Bairnsdale SECONDARY COLLEGE

Gippsland Water Dragon

Wargomerrin CAMPUS — Growling Grass Frog

Wurrin CAMPUS — Brush-tailed Phascogale

Malgobila CAMPUS — Native Black Swan

Nerran SCIENCE CENTRE — Purple Swamp Hen

Yenella WELLBEING HUB — Eucalyptus ovata - Swamp Gum

JUNIOR YEARS 7, 8 AND 9 HANDBOOK 2027

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JUNIOR AND MIDDLE YEARS INTRODUCTION

Hello and welcome to students and families as you begin your journey at Bairnsdale Secondary College.

Year 7 is an important year for all students, full of new experiences, new people and new settings. In Year 7 you are supported by our College staff to build skills, knowledge and behaviours needed to make the most of your time at our College.

Year 8 is another step in your secondary school journey, designed to consolidate the foundations of secondary school and set the platform for success.

Year 9 sees the introduction of elective subjects, alongside core subjects. This is the chance to focus on Literacy, Numeracy, Science, Humanities and PE (as core subjects), and start to specialise in the areas that engage you and support your pathway options.

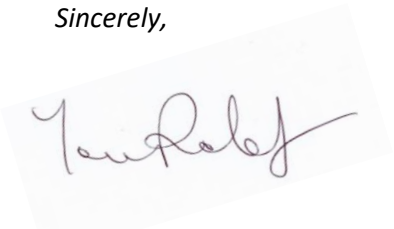
This handbook is designed to support you and your family in making considered and informed choices. It will provide information about the structure of our programs and the career pathways to follow.

If you would like to read more, or investigate Year 10, turn to the Senior Handbook and that will lead you on the right path.

Families - please engage in this process and participate in your child's learning. There is no greater gift to a child than the opportunities that education creates.

I wish you all well. This is a critical phase in the life of a young person, and we will work with you to ensure the best possible outcomes.

Sincerely,



Tony Roberts
Principal

LEARNING AREAS AND CAPABILITIES

The Victorian Curriculum includes both knowledge and skills, which are defined by Learning Areas and Capabilities. The College's curriculum design assumes that knowledge and skills are transferrable across all the Learning Areas in the curriculum. It is expected that the skills and knowledge defined in the Capabilities will be developed, practised, adopted, and demonstrated by students in their learning in all subjects they study at Bairnsdale Secondary College.

The design of the Victorian Curriculum includes the Learning Areas and Capabilities shown below:

LEARNING AREAS	CAPABILITIES
<u>The Arts</u> • Drama • Media Arts • Music • Visual Arts • Visual Communication Design <u>English</u> <u>Health and Physical Education</u> <u>The Humanities</u> • Civics and Citizenship • Economics and Business • Geography • History <u>Mathematics</u> <u>Science</u> <u>Technologies</u> • Design and Technologies • Digital Technologies • Food Studies • Textiles	Critical and Creative Thinking Ethical Intercultural Personal and Social

Wargomerrin

CAMPUS

YEAR 7

YEAR 7

HUB STAFF

ROLE	STAFF NAME
Junior College Principal	Belinda Anderson
Acting Year Level Leader	Kate Lang
Hub Coordinator	Steph Ellul
Learning Specialists	Pam de Geus and Jade van Hooydonk Sarah Narramore and Paulette Norling
Attendance Officer	Amy Robertson
Enrolment Officer	Michelle Boyle
Administration Officer	Lisa Evans
Student Support	Bodey Carr

CORE SUBJECTS - OVERVIEW

Students in Year 7 will complete a core curriculum, supporting them to establish a solid foundation across all areas of study. It will also provide opportunities for them to develop their own areas of interest by Year 9 when they can choose from a wide range of electives.

The units offered at Year 7 are listed below:

WHOLE YEAR UNITS	SEMESTER UNITS	TERM UNITS
English	Performing Arts	Woodwork
Mathematics	Art	Systems
Science		Textiles
Humanities		Food Technology
Health and Physical Education		

YEAR 7 CORE SUBJECTS

ENGLISH

The study of English in Year 7 is focused on the Victorian Curriculum Achievement Standards. Students engage with Reading, Writing, and Speaking and Listening strands throughout the year. By the end of the year, students will understand how texts are created to be dependent on audience and purpose. They can identify and understand characters, plot and thematic choices made by authors. A range of language features are studied, with a particular focus on how language is used to create an effect or impact an audience. Students study fiction and non-fiction texts, both written and multi-modal structures, and will write in a range of forms, including persuasive, narrative, poetry, and informative pieces**.**

MATHEMATICS

In Year 7 Mathematics students will focus on Number and Algebra, Measurement and Geometry and Statistics and Probability. Students will use problem solving skills for a range of different equations including addition and subtraction of integers along with index notation and square roots. Students will solve fractions, decimals, percentages and their equivalence, use variables to represent arbitrary numbers and connect laws and properties to algebra, compare the cost of items to make financial decisions and plot points on a Cartesian plane and interpret and analyses. In Measurement and Geometry students will use formulas to find the area and perimeter of rectangles, classify triangles and quadrilaterals, state the types of angles formed by transversal crossing parallel lines, describe and sketch three-dimensional objects and calculate the volume of rectangular prisms. In Statistics and Probability students will identify issues involving the collection of discrete and continuous data from primary and secondary sources, construct stem-and-leaf and dot plots, identify or calculate mean, median, mode and range and determine the sample space for simple experiments with equally likely outcomes.

