective

**Driving Question:** How can we build faster, stronger, more tactically advanced athletes?

**Learning Experience:** Students will gain an understanding of how a healthy human body works during exercise and how sport and physical activity promote health and performance. Students will study the musculoskeletal system and the cardiorespiratory system and the relationship between physical activity, sport and society.

**Subject Title:** Net/Wall/Striking.

**Driving Question:** How do we improve skills in net/wall and striking sports in order to succeed in games?

**Learning Experience:** Students will participate in different net/ wall and striking sports. During this unit, students will develop an understanding of the different rules and scoring systems assigned to each sport. They will also improve their hand eye coordination and striking skills through skills practice and modified games. Students may visit professional training and playing facilities during the unit where they will be able to demonstrate their development in their striking abilities. There will be a small theory component.

## **LANGUAGES**

### **Subject Title: Destination Italy A**

**Duration:** Semester Elective – Semester 1

**Driving Question:** What tourists need to know when visiting Italy.

**Learning Experience:** For students to gain a level of competency in written and spoken Italian.

Students will undertake a series of communicative tasks based on the following themes:

- Greetings
- Feelings
- Directions /Around town
- Signs
- Buying tickets
- At the airport
- At the bus/tram stop
- At the bank
- At the post office

A study of Italian culture and way of life. This will include art, history, music, use of gestures, cooking, film and a general celebration of being Italian. Students will have the opportunity to practice their skills in real life situations i.e. speaking to Italian shop keepers in Lygon Street.

### **Subject Title: Italian Destination Italy B**

**Duration:** Semester Elective-Semester 2

**Driving Question:** What tourists need to know when visiting Italy.

**Learning Experience:** For students to gain a level of competency in written and spoken Italian.

Students will undertake a series of communicative tasks based on the following themes:

- Shopping
- Making a purchase
- Eating out
- At the cafe`/ restaurant
- Changing money
- At the hotel

- Buying a souvenir
- Asking for information or assistance.

An in-depth study of Italian culture and way of life. This will include art, history, music, use of gestures, cooking, film and a general celebration of being Italian. Students will have the opportunity to practice their skills in real life situations i.e. speaking to Italian shop keepers in Lygon Street.

## **HUMANITIES**

### **Subject Title: LAW- Cops and Robbers ( Making and Breaking The Law)**

**Duration:** Semester Elective

**Driving Questions:** 1) How Does Australia's Legal System Work? 2) Is Australia's Legal System the best in the world?

**Learning Experience:** Students will conduct a mock election which will include forming own political parties that best represents what they would like to achieve if elected. 2) Students will conduct a mock criminal trial. 3) Students will analyse current issues relating to possible changes in the law. Eg. Same Sex Marriage.

### **Subject Title: Mistakes Were Made: History Gone Wrong**

**Duration:** Semester Elective

**Driving Question:** Can the mistakes of history teach us as much as the victories?

**Learning Experience:** They say history is written by the victors, but we can also learn from mistakes of the past. We look at some of history's big winners and losers, studying the tactics and strategies which lost wars and caused the downfall of empires. From Ancient Rome to the Aztecs, from Revolutionary China to the Great Australian Emu War of 1932, we explore a range of stories which prove that you don't have to win to make history.

This subject will be an approximate blend of 60% Project Based Learning to 40% Explicit Teaching.

### **Subject title: Money Matters**

**Duration:** Semester Elective

**Driving question:** What skills do I need to be a confident and clever consumer?

**Learning Experience:** This economics unit teaches the necessary skills and knowledge to understand the power of money and the economic choices we all make. You will learn important consumer and financial concepts covering the role and significance of savings and investments for the individual and the economy. Topics covered will include consumer education, income, budgeting, tax and superannuation.

**Subject Title: Y – Challenge (Advance)**

**Duration:** Semester Elective

**Driving question:** How can I make a difference?

**Learning Experience:** This unit is based on understanding the values and motivations of humanitarian work. It will look at the history of organisations such as Red Cross, looking at the principles at which they are based and the range of work they do. Students will explore the motives of volunteers and research the range and impact of volunteer work. The unit will look at the values at which underpin the United Nations and its Geneva conventions and examine how they are enforced. The students will undertake a volunteer community placement of 15 weeks and reflect on the effect of their work.

**Subject Title: Is that right?**

**Duration:** Semester Elective

**Driving Question:** Why are some people deprived of basic human rights?

**Learning Experience:** Human Rights Students will focus on what the Universal Declaration of Human Rights is and how it works in different countries. Students understand the history of the UDHR, how and why it came about, and its implications for today's issues. This will include, refugee status, wars and the plight of indigenous people from different countries and religions (depending on student choice.) Students will also explore how Human Rights impact on their lives as students at WRSC.

**Subject Title: How to Feed the World**

**Duration:** Semester Elective

**Driving Question:** How can we ensure there is enough food to go around?

**Learning Experience:** Students investigate how humans are ruining ecosystems (biomes). Students will look into the natural features of biomes, flora and fauna as well as human uses and the negative consequences of environmental change. We then look at the challenges of feeding the world and making sure there is enough to go around.



## Design Technology

**Subject Title:** Food By design

**Duration:** Semester Elective

**Driving Question:** How does this food get on my plate? How is it made? Can I have a go?

### **Learning Experience:**

Students will be introduced to a range of kitchen skills and processes used in food production. These skills will include preparation and cooking techniques, food styling and presentation, nutrition, ingredient selection and recipe modification. Safe work habits and food hygiene will be through investigated and practiced. Students will be required to select their own recipes and cater for groups or individuals with specific needs. Students will be required to work in teams and individually investigate, design, produce and evaluate their set tasks.

Students will produce a range of practical items, including a group buffet, main meals, baked goods, desserts and special occasion foods.

This elective should be considered by students with a genuine interest in developing their knowledge of theory behind common foods and skills in food production.

