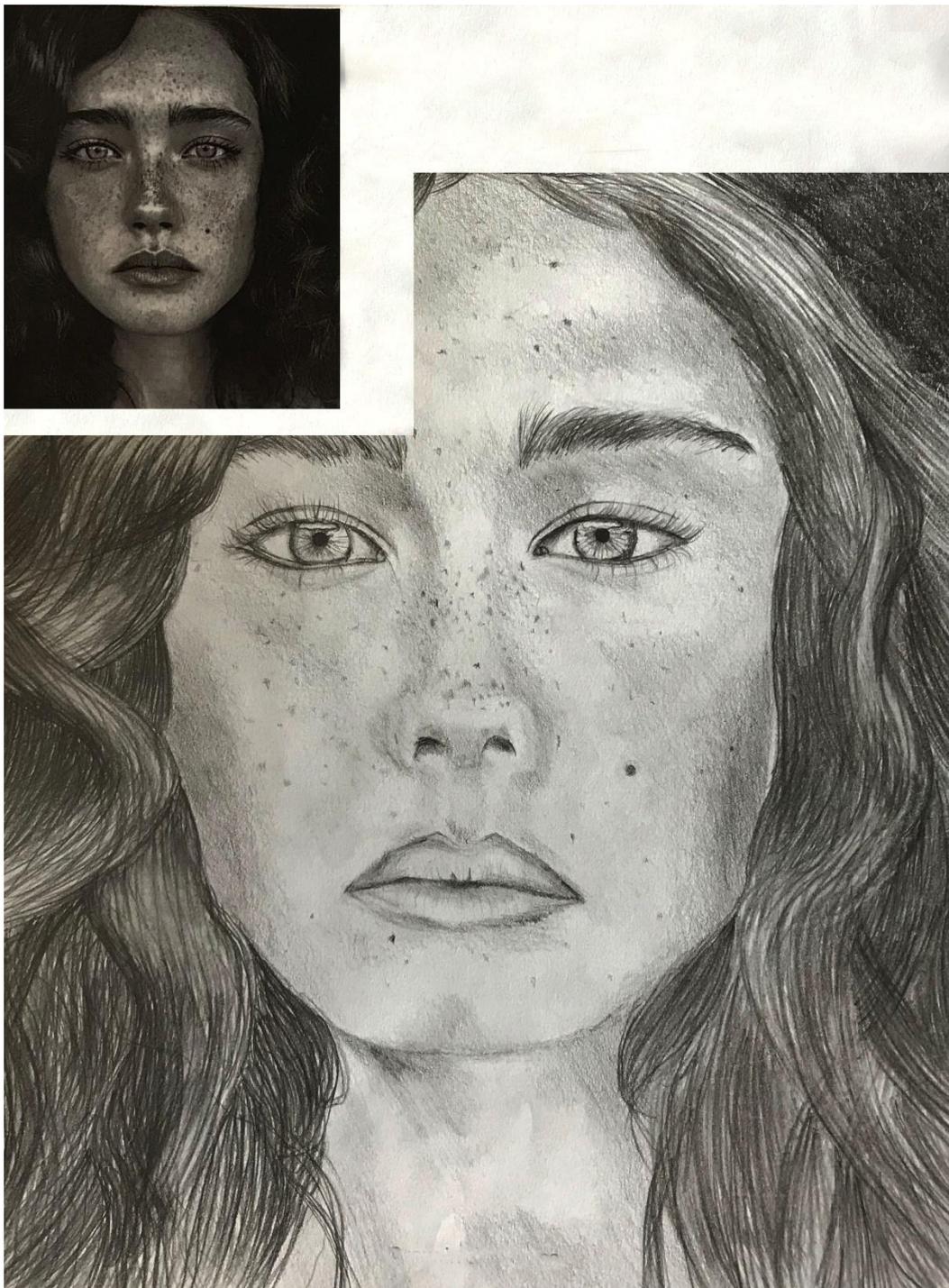




Gippsland Grammar
A PASSION FOR EXCELLENCE



Georgia Shell Year 9, 2020 – Art

Gippsland Grammar Year 9 Handbook 2021

Introduction

Welcome to Year 9 - Gippsland Grammar

At Gippsland Grammar we recognise that students undergo many transitions as they journey through our School. The transition into Year 9 presents an ideal opportunity for our students to develop their skills as independent, responsible and motivated young women and men. Our Year 9 program is designed to provide opportunities for students to experience the broader world in a more independent and optimistic manner and develop a passion for enduring relationships and learning. Through experiences and mentoring our Year 9 students can make choices regarding their learning, learn how to work in a team-based environment and develop pathways for their education. Our Year 9 staff look for engaging contexts that draw together different aspects of the curriculum in an integrated manner. This exciting and independent approach to learning enables our student to activate their learning in a way that allows for deeper and more complex understandings without compromising the academic rigour of the program.

The core program is delivered by a team of teachers who work exclusively with the Year 9 students, promoting a strong sense of year level identity. The subject matter of the core subjects is underpinned by the Australian Curriculum and the local context to suit the Year 9 program. The elective choices offer students the opportunity to continue their studies of a language other than English, as well as a variety of practical and creative options specifically chosen to promote self-confidence and a sense of personal achievement.