SCIENCE

In Year 7 Science, students are introduced to the laboratory environment and develop practical skills, including the safe use of equipment, such as Bunsen burners. In Semester 1, students focus on working scientifically and investigating the properties of substances through a range of practical, hands on experimental techniques. They explore ecosystems from around the world, including how First Nations peoples have sustainably managed environments for thousands of years. Students also examine the impacts of human activity on ecosystems and consider how these interactions influence environmental balance. In addition, students develop an understanding of biological classification systems and apply this knowledge to classifying living organisms based on observable characteristics. In Semester 2, students investigate renewable and non-renewable resources, including the ethical implications associated with their use. They explore how substances can be separated based on their physical properties, as well as applying their understanding of forces, energy transfer and transformation through practical examples, such as how parachutes function. Students also examine technologies used in space exploration and investigate how seasonal changes are understood and experienced across different cultures.

HUMANITIES

Students begin the year with an introduction to History, focusing on why we study History through a unit on Ancient Australia. They then continue with an introduction to Geography, focusing on Water and its importance. Students finish Semester One with a unit on Ancient Egypt, consolidating History and Geography skills. Students begin Semester Two with a unit on Civics and Citizenship, learning what rights and responsibilities they have as citizens. They also learn about what makes a good leader. They complete a unit on Ancient China, comparing this ancient civilisation to those studied in Semester One. Year 7 students will finish the year with a unit on Business and Economics, learning about needs and wants.

YEAR 7 CORE SUBJECTS

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education focuses explicitly on developing movement skills and concepts students require to participate in physical activities with competence and confidence. The knowledge, understandings and skills students develop through movement in Health and Physical Education encourages ongoing participation across their lifespan and in turn leads to positive health outcomes. Movement competence and confidence is seen as an important personal and community asset to be developed, refined and valued.

The Health and Physical Education curriculum is informed by a strengths-based approach. Learning focuses on the development of knowledge, understandings and skills students require to make healthy, safe, and active choices that will enhance their own and others' health and wellbeing. This incorporates the Resilience, Rights, and Respectful Relationships Curriculum, which develops students' social, emotional, and positive relationship skills. Efforts to promote social and emotional skills and positive gender norms in children and young people has been shown to improve health related outcomes, subjective wellbeing, and helps young people recognise, reflect on, and moderate their own unhealthy behaviours.

THE ARTS

ART

Students create artworks in a broad range of methods such as drawing, painting, ceramics, and printmaking. Students learn a range of art skills, techniques, and processes. They are introduced to the Art Elements and learn how to apply them to their artworks. Students plan ideas relating to a range of themes and styles and evaluate their finished works. They learn how to describe and analyse artworks, looking at how artists use the Art Elements and Principles to create different styles. They discuss the ideas and meanings that are communicated in different artworks.

PERFORMING ARTS

Students participate in various components of the Performing Arts. They explore basic music notation, rhythm, and tempo as well as ensemble performance skills through our percussion unit. Confidence and teamwork are developed through exploring the elements of drama performing improvisation, mime, and participating in a play study. Students apply performance styles and conventions to convey status, relationships, and intentions. Throughout the semester students focus primarily on group work skills and collaboration.

YEAR 7 CORE SUBJECTS

TECHNOLOGY

WOOD TECHNOLOGY

In Year 7 Wood Design students are introduced to the Product Design Process and provided with an overview of how the subject transitions throughout the subsequent year levels. Prior to being introduced to a range of practical skills, students will learn how to operate in a safe manner while working in a woodwork classroom. Students are also introduced to safe use of tools and equipment, prior to studying the basic wood joinery techniques required to be applied during the construction of a basic wooden product. Students will also learn how timber production can be sustainably sourced into the future.

SYSTEMS ELECTRONICS

In Year 7 Systems Electronics, students are introduced to the basic components that are commonly used to produce an electronic circuit. Students also learn how to safely use a range of tools and equipment while building a basic electronic circuit. The study of systems electronics also investigates the way electricity is used, in a variety of contexts, to power products commonly used by consumers.

TEXTILES

In Year 7 Textiles, students are introduced to the safe use of tools and equipment that are commonly used during the production of clothing. Textiles focuses on the sustainable production of fibre, and how these fibres are transformed into products. Students will also learn how to apply the product design process during the production of a nominated product.

FOOD TECHNOLOGY

In Year 7 Food Technology, students are introduced to health and nutrition through a range of learning opportunities designed to showcase the benefits of healthy food choices and will be provided with an overview of how the study of food transitions throughout the year levels. Students will also learn how to safely use a range of common kitchen utensils, while completing scheduled cooking tasks. Students will also learn the basic safe food preparation and food storage systems. A study focusing on the importance of the Australian Guide to Healthy Eating, and how it is applied to consumer food choice, will also be discussed in this subject.