### **Subject Title: Multicultural Munchies**

**Duration:** Semester Elective

**Driving Question:** Food is a way of life, a way of expressing our culture and celebrating milestones in life.

**Learning Experience:** In this subject student have the chance and opportunity to develops design thinking and design processes. Multicultural Munchies will involve some design thinking and the explicit use of design processes to create designed solutions for an identified user and purpose. It involves developing designed solutions that take into consideration a range of factors, such as ethics, functionality, and sustainability, related to the identified need and that can be evaluated using identified criteria for success.

This semester long course will provide opportunities for students to study and experience food as a way of life and expression of our culture/s. Food brings us together on special occasions and many special memories will usually involve food.

During this course students will focus on how we are inspired by food through our own personal history and our interactions with other cultures. Topics will include cooking for health, commemorations foods, influences on our eating habits from different cultures. The students will work collaboratively to develop a greater understanding of not only the design process but a chosen culture, one that is not their own or familiar to them.

Please be aware this subject will incur a cost for practical activities (\$40.00 approx). This will be confirmed later in Term 4.

**Subject Title: Food and Health for Life**

**Duration:** Semester Elective

**Driving Question:** Do we eat to live or live to eat?

**Learning Experience:** Students have the chance to consider how to prepare and select foods that focus on current food and health trends.

Students will follow the production and preparation of food from paddock to plate and complete a project in which they grow, harvest and cook a selected fruit or vegetable. In most practical classes where possible students will use fresh, seasonal produce from the garden to achieve nutritional concepts and investigate the health benefits.

Please be aware this subject will incur a cost for practical activities (\$40.00 approx). This will be confirmed later in Term 4.

## **Digital Technologies**

### **Subject Title: The machines are coming!**

**Duration:** Semester Elective

**Driving Question:** How can I program, build and operate robots?

**Learning Experience:** Students will learn to code using language specific to the robotics kit chosen (eg Scratch, C++). They will then have an opportunity to build a robot (using Hummingbird and Arduino kits), program it and operate it to do various functions/activities. Students could then apply this knowledge to try and overcome a real-world issue using a robot as part of the solution.

The majority of class time will be hands-on learning first with the coding and then with how to build, program and operate their robot.

There will be a fee of approximately \$10.00 associated for consumables in this subject.

### **Subject Title: Coding**

**Duration:** Semester

**Driving Question:** How can I code a computer program?

**Learning Experience:** Students will learn either C++ or Python coding to be able to make their own games or control robotics **in future electives**. They will work on how to code for different actions, graphics and for different applications.

### **Subject Title: Build a Website**

**Duration:** Semester

**Driving Question:** How can I build a website from scratch?

**Learning Experience:** Students will learn how to build a website using the Wysiwyg (What you see is what you get) program. This program is more complicated than basic Weebly/Wix-type building sites and gives students the ability to control multiple aspects of the look and features of their website.

**Subject Title: Digi Art**

**Duration:** Semester Elective

**Driving Question:** How can we use digital art/digital programs to communicate our ideas?

**Learning Experience:** Students explore a range of digital art and graphic design programs, choosing the most desired application. Students then develop a 'digital folio', choosing a theme, researching ideas and developing introductory 'studies' or designs prior to the final outcome – This will be geared towards a final project which you decide upon (open ended – with the idea of constructing something which might include a comic book strip, an animation, digital images etc).

## **MATHEMATICS**

### **Subject Title: Algebra**

**Duration:** Semester Elective

**Driving Question:** How do mathematicians control the future?

**Learning Experience:** This subject is highly recommended for students considering Maths Methods at VCE. This subject allows students to consolidate prior knowledge of algebra and extend their knowledge, while investigating application to the real world.

### **Subject Title: What's the chance of that happening?**

**Duration:** Semester Elective

**Driving Question:** How can we predict the future, and how accurate is our prediction?

**Learning Experience:** Every day, humans make predictions about a range of things - "I think it will rain today", "I think my friend's baby will be a boy", "I bet Phar Lap Junior will win the Melbourne Cup this year". Human predictions are based on patterns that we notice and calculations based on past events. In *What's the chance of that happening*, students will learn about the language of probability and how to calculate the probability of events occurring. Students will also investigate combinatorics, which is the study of combinations. Students will maintain a portfolio on their learning, and will conduct an investigation into the application of probability in real life.

## SCIENCE

### **Subject Title: CSI**

**Duration:** Semester Subject

**Driving Question:** How can forensic science help to solve crimes?

**Learning Experience:** Students will learn about the different types of science that help to solve crimes. They will be doing a practical a week and then learn the theory and science behind it. Areas they will learn about include fingerprinting, blood types, DNA profiling, hairs & fibres, eyewitness observations, physical evidence (footprints, tyre prints, lip prints, teeth impressions, etc), handwriting analysis, post mortem evidence and entomological (insect) evidence.

### **Subject Title: Our place in the Universe**

**Duration:** Semester Elective

**Driving Question:** Was the moon landing faked? Are we alone in the universe? How did our universe begin?

**Learning Experience:** Students will learn about the science behind missions into space, the moon landings, life cycle of stars, history of the discovery of things in the universe, creation of the universe, our solar system, reality of living on Mars, black holes, dark matter, constellations, astrology, solar and lunar events (eclipse, blue moon), comets, asteroids and evidence of alien life. Students will have choices in their project-based learning and will also have options of excursions/after school activities. Potential Excursions: · Victorian Space Centre (Strathmore SC) · Planetarium Resources [www.nasa.gov](http://www.nasa.gov)

### **Subject Title: Medical Health Science**

**Duration:** Semester

**Driving Question:** How do microorganisms affect our lives?

**Learning Experience:** Students will look at pathogens (disease-causing agents) and how they affect our lives. They will look at bad and good bacteria, viruses, fungal infections, and microorganisms such as protozoa, worms and small arthropods. They will then look at how the medical health industry tries to minimise the bad effects of microorganisms/pathogens. This will include how hospitals try to keep equipment and procedures sterile, why we now have

superbugs and what we are trying to do to minimise antibiotic resistant bacteria from evolving in the future.