As a School, we look forward to working with the Year 9 students and watching them grow as a result of the Year 9 program, enabling them to move into their senior years with greater maturity and confidence. The information in this booklet will give you a guide as to what your child will experience in the exciting year ahead.

Mrs Leisa Harper
Principal

Contents

Introduction	2
Contents	3
Year 9 Program	5
Background	5
Rationale	5
Aims	5
Expectations	6
Teaching Year 9 and Pastoral Care	7
Personal Development	8
Curriculum	9
Homework Expectations	10
Core Subjects	11
English	11
Environmental Studies	12
Mathematics	12
Modern History and Australia	13
Physical Education and Health	13
Science	14
Elective Subjects	15
Art	15
Applied Computing – Industry (Year Long)	15
Applied Computing - Robotics & Renewable Technologies	16
Cakes by Design	16
Creating and Performing Music	16
Design Technology – Wood	17
Drama:	17
Faster, Fitter, Stronger	17
Food for Home	18
Food for Life	18
French	18
Human Movement	18
Japanese	18
Visual Communication Design	19
Assessment and Reporting	20
Student Responsibilities	20
Year 9 Centre	21
Outdoor Education and Excursion Program	22
The Melbourne Experience	23
Costs associated with the Melbourne Experience	24

Duke of Edinburgh Award.....	25
The Studies from Year 7 – 12.....	26
Stationery Requirements 2021.....	28

Year 9 Program

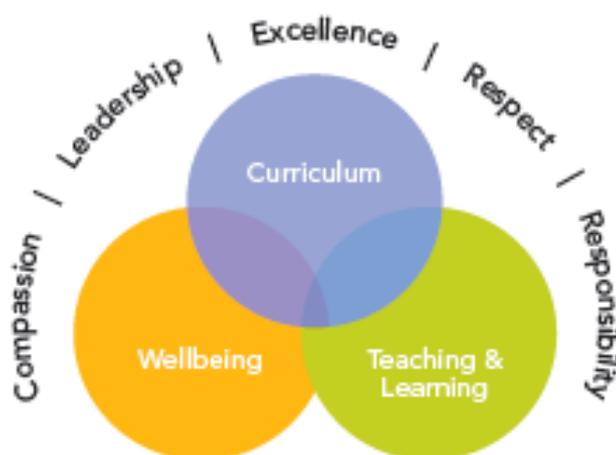
BACKGROUND

Schools need to acknowledge that Year 9 is a year in which students often experience a lack of engagement with a traditional classroom program. This student alienation stems from both emerging adolescence, with its rapid physical, emotional and social growth, and the difficulty of students to perceive the relevance of many routine school activities. Providing students with opportunities to explore the world around them and encouraging them to see their place in society is an important step in helping students build ownership in their education and setting them up with a solid basis for the rest of their time at Gippsland Grammar.