BRUSH-TAILED PHASCOGALE

Wurrin

CAMPUS

YEAR 8

YEAR 8

HUB STAFF

ROLE	STAFF NAME
Junior College Principal	Belinda Anderson
Year level Leader	Lauren Madeley
Hub Coordinator	Thomas Hood
Learning Specialists	Pam de Geus and Jade van Hooydonk Sarah Narramore and Paulette Norling
Attendance Officer	Amy Robertson
Enrolment Officer	Michelle Boyle
Administration Officer	Caitlin Carley
Student Support	Megan Berry

CORE SUBJECTS - OVERVIEW

Year 8 students will complete an additional year consisting of a core curriculum. This will support students to establish a solid foundation across all Areas of Study. During the second half of Year 8, students will be ready to make informed choices about the electives that will best meet their needs at the Year 9 level. The units offered at Year 8 are listed in the table below.

WHOLE YEAR UNITS	SEMESTER UNITS	TERM UNITS
English	Media Design	Woodwork
Mathematics	Art	Metals
Science	Food Technology	
Humanities		
Health and Physical Education		

YEAR 8 CORE SUBJECTS

ENGLISH

Students build on the knowledge and skills taught in Year 7, while still focusing on the strands of Reading, Writing, and Speaking and Listening. They study creative, analytical, comparative, and persuasive forms and create texts in a range of forms, responding to various contexts. A major component of Year 8 English is studying the way humans are shaping and changing the planet, within which students analyse visual, written, and multi-modal texts to identify the ways in which authors aim to inform and persuade an audience. Students again study a range of fiction texts, with a focus on the Hero's Journey and stories that stem from early folk tales, with the aim of creating both narrative and analytical responses to text.

MATHEMATICS

Students will further their knowledge in Number and Algebra, Measurement and Geometry and Statistics and Probability. In Number and Algebra students will use efficient mental and written strategies to make estimates and carry out the four operations, identify and describe rational and irrational numbers, solve everyday problems involving profit and loss rates, ratios and percentages, simplify a variety of algebraic expressions and connect expansion and factorisation of linear expressions, solve linear equations and graph linear relationships on the Cartesian plane. In Measurement and Geometry students will convert between units of measurement for area and volume, calculate the area and perimeter of parallelograms, rhombuses, and kites, name the features of a circle, and calculate the circumference and area, identify the conditions for the congruence of triangles and deduce the properties of quadrilaterals. In Statistics and Probability students will explain issues related to the collect of sample data and discuss the effect of outliers, generate random samples from a population, model situations with Venn diagrams and two-way tables, choose appropriate language to describe events and experiments, determine complementary events and calculate the sum of probabilities.

SCIENCE

In Year 8 Science, students study living systems and matter, beginning at the atomic level and progressing to the complexity of human body systems. They explore the structure of elements and atoms, and how these combine to form molecules and compounds. Students then investigate cells and the organelles that support essential life processes. This understanding is extended to the organisation of life, from cells to tissues, organs, and systems, and how these systems function together in humans and other organisms.

In Semester 2, students design and test a range of electrical circuits, investigating the role of components such as fuses and conductors. Students then explore renewable energy sources and apply this knowledge by considering how homes can be designed to be more energy efficient, including undertaking a household energy audit. The semester concludes with the study of plate tectonics and the rock cycle, with links to mineral formation and the impacts of mining on society, the economy, and the environment.

HUMANITIES

Students spend all of Semester One studying History and Civics and Citizenship. The historical focus shifts from the ancient world to the Middle Ages. Beginning with a unit on Vikings, students compare the different societal structures of Medieval Europe and Japan. The legacy left behind by these civilisations is also explored. Semester Two shifts focus to Geography and a unit on different landforms and landscapes, including a detailed study on Rainforests. The Geography study is finished with a unit on Urbanisation. To finish Semester two, students complete a Business and Economics unit, building on skills they learnt in Year 7, and learning about entrepreneurship and business ethics.

YEAR 8 CORE SUBJECTS

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety, and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours, and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services. This incorporates the Resilience, Rights, and Respectful Relationships Curriculum which develops students' social, emotional, and positive relationship skills. Efforts to promote social and emotional skills and positive gender norms in children and young people has been shown to improve health related outcomes and subjective wellbeing. It also reduces antisocial behaviours including engagement in gender-related violence.

In Physical Education students are supported to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. They develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

THE ARTS

ART

Students explore and develop new art skills, techniques, and processes, from what they learnt in Year 7. They experiment with Art Elements and Art Principles and apply them to artworks. Students plan ideas relating to a range of themes and different media and evaluate their finished works. They learn how to describe and analyse artworks using appropriate art terminology. They interpret and discuss the ideas and meanings that are communicated within various art works.

MEDIA DESIGN

This subject is a combination of Media, Visual Communication Design and Photography, so students gain some understanding of these subjects. Students work cooperatively as part of a team to produce media texts such as advertisements and short films. Individually they explore production elements of film. Students also learn what Visual Communication and Design is; techniques and conventions, applying these to projects completed in class. Freehand and instrumental drawing, computer drawing and rendering techniques are completed. Further, students learn the features of digital cameras and composition guidelines to make their photographs more interesting. Students are introduced to basic principles of digital imaging using Photoshop to produce creative black and white and coloured photos together with some coloured effects.

YEAR 8 CORE SUBJECTS

TECHNOLOGY

WOOD DESIGN

Students will build on the knowledge learnt in Year 7 Wood Design. In Year 8, students will apply the Product Design Process and practice the development of a design brief, focusing on the production of a wooden product. Students will be required to produce an overview of a product's context and define how constraints and considerations are applied to the products context. Students will then commence the production of a wooden product, based on the design features described in the design brief.