### **Subject Title: The Evolution of Us**

**Duration:** Semester

**Driving Question:** How did human beings come to be?

**Learning Experience:** Students will explore the origins of life and how organisms have evolved over time. They will focus on how humans have changed over the course of recent evolutionary history, how that evidence has been interpreted in multiple ways due to minimal fossil evidence and how our cultural and technological advances have evolved. Students will also learn about relative and absolute dating of fossils.

### **Subject Title: Personality Studies**

**Duration:** Semester

**Driving Question:** What influences our personality and how does it affect our life?

**Learning Experience:** Students will explore the variety of ways that we believe our personality is shaped and how it can be classified. They will try to investigate whether certain personality types end up in certain professions/occupations and whether tests such as the Myer-Briggs have any merit. Students will also explore whether certain personalities are more likely to be optimistic and happier than others. We will investigate what factors contribute to a person's happiness and satisfaction in life and how someone's personality can affect one's perceptions of life.

### **Subject Title: Pre-VCE Science Skills**

**Duration:** Semester

**Driving Question:** What scientific skills do I need to develop for VCE Science subjects?

**Learning Experience:** Students will explore the scientific method and how scientists go about investigating and testing a hypothesis. They will learn about dependent and independent variables, positive and negative controls, how to write an accurate and testable hypothesis, how to minimise variables within an experiment, how to choose the correct graph for your data, how to draw and read graphs, how to interpret data and find relationships within it, how to draw conclusions from data and how to read and use scientific journals. They will conduct their own

investigation and will learn how to present it in a scientific poster that is a SAC requirement for all VCE science subjects.

**Subject Title: The Chemistry of Materials**

**Duration:** Semester

**Driving Question:** What is the chemistry behind a range of materials that we use in our lives?

**Learning Experience:** Students will be able to explore a range of everyday materials. Through experimentation, they will explore the properties of metals, alloys, carbon compounds, glues, fire-retardant products, plastics and natural/man-made fibres and how these materials are made and used. Students will also look at how these materials can or cannot be recycled.



## **ENGLISH**

**Subject Title:** English Literature

**Duration:** Semester

**Driving Question:**

How do poets and writers create meaning through their work?

**Learning Experience:** The study of literature investigates how poets and writers create meaning through their work. Students will learn how to analyse poems and interpret their literary meaning. The course will also allow students to choose poetry which they would like to examine independently and produce as a presentation. English Literature will also explore works from famous historical and contemporary authors. Assessment will include a written analysis on the relevant novels studied in class during the semester.

**Reminder: Term Electives**

**You need to select 8 Term Electives and 3 reserve Term Electives from any subject area.**

**However, if you pick a VCE subject you only need 4 Term Electives**

*Please write your term long elective subject selections in the table below:*

Subject Number	Domain	Subject Name
1		
2		
3		
4		
5		
6		
7		
8		
Reserve #1		
Reserve #2		
Reserve #3		

## **TERM ELECTIVES**

### **THE ARTS**

#### **Subject Title: The Voice**

**Duration:** Term Elective

**Driving Question:** How can we entertain people using just our voices?

**Learning Experience:** Students will learn how to warm up their voices properly and about different ways in which the voice can be used in music:

Beatboxing, rapping, sound effects, singing

Students will be given the opportunity to run the warm up sessions and get to the chance to choose/create the material used. Students will learn how to recreate songs using just their voices to replicate instruments and re-arrange songs to suit their voices. Students will work on developing their 'ear' as well as looking at different types of music notation. Working in small groups and larger ensembles will also be part of the elective with students rehearsing and polishing items for whole school performances. The Music Department will be available at lunchtimes for extra rehearsals via prior arrangement with the teacher.

There may be a possible excursion to a recording studio to record one of their songs.

#### **Subject Title: Behind the Scenes**

**Duration:** Term Elective

**Driving Question:** What goes on behind the scenes during performances to ensure the smooth running of performances and concerts?

**Learning Experience:** Students will learn about the things that go on backstage, front of house and organisation in the lead up to and during performances. This will include, but isn't limited to:

- lighting
- sound
- stage management
- theatre etiquette

- stage design
- marketing.

Students will work with performers and other staff to ensure the smooth organisation and running of school performances.

There may be a possible excursion to a theatre or to participate in a workshop.

### **Subject Title: Bangers and Mash(ups)**

**Duration:** Term Elective

**Driving Question:** What different ways can music be created by using your laptop?

**Learning Experience:** Students will be given the opportunity to explore different ways in which music can be created by using just their laptop experimenting with:

Remixes, mash-ups, looping, sampling, basic DJ techniques.

Students will listen to different types of electronic music to understand structure and be introduced to some of the technical aspects that can be used in their own music. Students will work on developing their 'ear' as well as looking at different types of music notation. Students will be expected to have items polished for whole school performances. The Music Department will be available at lunchtimes for extra working time via prior arrangement with the teacher.

There may be a possible excursion to work with a digital composer either by excursion or workshop.

### **Subject Title: Keep Calm and Contour**

**Duration:** Term Elective

**Driving Question:** How does the use of makeup enhance a performance?

**Learning Experience:** Students will explore the varying different uses of makeup in theatre:

- stage makeup,
- makeup for TV
- face painting
- special effects makeup (wounds etc.),
- special events makeup (Geisha, Horror, Hallowe'en, Day of the Dead etc.)

Students will follow the Design Process to learn more about these before focusing on a topic of their choice. Students will investigate, generate ideas, produce designs, evaluate their work, plan and manage their project and present a finished product.