METAL DESIGN

Students will be introduced to the safe use of tools, equipment and machinery used during the production of a metal product. Students will apply the Product Design Process and practice the development of a design brief, focusing on the production of a metal product. Students will be required to produce an overview of a products context and define how constraints and considerations are applied to the products context. Students will then commence the production of a metal product, based on the design features described in the design brief.

FOOD TECHNOLOGY

Students will continue to build knowledge in the study of health and nutrition through a range of learning opportunities, designed to showcase the benefits of healthy food choices. Students will also learn how to design and produce a range of healthy meals, ensuring safe food handling and hygiene systems are appropriately adopted. An introduction to basic food science will demonstrate how the properties of food are altered during the cooking process.

BRUSH-TAILED PHASCOGALE

Wurrin

CAMPUS

YEAR 9

YEAR 9

HUB STAFF

The following College staff may be of assistance when planning your electives. We encourage you to contact any of our staff members directly on 03 5150 4800.

ROLE	STAFF NAME
Junior College Principal	Belinda Anderson
Year level Leader	Shane McFadyen
Hub Coordinator	Megan Mathewson
Learning Specialists	Pam de Geus and Jade van Hooydonk Sarah Narramore and Paulette Norling
Attendance Officer	Amy Robertson
Enrolment Officer	Michelle Boyle
Administration Officer	Jemma Mitchell
Student Support	Megan Berry

CORE SUBJECTS - OVERVIEW

Students continue a core program in Year 9. This consists of English, Humanities Mathematics, Science and PE.

WHOLE YEAR UNITS
English
Humanities
Mathematics: Standard Mathematics or Extension Mathematics
Science
Physical Education: PE, AFL and Basketball

Students choose 6 electives (3 per semester) to study in Year 9. The course counselling process supports students to select electives which are suited to their educational and career pathways.

MY CAREER INSIGHTS - MY CAREER PORTFOLIO

My Career Portfolio is an online platform for all students from Years 7 to 12 in Victorian government schools to develop and store their Career Action Plan, as well as store other files related to their course and career planning throughout their secondary schooling.

Students can:

- create a Career Action Plan to keep track of what they enjoy about school, their interests, goals, and other important information
- safely and securely store files such as examples of their schoolwork, their Morrisby Online report, awards, resumes or references from employers, to use as they consider and plan their course and career choices
- access quality Career Resources to help them explore information about the world of work and about courses and careers that they are interested in

For more information visit: https://mcp.education.vic.gov.au

MY CAREER INSIGHTS – MORRISBY CAREER DIAGNOSTIC TOOL

This program was introduced in 2019 for all Year 9 students in government schools. My Career Insights is a program aimed at helping students to better understand their strengths and interests, to inform their subject selections for senior secondary school and beyond.

My Career Insights – Morrisby Career Profile consists of two components:

1. an online assessment (Morrisby Online) undertaken by each student (completed in Term 2)
2. a follow-up interview with an external career consultant trained in Morrisby Online to explain the results and demonstrate ongoing use of the tool.

The results generated for each student include a range of suggested careers and pathways based on the student's strengths, interests, and preferences.

Once students complete the program, they are allocated a login-for-life to Morrisby Online. They can re-visit the results generated by the online assessments as they continue to explore career and pathway options throughout their senior secondary schooling and beyond.

Parent permission is required for students to undertake their Year 9 Morrisby Career Profile.

For more information visit: www.morrisby.com.au

YEAR 9 CORE SUBJECTS

ENGLISH

All Year 9 students will engage in a blend of English components which supports growth in each of the English strands of Reading, Writing, Speaking and Listening.

In Language students will study print and non-print texts to learn how authors and directors construct texts and use language. They will learn how to summarise texts and study ways writers use punctuation, fonts, and layout for extra meaning. Students develop and understanding that Standard Australian English is an evolving, and ever-changing language.

Through the study of Literature students will analyse literary texts from different historical, social, and cultural contexts and express the understanding gained from these studies using different literary techniques. They will study language features, image and sound in literary texts and create their own literary texts using features studied. This incorporates the study of language use in different social situations.

The literacy component of English will allow students to use comprehension strategies to understand media and other texts. They will learn how to present points-of-view in imaginative, informative, and persuasive texts using visual, print and/or audio features. Students will review and edit their own and others' texts to improve expression, structure, and accuracy, and use software imaginatively to publish their work. They will listen to spoken texts constructed for different purposes and analyse how language features of these texts position listeners to respond, and use persuasive language techniques, including music and sound effects, to make a presentation.

HUMANITIES

In Year 9 Core Humanities, students will investigate the making of the modern world from 1750 to 1918. This period includes the nature and significance of the Industrial Revolution, the development of Australian self-government and democracy, the Gold Rush, the key aspects of World War One and the Australian experience of the War. Finally, they will investigate a local issue and will look at the economic, social and geographical impact on our region.

Students will also study:

- the contribution to Australia of significant people such as Peter Lalor, Lachlan Macquarie, Sir Henry Parkes, and Banjo Patterson
- how the Australian economy is managed, particularly within the international economic context
- geographic concepts, including changes to the Australian environment, the role of agriculture in Australia's development and social, political, and economic interconnections between Australia and the rest of the world.
- Investigate a local issue, how it impacts our region and they will present any possible solutions.

YEAR 9 CORE SUBJECTS

MATHEMATICS

OPTION 1: MATHEMATICS (STANDARD)

In Number and Algebra students will:

- study direct proportion, graphs, equations, simple rate problems, index laws and scientific notation
- solve simple interest problems, expand algebraic expressions including binomials, collect like terms, sketch graphs, and solve linear equations.

In Measurement and Geometry students will:

- calculate areas of surfaces and composite shapes, volume of cylinders and prisms. They will work with very small- and large-time scales and intervals
- determine ratios of similar figures and solve problems involving Pythagoras' theorem and trigonometry.

In Statistics and Probability students will:

- list and assign probabilities for outcomes for two step chance experiments
- Identify categorical/numerical data, calculate relative frequency, population mean, median, mode and range
- construct back-to-back stem and leaf plots and histograms and describe the shape of data in terms of skew, symmetry, and shape.

OPTION 2: MATHEMATICS EXTENSION

This subject focuses on preparing students to undertake Pre-Methods at Year 10 and then Mathematical Methods at Year 11. This unit covers material from both Year 9 and Year 10 Mathematics curriculum. Students who are enrolled in this subject will not complete Mathematics Standard. Over the year, students will study the following:

In Number and Algebra students will study:

- real numbers including irrational numbers and common surds, scientific notation, factorials and rounding off to a given decimal place
- natural integers, rational and irrational numbers and algebraic formulas and equations
- linear, quadratic, reciprocal and exponential functions, and graphs
- algebraic properties and techniques for solving a range of equation types
- applications of simple and compound interest

In Measurement and Geometry students will:

- solve surface area and volume problems for a range of prisms, cylinders, and composite objects
- investigate applications of congruence and similarity
- solve right-angled triangle problems including for direction and angles of elevation and depression

In Statistics and Probability students will:

- describe the results of two and three step chance experiments with and without replacements and assign probabilities of outcome and calculate relative frequencies of outcomes
- compare data using the mean, median, mode, IQR and range
- investigate Bivariate Data

SCIENCE

In Year 9 Core Science, students explore the main areas of Science; Biology, Chemistry, Physics, Earth and Space Science, Environmental Science, and Psychology, through a mix of hands-on practical activities and research tasks. The course is designed to expand students' scientific knowledge by exploring the interconnected nature of science, engineering, and technology, as well as examining how society influences scientific research and its applications. Students will conduct investigations, collect, analyse and present data in a range of formats. Students will also explore First Nations perspectives, including approaches to managing disease, understandings of Earth's interconnected systems, and knowledge of the sky and space.

Throughout the year, students will:

- Examine how the nervous and endocrine systems coordinate responses to maintain survival in both everyday and high stress situations
- Analyse factors contributing to individual differences, including personality and intelligence, and explore how environmental experiences shape these traits, with links to criminal psychology
- Investigate the immune system and distinguish between infectious and non-infectious diseases, including their causes and transmission
- Research the historical development of atomic theory and evaluate how scientific models and depictions of the atom have changed over time
- Represent chemical reactions using word equations
- Examine interactions between Earth's interconnected systems
- Evaluate the benefits and limitations of space exploration and distinguish key features of the universe
- Apply wave and particle models to explain energy transfer and model the transformation of different energy forms into electrical energy

PHYSICAL EDUCATION

OPTION 1: P.E. – PHYSICAL EDUCATION

Throughout the year, Year 9 PE students will participate in 3 practical sessions per week engaging in team and individual sports, and one session per week exploring the theory behind the practical component of our classes. Students will learn about different body systems, coaching/leading others in practical classes and completing the written requirements.

Students completing this P.E. will:

- engage in a range of team and individual based sports such as netball, football, rugby, and volleyball.
- develop skill performance, teamwork, and their ability to understand the sports from the perspective of a coach, umpire, and leader.
- develop a preliminary understanding of anatomy, issues in sport, injury prevention and acute responses to exercise.

OPTION 2: AFL

Year 9 AFL is designed for students who have a strong interest in Australian Football and want to develop both their practical skills and understanding of the game. The subject consists of 4 sessions per week, including a combination of practical and theory-based learning. Practical lessons will involve skill development (kicking, marking, handballing), game play, and strength and conditioning tailored to AFL performance, including a variety of training methods and pre-season style preparation. Students will also have the opportunity to compete in games against other local schools.

The theory component will explore a wide range of AFL-related topics such as player statistics, game and skill analysis, body systems, recovery strategies, nutrition, the history of AFL, gender equality, and leadership in sport. Students will also participate in excursions, including touring AFL clubs and facilities and attending live AFL matches, providing real-world insight into the professional game. This subject is ideal for students who are passionate about AFL and want to deepen their knowledge, improve their performance, and explore the sport beyond just playing.

OPTION 3: BASKETBALL

Year 9 Basketball is designed for students who have a strong interest in Basketball and want to develop both their practical skills and understanding of the game. The course consists of three sessions per week, including a combination of practical and theory-based learning. Practical lessons will involve skill development (dribbling, shooting), game play, and strength and conditioning tailored to Basketball performance, including a variety of training methods and pre-season style preparation. Students will also have the opportunity to compete in games, potentially against other local schools.