There may be a possible excursion to attend a workshop or experience theatre make up in action.

**Subject Title: Sick Trick - Skateboard Deck Design**

**Duration:** Term Elective

**Driving Questions:**

- How do we apply the design processes to the development of a skateboard deck design?
- How do we plan, analyse and evaluate creative ideas?
- How do artists make meaning through images, icons and symbols?
- How can we develop a personal set of symbols and images for communicating meaning?
- What technical and creative skills are required to make a skateboard deck design?

**Learning Experience:** You will learn to apply the design process to creating a Sick Skateboard Deck Design. This elective will introduce you to skateboard designers and some of their ideas and techniques for rendering deck designs. You will have an opportunity to enter a deck design competition and showcase your amazing artwork.

Please be aware there is a \$40.00 cost for materials associated with this elective.

## ENGLISH

### **Subject Title: This is not fake news!**

**Duration:** Term Elective

**Driving Question:** What is happening in the world around us?

**Learning Experience:** Students develop a critical understanding of the contemporary media, and the differences between media texts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts as well as design texts to inform and persuade. These include various types of media texts, including newspapers, film and digital texts and multimodal texts.

### **Subject Title: Writing for the Electronic Age**

**Duration:** Term Elective

**Driving Question:** What is the purpose for writing in the digital age?

**Learning Experience:** Students will explore a range of digital and electronic writing styles such as blogging, vlogging etc. They will learn how the skill of writing has been adapted over time to communicate in the modern age.

### **Subject Title: Genre Genius**

**Duration:** Term Elective

**Driving Question:** What makes a great narrative?

**Learning Experience:** The students will learn how to craft and edit their narratives in order to publish by the end of term. They will develop their personal style and voice and explore a range of genres. Students will showcase a piece of writing for their final assessment.

### **Subject Title: Words for Work**

**Duration:** Term Elective

#### **Driving Question:**

How can language help us in the world of work?

#### **Learning Experience:**

The students will learn how to structure formal work place communication ie. Work emails, phone conversations, interviews, resumes and, face to face interactions with the purpose of understanding how to use language appropriately in the workplace.

### **Subject Title: Rhyme and Reason**

**Duration:** Term Elective

**Driving Question:** How can poetry and rhyme be used to explore social and cultural issues?

**Learning Experience:** Students examine the use of rhyme and poetry across a variety of mediums including written poetry, spoken word, slam poetry and song. We study modern and classical works to explore how artists use this medium to explore the big issues of today. Students will develop skills in analysis as well as working to perform a piece of their own.

### **How to win an argument: Competitive Debating**

**Duration:** Term Elective

**Driving Question:** How do I argue effectively?

**Learning Experience:** Students learn to excel at the art of the argument by learning skills and strategies of formal debating. Students will learn how to structure and craft their arguments and engage the audience. Team debates will be organised fortnightly with other students and parents welcome to watch. They will explore a range of topics of interest to them and current events and walk away with an appreciation of a well- formed argument, awareness of current events and increased confidence.

### **Subject Title: The Movie Show**

**Duration:** Term Elective

**Driving Question:** Why is film important?

**Learning Experience:**

Students learn and develop skills to critically analyse and discuss important films, as well as basic film production and editing skills. Students then, working in pairs, collaborate on a media product in the style of a 'Movie Show', critically discussing a film of their choice on camera. Combination of adapted and enacted curriculum, 60% theory to 40% practical. This subject builds students' capabilities towards VCE Media.



## HEALTH & PHYSICAL EDUCATION

### **Subject Title: First Aid and Diseases**

**Duration:** Term Elective

**Driving Question:** How do we best manage injury and illness of ourselves and others?

#### **Learning Experience:**

Students will complete their level 1 first Aid Certificate during this course. It will incorporate personal hygiene, combatting diseases, injury prevention and treatment and life saving First Aid. Students will lead a community-based project where they are exploring common injuries and illness in their community and strategies in reducing these.

Please be aware this subject will have a fee of approximately \$65.00 associated for first aid training and certification.

### **Subject Title: Competitive School Sport – Volleyball**

**The year 9/10 Volleyball team will be chosen from this elective.**

**Duration:** Term Elective- Term 1

**Driving Question:** How do we apply, skill, game sense, fitness and strategy to succeed and be competitive in the school sports competition?

**Learning Experience:** Students will participate in the school sport for that term. Within the sport they will explore the skills required, the energy systems used, tactics/strategy and the application in a competitive environment. This elective is predominantly practical however there may be a small theoretical aspect when learning about tactics.

### **Subject Title: Competitive School Sport – Netball**

**The year 9/10 Netball team will be chosen from this elective.**

**Duration:** Term Elective - Term 2

**Driving Question:** How do we apply, skill, game sense, fitness and strategy to succeed and be competitive in the school sports competition?

**Learning Experience:** Students will participate in the school sport for that term. Within the sport they will explore the skills required, the energy systems used, tactics/strategy and the application in a competitive environment. This elective is predominantly practical however there may be a small theoretical aspect when learning about tactics.

**Subject Title: Competitive School Sport – Basketball**

**The year 9/10 Basketball team will be chosen from this elective.**

**Duration:** Term Elective- Term 3

**Driving Question:** How do we apply, skill, game sense, fitness and strategy to succeed and be competitive in the school sports competition?

**Learning Experience:** Students will participate in the school sport for that term. Within the sport they will explore the skills required, the energy systems used, tactics/strategy and the application in a competitive environment. This elective is predominantly practical however there may be a small theoretical aspect when learning about tactics.

**Subject Title: Competitive School Sport – Futsal**

**The year 9/10 Futsal team will be chosen from this elective.**

**Duration:** Term Elective- Term 4

**Driving Question:** How do we apply, skill, game sense, fitness and strategy to succeed and be competitive in the school sports competition?