The theory component will explore a wide range of Basketball related topics such as player statistics, game and skill analysis, body systems, recovery strategies, nutrition, the history of Basketball, gender equality, and leadership in sport. Students may also participate in excursions, including touring clubs and facilities and attending live matches, providing real-world insight into the professional game. This subject is ideal for students who are passionate about Basketball and want to deepen their knowledge, improve their performance, and explore the sport beyond just playing.

YEAR 9 ELECTIVE SUBJECTS

KLA AREA	SUBJECT
THE ARTS	Media
	2D Art
	3D Art
	Digital SLR Photography
	Drama
	Visual Communication Design
HUMANITIES	Enterprising People
	Australian Studies
HEALTH AND PHYSICAL EDUCATION	Health and Leisure
	Intro to Basketball
SCIENCE	Chemistry
	Forensics
	Extension Science
TECHNOLOGY	Energy Breakthrough
	Metals: Creative Design
	Wood: Interior / Exterior Furniture Design
	Textile: Modern Design
	What's on the Menu
	Wide World of Foods
INFORMATION TECHNOLOGY	Designing for the Web
	Software for Design

MEDIA

Students completing this unit will explore the foundations of media production and analysis. They will learn how camera techniques, editing, sound, lighting, composition and mise-en-scène are used to communicate ideas and meaning. Students will create a range of practical media works, including a silent film, news segment and short film.

Students will:

- learn about shot types, camera angles, composition, lighting, framing and editing
- develop pre-production skills, including planning and storyboarding
- create a one-minute silent movie using sound effects and music
- analyse how news media represents people, places, cultures, identity, values and beliefs
- create a one-minute news segment for a specific audience
- plan, film and edit a final 2–3-minute short film
- use appropriate Media Arts language to discuss and evaluate media products.

Recommended for students interested in filmmaking, editing, storytelling, journalism and digital media.

2D ART

Students completing this unit will create two dimensional artworks in a variety of media and techniques. Their completed folio may consist of drawings, paintings, printmaking, mixed media, and collages.

Students will:

- explore how artists create their individual style as starting points for their own work
- trial a range of techniques and processes to establish the most effective ways of presenting artworks and their ideas
- maintain a visual diary to show the development of their ideas
- make informed choices about the use of Art Elements and Principles to create effective communication in their art
- discuss and analyse artworks from different cultures to interpret their meaning using appropriate Arts language.

3D ART

Students completing this unit will create three dimensional artworks using a variety of media and techniques. Sculptures may be created in clay, wire, paper mâché, recyclable materials and cardboard.

Students will:

- explore how artists create their individual style as starting points for their own work
- learn a range of techniques and processes to establish the most effective way of presenting their sculptures
- make informed choices about the use of Art Elements and Principles to create effective communication in their art
- maintain a visual diary to show the development of their ideas including technical trials, annotation, and process notes
- discuss and analyse artworks from different cultures to interpret their meaning using appropriate Arts language.

DIGITAL SLR PHOTOGRAPHY

Students completing this unit will learn how to get the best out of semi-professional digital SLR cameras using all the basic and advanced features.

Students will:

- use accessories such as telephoto and macro lenses, tripods, and professional studio lights
- use fast and slow shutter speeds to record movement
- apply manual focusing and spot metering
- explore white balance and ISO settings
- investigate burst mode, multiplicity photography and more
- explore a range of topics and ideas including their own
- enhance their images using Photoshop
- investigate the work of professional photographers to look at different styles and techniques.

DRAMA

This course is designed to build skills, knowledge, and experience in Drama as a creative and performing art. The program is developmental, moving from improvisation and practical voice to physical skill learning. Students will explore many different styles of theatre such as physical theatre, gothic horror, and comedy from a theoretical and practical perspective.

Students will:

- learn how to use their expressive skills (voice, movement, facial expression, and gesture) to create character and improve their performance skills
- use a range of play-making techniques including improvisation, responding to stimulus material, and working with scripts
- regularly perform drama in small groups in front of classmates
- learn to work in groups and provide one another with feedback on performance making techniques.

VISUAL COMMUNICATION DESIGN

Students explore how designers communicate ideas, messages, and identities through visual communication design. Using both manual and digital methods, students develop creative and technical skills across areas such as branding, illustration, packaging, product design, and environmental or architectural design.

The subject follows the VCD Design Process: Discover, Define, Develop, and Deliver. Students investigate design problems, research audiences and existing designs, generate and refine concepts, and present resolved design solutions using industry-style workflows and software such as Adobe Illustrator.

Students will:

- investigate how Visual Communication Design is used to communicate ideas, messages, and identity
- explore branding, typography, colour palettes, illustration, packaging, and product design
- develop drawing and design skills using both traditional and digital methods
- create design concepts through research, brainstorming, experimentation, and refinement
- use industry-standard software to produce digital design outcomes
- document their design thinking, feedback, and development in a visual diary
- apply the Design Elements and Principles to communicate effectively with a target audience
- analyse and evaluate designs using appropriate design language and terminology.

Students may create both two-dimensional and three-dimensional design outcomes depending on the project brief.

ENTERPRISING PEOPLE

Students will learn what it takes to become a successful small business owner or entrepreneur.

Students will:

- examine case studies of successful businesspeople and investigate how their personal skills have contributed to success in business
- investigate the types and purposes of communication (including marketing and advertising) that are used to promote brands and products
- participate in a business simulation that will allow them to experience elements of small business management including planning, advertising, and operation.

AUSTRALIAN STUDIES

In this study, students will build knowledge on the following content: Aboriginal Australia, the exploration of Australia, Australia prior to Federation, Australia's place in the world, 20th Century life in Australia and the changing nature of Australian geography, society, and culture.

Students will:

- explore how the Gippsland Lakes were formed and how this water system has supported human settlement from ancient times to the present day
- develop an understanding of Australian history at a local level by studying significant local events, people, places, use by local Aboriginal people and changes since European settlement
- explore the concepts of power in society, belief systems, globalisation and cause and effect

HEALTH AND LEISURE

The Year 9 Health elective is designed to give students an excellent base of knowledge to prepare them for VCE Health and Human Development. Students who are considering pursuing VCE Health and Human Development would benefit from this elective. This subject aims to build awareness of the factors impacting the health of Australians. Students will be encouraged to work collaboratively with others as well as improve their individual research skills. There will be opportunities to undertake work with community groups and undertake in-depth investigations of health issues relevant to adolescents. Students will have an opportunity to explore the concept of living an active lifestyle through a range of low impact physical leisure activities which may include darts, carpet bowls, frisbee golf, table tennis, nature walks, yoga, aerobics, bocce, badminton and croquet.

Students completing this unit will investigate:

- dimensions of health and wellbeing
- health status indicators
- nutrition and healthy eating
- diseases and illnesses
- sexual health

INTRO TO BASKETBALL

Intro to Basketball runs over a single semester and provides students with an opportunity to learn more about Basketball.

This elective is designed for students who want to learn more about Basketball and want to develop both their practical skills and understanding of the game. The course consists of three sessions per week, including a combination of practical and theory-based learning. Practical lessons will involve skill development (dribbling, shooting), game play, and strength and conditioning tailored to Basketball performance, including a variety of training methods and pre-season style preparation.

The theory component will explore a wide range of Basketball related topics such as player statistics, game and skill analysis, body systems, recovery strategies, nutrition, the history of Basketball, gender equality, and leadership in sport. This subject is ideal for students want to get a taste and learn more about Basketball.

CHEMISTRY

Year 9 Chemistry introduces students to the key concepts that explain the structure, properties, and behaviour of matter. The course develops a clear understanding of how substances are made and how they interact at a particle level. Throughout the program, students study particle theory, elements and the periodic table, ions, chemical bonding, compound naming, chemical formulas, and common chemical reactions. Through modelling tasks, research activities, and practical laboratory reports, students will develop their experimental skills and apply their understanding of chemical processes.

Students will:

- Develop a detailed understanding of particle theory to explain the structure and properties of matter, including the arrangement and movement of particles in different states
- Explain the formation of ions and distinguish between ionic and covalent bonding based on electron transfer and sharing
- Describe the structure and properties of ionic bonds, including the formation of ionic compounds
- Accurately interpret and construct chemical formulas for ionic compounds
- Apply systematic rules to name ionic compounds correctly
- Describe covalent bonds and explain how molecules are formed through the sharing of electrons
- Explore allotropes of elements and explain how differences in structure lead to different properties
- Describe metallic bonding and relate it to the physical properties of metals such as conductivity and malleability

This subject is recommended for students completing year 10 and VCE chemistry

FORENSICS

Year 9 Forensic Science introduces students to the principles and practices used to investigate crimes and analyse evidence. The course explores how scientific techniques are applied in real world contexts to solve criminal cases and support the justice system. Students develop an understanding of how evidence is collected, analysed, and interpreted, as well as how human behaviour can influence criminal activity. Throughout the program, students examine different types of forensic evidence, including physical, biological, and digital evidence, and learn how each contributes to building a case. They are introduced to aspects of criminal psychology, including motives for crime and how behaviour and decision-making can be influenced by environmental and social factors. Students also investigate different types of crimes and the processes used to investigate them.

Students will:

- Identify and classify different types of forensic evidence, including physical, biological, and digital evidence
- Explain how evidence is collected, preserved, and analysed in criminal investigations
- Explore key ideas in criminal psychology, including motives, behaviour, and environmental influences on crime
- Examine different types of crimes and the investigative processes used to solve them
- Analyse case studies to evaluate how forensic evidence has been used to support convictions
- Develop critical thinking and problem-solving skills through practical and scenario-based investigations

EXTENSION SCIENCE

In this unit, students further develop their scientific knowledge and skills across a range of disciplines. The course is designed to extend students' abilities in report writing, practical investigation, data analysis, and ethical reasoning. Students will also be explicitly taught how to conduct effective research, accurately reference and cite sources, and communicate their findings using appropriate scientific conventions and language. A strong emphasis is placed on Science as a Human Endeavour, with students analysing scientific concepts in the context of contemporary real-world issues and engaging in informed discussion of relevant ethical considerations.
This subject is designed to support students aiming to undertake accelerated programs in Year 10 or pursue future VCE studies. Assessment tasks will reflect senior school formats, allowing students to become familiar with VCE command terms and a range of response styles. Students will also be taught effective study strategies to support success in senior schooling.