**Learning Experience:** Students will participate in the school sport for that term. Within the sport they will explore the skills required, the energy systems used, tactics/strategy and the application in a competitive environment. This elective is predominantly practical however there may be a small theoretical aspect when learning about tactics.

## **HUMANITIES**

### **Subject Title: Our Global Village: Life around the world.**

**Duration:** Term Elective

**Driving Question:** What is life and wellbeing like for people around the world?

**Learning Experience:** Students have the chance to investigate global human living standards and cultures. Students learn how a growing population in different countries affects the lives and wellbeing of their citizens. They will research how governments have responded to changing population needs.

### **Subject Title: Getting Back to Business**

**Duration:** Term Elective

**Driving Question:** How can I become a successful Entrepreneur and be innovative in business?

**Learning Experience:** Students will discover their own sense of entrepreneurship, while investigating some of the world's leading entrepreneurs and innovations. Having gained an understanding of how business influences consumer decisions, students will create an innovative product or idea and prepare a 'Shark Tank' style pitch. This includes an explanation of the price, target markets and key competitors which they'll face. This economics elective provides students with a pathway into VCE business Management and VCE Industry & Enterprise.

### **Subject title: Tourism**

**Duration:** Term Elective

**Driving question:** Do Tourists have a positive or negative impact on our world?

**Learning Experience:** This geography unit will provide you with an understanding of trends in tourism and why tourism is so important to different economies around the world. You will learn how tourism has changed and the factors which are continuing to shape the nature of tourism. Students will investigate different ecotourist destinations such as Kangaroo Island & Whistler and the steps that must be taken in order to protect our important cultural and famous landmark around the world.

### **Subject title: Work Futures**

**Duration:** Term Elective

**Driving question:** What skills do I need for the world of work?

**Learning Experience:** This economics unit teaches the necessary skills and knowledge to succeed in work beyond school. You will investigate different career pathways, training and employment and forms of work such as contract, part-time, casual and full-time work options. You will develop your ability to apply and secure jobs. You will leave with an understanding of how the world of work has changed and have an ability to adapt to different work opportunities and make smart choices.

### **Subject title: Pop Culture**

**Duration:** Term Elective

**Driving question:** How did popular culture shape Australia after WW2?

**Learning Experience:** This history unit explores major features of life in Australia from 1945 to now. You will examine pop culture from music, TV shows to film, sport, fashion and art. You will attempt to understand how popular culture changed over time and reflected the post WW2 world. The subject will explore changing beliefs and values and how they influenced the Australian way of life.

### **Subject title: Event Management**

**Duration:** Term Elective

**Driving question:** What skills and knowledge do I need to become an Event Manager?

**Learning Experience:** This business and economics unit will introduce you to the skills and knowledge necessary for a career in Event Management. You will work to design and run your own event, managing the revenue and expenses to turn a profit for a worthy cause.

## Languages

### **Subject Title: English for overseas born students.**

**Duration:** Term Elective

**Driving Question:** How do I improve my writing, reading, speaking and listening skills in English?

#### **Learning Experience:**

- Students will learn to write grammatical correct sentences.
- Students will learn to understand the texts they are reading.
- Students will increase their English vocabulary.
- Students will enjoy writing creative stories.
- Students will enjoy writing a script and performing it to the class.
- Students will learn to talk confidently in front of their peers.

### **Subject Title: Italian way of life**

**Duration:** Term Elective

**Driving Question:** How to learn about Italian language and culture using a practical approach.

#### **Learning Experience:**

- A study of the fundamental everyday Italian lifestyle. This includes cooking, work, shopping and family.
- Students will learn essential grammar necessary to be able to write and speak in simple Italian sentences.
- A study of Italian music, art, cuisine and fashion.
- How has Italian migration shaped Australian culture

**Subject Title: A linguistic study of Spanish, French, Italian and Latin.**

**Duration:** Term Elective

**Driving Question:** What common factors link all these languages?

**Learning Experience:** A practical introduction into the basic conversational and written modes of French, Spanish and Italian.

- A study of how Latin is linked to French, Spanish and Italian.
- A study of word origins including their historical significance.

**Title: Made in Italy**

**Duration:** Term Elective

**Driving Question:** What products and inventions are Italians famous for manufacturing?

**Learning Experience:** Students will undertake a series of communicative tasks based on the following themes:

Italian crafts and manufacture

Scooters and Cars

Fashion

Milano the heart of the Italian economy

Art and artisanship in Florence

Technology

Food and coffee

## Design Technology

**Subject Title:** Project Runway

**Duration:** Term Elective

**Driving Question:** Is fashion art?

**Learning Experience:** Students become fashion designers. First learning about the different fashions of the past. They then create a fashion range of their own. They present their designs on sample boards with fashion illustrations. They conclude the unit creating a fabric design using illustrator.

**Subject Title:** Café Culture

**Duration:** Term Elective

**Driving Question:** How do we prepare and cook that food we eat out at cafes and restaurants?

**Learning Experience:** This semester long course will provide opportunities for students to study and experience Melbourne's café culture. Students will have the opportunity to produce a variety of café foods including breakfasts, light meals, cakes and coffees. Course outcomes will be achieved through a series of design briefs allowing students to investigate, design, produce and evaluate food and drink products. A range of complex equipment and ingredients will be utilised during the semester. Café Culture allows students to pursue interests in various hospitality vocations including pastry work, café style and baristas, giving each student the grounding which could lead to an apprenticeship, further VCE Food Technology studies or VET Hospitality.

Please be aware this subject will incur a fee of approximately \$35.00 for consumables. This will be confirmed later in Term 4.

**Subject Title:** Bakehouse

**Duration:** Term Elective

**Driving Question:** How do we make a cake and eat it too?

**Learning Experience:** In this elective, students are offered the opportunity to make numerous sweet and savoury recipes. Students will prepare traditional pastries, breads, cakes and slices as well as other healthy baked items.