Students will:

- Analyse data from laboratory and field investigations, alongside research, to deepen their understanding of interactions between living systems
- Develop and refine experimental skills to test the Law of Conservation of Mass and construct balanced chemical equations
- Investigate the life cycle of different types of stars and how this contributes to our understanding of the universe
- Model stable and unstable isotopes and examine patterns in elemental reactivity
- Undertake ethical investigations and evaluate the role modern society plays in scientific discovery and advancement

This subject is recommended to students completing any VCE science subject

ENERGY BREAKTHROUGH

The Energy Breakthrough unit offers students a dynamic, collaborative, and real-world learning experience cantered around engineering, sustainability, innovation, and teamwork. This unit prepares students to design, build, and race a human-powered or energy-efficient vehicle as part of the annual Energy Breakthrough Challenge.

Throughout the unit, students will explore aspects of science, technology, engineering, arts, and mathematics (STEAM) while developing critical problem-solving and project management skills.

Students participating in this unit will:

- Design and construct a human-powered or energy-efficient vehicle using a combination of practical workshop skills and innovative thinking.
- Investigate and apply principles of renewable energy, mechanical systems, material strength, aerodynamics, and sustainability.
- Collaborate in teams to take on specialised roles (e.g., engineering, communications, testing, and presentation).
- Develop presentation skills by preparing a team portfolio and delivering a verbal presentation on their design process and environmental awareness.
- Train for endurance and strategy, culminating in a participation-based race or challenge event.

METALS: CREATIVE DESIGN

In the Metals: Creative Design unit, students will engage in hands-on learning and explore the world of metalwork through the development and construction of creative and functional design projects. This unit provides a unique opportunity for students to apply both practical and theoretical skills while developing knowledge about metal properties, fabrication techniques, and safe workshop practices.

Through guided projects and independent design tasks, students will:

- Learn to safely and effectively operate tools and machinery such as the metal lathe, drills, grinders, and hand tools.
- Develop and document design ideas using sketching, technical drawing, and digital software tools.
- Investigate metalworking materials, their applications, and how they are used in various industries and manufacturing processes.
- Communicate their design thinking, decisions, and progress through verbal presentations, annotated sketches, and written reflections.
- Construct multiple metal-based projects, demonstrating understanding of planning, measurement, material choice, and craftsmanship.

WOOD: INTERIOR / EXTERIOR FURNITURE DESIGN

Students undertaking this unit will construct basic articles of furniture suitable for the home interior/exterior. They will explore different joining techniques and suitable finishing techniques suitable for all extremes.

Students will:

- respond to design briefs to create projects using a variety of materials
- work to design and construct products using timber
- assess and evaluate their work using appropriate language and terminology
- develop an undertaking in design activities and exercises
- undertake investigations into materials and make informed decisions about their appropriate use and practicality for a situation
- analyse the appropriateness of using different materials including emerging materials for specific purposes
- learn to use different tools, equipment, and materials to construct products.

TEXTILES: MODERN DESIGN

Students will work with a range of tools, equipment, and materials to create and produce garments. In this unit there is an emphasis on Textiles techniques.

Students will:

- investigate the structure of fabrics and work with both woven and knitted fabrics
- Work with design briefs to make decisions on design problems, including suitable fabric choices
- focus on the understanding and use of commercial patterns for garment production
- investigate methods of displaying and illustrating design ideas
- adopt safe work practices using a range of tools, equipment, and materials to create, plan and produce items for a specific need.

WHAT'S ON THE MENU

Healthy eating is the basis for maintaining a healthy life, but healthy food does not have to be boring. This unit looks at fun and tasty food that can contribute to our daily diet.

Students will:

- use the Australian Dietary Guidelines to assist them in making healthy choices
- work individually and in teams to create a variety of dishes, and reflect on the reasons behind their choices
- follow a design brief to research and develop a healthy menu for example a wellness bowl.

WIDE WORLD OF FOODS

Students undertaking this unit will:

- explore foods of the world that have shaped Australia's diverse cuisine
- create a portfolio of recipes, design briefs and information about the wonderful taste sensations on offer throughout the world
- produce a variety of dishes which reflect the cuisines of countries around the world.

DESIGNING FOR THE WEB

Students will:

- develop skills in the use of computer software for web development, including web authoring and image manipulation applications
- create interactive elements to use in their websites, including slideshows and animations
- learn how to manipulate elements of websites by looking at the language behind web development to make a more dynamic and interactive visual representation.

SOFTWARE FOR DESIGN

Software for Design is a creative subject where Art meets Information Technology. Students explore how digital software can be used as a tool for creative expression, design, illustration, and communication while developing practical industry-style skills across a range of Adobe programs.
Students experiment with digital artmaking, graphic design, and animation through hands-on creative projects. They learn how artists and designers use digital technologies to develop ideas, create visual content, and communicate with audiences in both digital and printed formats.

Students will:

- develop skills using Adobe software including Illustrator, Photoshop, and Animate
- create digital artworks, illustrations, posters, zines, and animations
- design and produce creative projects that combine artistic thinking with digital technologies
- learn how to create and customise digital paintbrushes and experiment with digital painting techniques
- explore typography, layout, composition, and visual communication
- investigate digital artists, designers, and contemporary creative industries
- develop creative problem-solving skills through planning, experimentation, and refinement
- document their ideas, processes, and development throughout project work.

This subject encourages creativity, experimentation, and technical skill development while introducing students to pathways in digital art, graphic design, animation, illustration, media, and creative technologies.

Bairnsdale
SECONDARY COLLEGE

Gippsland Water Dragon

Respect, Responsibility, Resilience

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