Students will be given opportunities to experience tea tastings and food and drinks that compliment each other and would be served at a high tea setting.

Recipes from all cultures will also be prepared and evaluated. Students will be encouraged to create, develop and change recipes to suit a particular need or demands of an individuals. The subject will finish with a high tea buffet consisting of many different recipes prepared and baked by the class.

\*This subject will incur a fee of approximately \$40.00 which will be confirmed later in Term 4.

**Subject Title: ‘Zip it’ make a Pencil case and get yourself sorted**

**Duration:** Term based

**Driving Question:** How do designers make and create?

**Learning Experience:** Students follow the design process to create a pencil case they can use at school. They research and design a topic of their choice and then produce a simple pencil case with a zip. They personalise their pencil case with methods and media such as applique, fabric paint, transfers and hand stitching.

**Subject Title: Beautiful non-toxic ECO- Jewellery**

**Duration:** Term Elective

**Driving Questions:**

- how can we make ethical decisions in the production of our Jewellery pieces?
- How do we apply the design processes to jewellery design?
- How do we plan, analyse and evaluate creative ideas?
- How do we identify, and manage risk and apply safe use of materials?

**Learning Experience:**

You will learn how to use safe methods to conceptualise, design and create your own jewellery masterpieces. We will use a variety of materials such as non-toxic resin and fimo. You will conclude the term having made 2-3 pieces.



## **Digital Technologies**

### **Subject Title: 3D World**

**Duration:** Term

**Driving Question:** How can we use 3D printers to create design solutions?

**Learning Experience:** Students will experience the design process by designing an object using Computer Aided Design (CAD) software and manufacture their object using a 3D printer. The 3D printers used in this program build objects layer by layer using biodegradable plastics. Skill development include: Observation, resilience through productive failure, mathematics, problem solving and troubleshooting, design thinking, engineering, communication and digital fluency. The majority of class time will be used for students to develop their ideas through the design process as well as printing out components of their design and producing a design folio.

Please be aware this subject may likely incur a cost for printing activities. This will be confirmed in Term 4. Possible excursion: 3D Modelling and Printing workshop at Quantum Victoria

There will be a fee of approximately \$10.00 associated for consumables in this subject.

### **Subject Title: IT Skills**

**Duration:** Term

**Driving Question:** How do I use basic programs on my computer?

**Learning Experience:** Students will learn about how to use all components of Excel, PowerPoint, Publisher and Word. They will also learn how to use a search engine effectively and how to begin to use Google Scholar. This elective will also be driven by the needs of the students.

### **Subject Title: Build a PC/IT Networking**

**Duration:** Term

**Driving Question:** How do you build a PC? How do you network computers?

**Learning Experience:** Students will learn how to build a basic computer from scratch. They will also learn how computers “talk” to each other through networking from basic networking such as within our school to the use of routers and larger networking systems. The complexity of this unit will be driven by the needs of the students.

**Subject Title: Digital Storytelling**

**Duration:** Term Elective

**Driving Question:** How can we use digital technology to tell our stories and create a digital record of our history.

**Learning Experience**

Students will develop an understanding of what a digital story is. They will look at examples of effective short digital stories and use these to develop an understanding of how camera placement, light, colour and sound can be used to manipulate the emotions of the viewer.

Students will then move on to plan and produce an individual project in the form of a short film based on them or their family. It should be a demonstration of everything the students have learnt about effective short films

As with any digital story, the story is the most important thing. Students will begin by writing the story. You must get this “approved” before you can move on to collecting artefacts, images and sounds for their movie.

The passion project will be completed over 4 weeks and presented for viewing by a student audience.

**Subject Title: Just think logically!**

**Duration:** Term Elective

**Driving Question:** How do machines think and use logic?

**Learning Experience:** Students will investigate counting and playing with numbers in base 2 (binary), base 8 and base 16 (hexadecimal). They will study binary logic and Boolean truth tables, which is how computers operate (at a circuit level) with only "On" and "Off" or 1s and 0s. Students will be able to draw and read circuit maps, which is essential for creating new circuits. Students will maintain a portfolio of their learning and build a circuit board. They will practice and drill manipulation of numbers in other bases. This subject is useful for an analysis of how computers were developed and how modern circuits work at a foundational level.

## **MATHEMATICS**

### **Subject Title: Real life financial maths.**

**Duration:** Term Elective

**Driving Question:** Can you work smarter and not harder by using your money wisely?

**Learning Experience:** Students will investigate loans, stocks and other areas of financial maths. Students will be required to develop a portfolio of their work over the term. They will use this portfolio to become financial advisors and give advice based on different scenarios.

### **Subject Descriptor: Math over Time**

**Duration:** Term Elective

**Driving Question:** When am I ever going to need this and what difference will it make?

**Learning Experience:** Students will explore the developments of mathematics by different cultures over time that culminates in our understanding of mathematics today. Students will investigate how our society has been affected by the creation of mathematical concepts. They will explore the historical, cultural and personalities that contributed to the creation of these concepts.

### **Subject Title: Improve Your Maths**

**Duration:** Term Elective

**Driving question:** How can I feel confident in my basic maths?

**Learning Experience:** This subject is designed for students who would like to feel more confident in their numeracy skills. Students will practice their multiplication, division, fractions, decimals and percentages. They will practice order of operations (BODMAS) and learn to interpret data. They will learn a range of strategies that will allow them to perform calculations in their heads and use the technology available to them now and in the future. This subject will also look at growth mindset and thinking positively about the skills that students have mastered.

**Subject Title: Calculating Landscape Design**

**Duration:** Term Elective

**Driving Question:** How can I draw and finance a landscape that a builder could follow?

**Learning Experience:**

Students will learn how to draw scale drawings and apply ratios to their design. Students will investigate perimeter, area, surface area and volume of a variety of shapes. They will investigate costs of different building materials. Their final project will be to design and price a backyard filled with a range of plants, play areas and water features.

## SCIENCE

### **Subject Title: Life on Earth**

**Duration:** Term

**Driving Question:** What variety of organisms live on Earth? How are living organisms dependent on each other?

**Learning Experience:** Students will learn about the variety of living organisms on Earth from simple unicellular organisms through to insects, fish, amphibians, reptiles, birds and mammals. They will look at their characteristics and how these organisms depend on each other in food chains/webs and how human activity has disturbed or damaged these relationships. We will be conducting tests on local waterways such as Edwardes Lake to determine how our lifestyle/pollution has impacted on the local environment. We will also explore how we can lessen our impact on the environment and its organisms and how we can help to mend the damage that has been done.

### **Subject Title: Consumer Chemistry**

**Duration:** Term

**Driving Question:** What is the chemistry behind many of our everyday consumer products?

**Learning Experience:** Students will learn about the chemistry behind a variety of consumer products such as testing for food groups (proteins, fats and carbohydrates), food products (preservatives, colours, additives), make-up, soap/detergents, toothpaste, etc. They will make many of these substances or will conduct tests on a range of consumer products in order to analyse their components and quality.

### **Subject Title: Forensic Psychology**

**Duration:** Term

**Driving Question:** How does Psychology help to solve crimes?

**Learning Experience:** Students will study the mental processes and behaviour specifically related to criminals and victims. They will explore the role of a forensic psychologist and types of crime scenes and how a criminal profile is constructed. They will research the validity of eyewitness testimony and how our memory works. Students will also look at body language and its interpretations. Areas we will study include research methods, ethics, forensic psychology, criminal profiling, dangerousness, criminal personality types such as sociopaths, memory and eye witness testimony.

**Subject Title: Tradie Physics**

**Duration:** Term

**Driving Question:**

What basic Physics do I need to know to be a tradie?

**Learning Experience:** Students will explore basic Physics concepts such as measuring accurately, drawing designs to scale, reading and constructing electrical circuits & design plans, construction of a stable and solid building.

**Subject Title: Rock Your World**

**Duration:** Term

**Driving Question:**

How do different forms of energy affect your life?

**Learning Experience:** Students will explore different forms of energy from earthquakes and volcanoes to electricity. They will look at plate tectonics and how the energy from these cause earthquakes and volcanic eruptions. Students will also explore electricity, how it is generated and how electrical circuits work.

## **GENERAL INFORMATION**

### **Culture and Values**

The college motto is **Leadership Excellence Acceptance Respect Now**. The verb **LEARN** is embedded in the motto as it is the college's core business. The success of our work relies on good relationships which will be built between parents, staff, students and the wider community.

The college's engagement policy is based on the belief that everyone has a right to learn and to feel safe.

The curriculum is designed to be flexible, relevant and adaptable according to the needs of the students in a Twenty First Century world. The college responds to changes in the tertiary education environment, the wider-community and the needs of the work-place. Our objective is to equip and enable our students to participate successfully as individuals in our local and broader community.

The college environment fosters a sense of student efficacy. Students are supported to become increasingly self-disciplined, reflective and to develop sound learning and thinking skills. They develop the skills to communicate clearly in a variety of forms and to successfully work independently and in teams. The college's programs develop students' abilities to understand and be tolerant of a range of viewpoints.

### **Catering For Special Needs**

Students have diverse talents and interests. Each teacher in the Middle School aims to extend students in the classroom by diversifying the curriculum and providing varied and challenging materials and activities suited to students' abilities. Those who are students of English as a Second Language, receive support from a specialist teacher within a mainstream class. Similarly, there are students who get additional support for the development of oral language. Students with special needs are catered for within classrooms and by individual or small group tutoring.

### **Expectations**

The last year of Middle School offers many challenges and opportunities to students. There are many opportunities for them to take an active role in College life and to show leadership and responsibility.

Students are expected to take responsibility for their behaviour, working cooperatively with their teachers and peers in their learning.

There is a strong expectation that work will be submitted on time and that if difficulty is encountered in doing so, they will apply to the classroom teacher for an extension prior to the due date. Students should familiarise themselves with the college's policies.

Students are required to attend on all designated days, including excursion days, house sports days and other College activity days. In the case of absence, students are required to provide the College with a medical certificate or signed note from home, immediately on their return to school. In the case of more than two consecutive days of absence, parents are requested to contact the Level or appropriate Sub-School Co-ordinator.

### **Promotion and Academic Success**

Students are reminded that the College applies its promotion policy to all students and that students are required to meet attendance requirements. If a student's attendance is below 90% then a meeting will be held with the co-ordinator and Assistant Principal to establish whether the student will be promoted in the following year.

### **Attendance**

Regular, punctual attendance is essential. The school must be notified of all student absences, by parents or carers, via a call to the Middle School Attendance Officer, on the day of the absence or by entering the absence on COMPASS. Attendance to all classes, home room assemblies and camps is compulsory

### **Absences**

A note from a parent/guardian is required to explain each absence. This, along with all medical certificates must be given to the Middle School Attendance Officer, immediately on return to school.

### **Lateness**

Students who arrive late to school must report for a late pass, a note from a parent/guardian explaining the lateness should be given to the person on duty. If there is no note or valid explanation, the students will need to report for a detention at lunchtime on that day. Students must be on time for each class; lateness disrupts the work of the class. Persistent lateness will be dealt with by the classroom teacher. If there is no improvement, the matter will be referred to the Level Coordinator.

### **Leaving the School during the Day**

Students are not permitted to leave the school grounds during the school day without permission. It is expected that where possible, medical, dental and other appointments are made outside school hours.

### **How to Obtain Permission to Leave Early**

If a student wishes to leave school early, a note must be provided by the parent/guardian explaining the reason for leaving early and the time the student needs



to leave. This note must be presented to the Level Coordinator no later than recess. The Level Coordinator will issue you with two Early Leaver's passes.

Before you need to leave, show one pass to your class teacher, keep this pass. Before you leave the school grounds, take the second pass to the General Office and sign the Early Leavers' book. Leave this pass in the Early Leavers' book. If you return to school later in the day, you need to report to the Office and sign in.

### **Excursions and Expeditions**

Excursions and expeditions are an integral part of the academic program of the college. Students are required to attend and take part in all learning activities planned by the college and to return to the college signed permission notices and payment as required. If in unusual circumstances, students are unable to attend, they will be required at school, to complete replacement classwork prepared by the teacher.

### **An Inquiry Approach**

All of our subjects will adopt an inquiry approach to the learning based on a driving question (electives) or a theme (Peel). This type of learning involves project based assessment which will be celebrated in an exhibition of their final product. The theme for Term 4 will be based around our city and will culminate in the City Experience Week in November. The cost of the week-long City Experience will be announced at the beginning of the 2018 academic year.

### **Student Behaviour Management**

To ensure the college can provide a productive and safe learning environment for all members of the College, WRSC has adopted a model of student behaviour management that involves students understanding their responsibilities and obligations.

Behaviours that may cause distress or disruption are viewed as an infringement of others' rights to feel safe, to learn and to teach without interference. All cases are initially dealt with in a restorative manner that provides an opportunity for the student to accept responsibility for and rectify any harm caused by their actions. If a student is exited from class, they will incur a detention. Students are required to negotiate a return to class agreement with their class teacher, if behaviour is an issue.

### **Organisation**

Every student is required to purchase and daily use a school diary as an aid to organization. All due work and homework is to be listed here. Parents are asked to weekly check and sign each week's entries.

### **BYOD (Bring your own device)**

The implementation of the new curriculum model harnesses 21<sup>st</sup> Century Learning Design and draws upon technology to enhance the learning experience for the learner. Students are required to bring their own device and this will be equipped with the necessary software technologies for their subjects.

### **Homework**

The completion of regular homework is an expectation of all students. At Year 9, there is an expectation of two hours of homework per night. Parents are expected to supervise this work.

Homework may include:

- Continuing work on projects from classes at school.
- The summarising, revisiting and revision of classwork
- Reading (recreational or subject related).

### **Communication between School and Home**

William Ruthven Secondary College believes that communication between school and home is important in fostering the development of each student. All students at William Ruthven receive live feedback for each of their learning tasks. This includes a rubric and can be accessed by families and guardians through the compass portal. We welcome feedback and participation from our parent and guardian community at all stages throughout the year. We value communication and regularly use the skoolbag app and our Facebook page to keep our community updated on events. Additionally, the following opportunities have been provided for parents to meet with teachers:

Parent Teacher Interviews	End of Term 1 & 3
Formal Victorian Curriculum Assessment	End of Term 2 & 4

To inform parents of upcoming events, the College Newsletter is published at the end of each month and posted on the college website and on COMPASS. Hard copies are available at the Office. Parents are asked to update the school office with their current contact details (including email addresses) so that newsletters and other relevant notices can be sent digitally.

### **Enhancement Opportunities:**

#### **Challenges and Competitions:**

- National Competitions – in areas such as Mathematics, English and Science.

- Local Competitions – such as debating and a wide range of sporting competitions.

#### **Music Arts and Technology Programs:**

- The annual Arts and Technology show is a showcase of art, drama, textiles, music and multimedia
- Through the Instrumental Music Program students can access tuition in a range of instruments and join college bands and ensembles

#### **Leadership Programs**

The college offers an opportunity for students in the Middle School to develop their leadership qualities. This is done through a formal process of application, voting by peers and an interview with the sub-school leader and college principals.

The successful applicants represent the school at various school functions. They develop their skills in public speaking and fundraising, whilst being part of the Student Representative Council. They take a leading role in the college by organising year level and school assemblies.

There are opportunities for the student leaders to undertake leadership courses to enhance their skills in these roles as they progress to the senior school and beyond college life. A Community Connections program allows students in Years 7 to 9 to undertake volunteering assignments. This experience develops their independence, communication skills and teamwork whilst allowing them to assist others.

## FAQs

### ***What subjects should I choose in my Term Electives?***

We want students to be seeking learning experiences that they have strong interests and passions in.

### ***How were compulsory subjects selected?***

WRSC is required by the VCAA to teach to the Victorian Curriculum. In order to cover most of this, we kept compulsory subjects in and gave students choices in order to cover the remaining parts of the curriculum. For example, many of the skills required in Science apply to any topic so that we can still teach them in any elective.

### ***Why are Year 9 and 10 Electives combined in 2019?***

This makes it possible to offer even more elective choices for students.

### ***Why are some electives Semester based and some Term based?***

Semester based subjects contain more Victorian Curriculum required by VCAA. Term based subjects still meet those state curriculum requirements but to a lesser degree which allows more freedom to meet student choice and interest.

### ***Will students at Year 9 still get enough Maths, English, Science etc.?***

Definitely, the main subjects will still be covered in 'normal' subjects and also covered in the new electives. If a student has a strong interest in Maths, English or Science they can elect to take numerous electives thereby experiencing more than in a traditional model of education.

### ***Why have more electives and student choice?***

Research and best practice from high performing schools (internationally and in Australia) tells us that when students have more say in their learning, both student interest and student results improve.

### ***How were the electives chosen?***

Students were asked: 'What they would like to learn?' and 'What are their aspirations?' Student focus groups worked with teachers to determine topics and subject names. Teachers have taken student requests and matched them with VCAA state curriculum requirements and teacher expertise.