RATIONALE

Year 9 must provide an appropriate curriculum which recognises, celebrates and values the experiences of students as they establish individual identities within their families, peer group, school environment and community. This is achieved through the principles of Academic Care at Gippsland Grammar. Students are understood not just as learners, but as part of a caring community. This requires teachers to develop curriculum and approaches to teaching and learning that are visible and experiential. It will enhance student well-being and resilience, embedding these in classroom and co-curricular activities. Year 9 students are encouraged to develop a growth mindset that will allow them to cope with challenges and struggle; to endure and persist, creating a range of strategies which can be used to help them flourish during this pivotal year of their schooling.

Throughout the year our program promotes Gippsland Grammar's five core values of compassion, leadership, excellence, respect and responsibility.



Academic Care at Gippsland Grammar

AIMS

This program will challenge students to:

- Strive for and value personal excellence and achievement
- Enhance self-reliance and confidence
- Work effectively with others
- Appreciate and respect a variety of environment

EXPECTATIONS

Rights and Responsibilities

The rights and responsibilities of students at Gippsland Grammar, as outlined in the School Diary, ensure that our school is a safe environment in which to pursue personal excellence and achievement. These rights and responsibilities and the School Rules are applied at Year 9 in much the same way as they are at other year levels.

In accordance with the aims of the Year 9 program, students are encouraged to be self-reliant and responsible. It is expected that all students take greater responsibility for their own learning and achievement, for involvement in co-curricular activities and for developing relationships with students and staff which will enhance the operation of the Year 9 community.

The integration of outdoor education camps, fieldwork and the Melbourne Experience into the academic curriculum will enhance the learning experience of students and it is therefore vital that all students participate in all activities.

Uniform

Students are expected to wear full and correct school uniform. On occasions, the full and correct P.E. uniform or casual clothing may be required for fieldwork. Students will be notified of this requirement well in advance. A request for an Irregular Uniform Pass can be sought from the Head of Year during morning Mentor Group period; however, the request **must** be endorsed by a parent or guardian. You can find the Irregular Uniform Pass in the student's diary.

During the two-week Melbourne Experience, students will wear correct uniform.

Attendance

All Year 9 classes begin at 8.55am. A morning Mentor Group session, from 8.45am, ensures that the attendance roll is marked and students make contact with their Mentor. Students are expected to read the daily bulletin made available during this session and listen to further announcements and notices from the Mentor or Year 9 Student Council member. Year 9 classes finish at 3.17pm and this is followed by a brief session where bags are packed prior to dismissal at 3.23pm.

Absence

If a student is absent from school, the School should be notified by telephone, email or a note in the school diary on the student's return. All absences must be acknowledged in one of these ways. **Exit passes** may be obtained from the Head of Year during morning Mentor Group period and then will be issued when a signed, written request is made by a parent or guardian. Exit passes can be found in the student's diary.

Daily Timings

The daily timings generally coincide with the rest of the School. Double periods and a more flexible timetable are used to cater for 'special events.' Lunch and recess timings coincide with the rest of the School. Students attend all School Assemblies, fortnightly Chapel services and all Thursday Sport and House activities. They are also expected to continue involvement in the rich co-curricular life of the School.

Teaching Year 9 and Pastoral Care

A team of staff teaches all core subjects to Year 9 and are also the student's mentor teacher. This is important in enabling us to nurture students during a critical time in their education. The regularity with which we see students, more easily enables us to recognise and attend to students' individual needs allowing for the core subject teachers to provide personalised pastoral care at Year 9.

Students undertake all activities in their assigned academic groups, which also form the basis of pastoral care at Year 9. Staff involved in the delivery of core classes, are responsible for the pastoral and academic care of students. The Year 9 Program is overseen by the Head of Year 9 in conjunction with the Head of School. The Mentor Group teacher is the first port of call for parents who have any queries or concerns relating to their child or the Year 9 program in general.

Students have a pastoral care period in each cycle. This is indicated as Personal Development on the School timetable. This time is used in part for:

- Year 9 Assemblies
- Chapel
- Guest Speakers
- Group discussions and attention to programs such as the Duke of Edinburgh Award
- Fundraising efforts and community service activities

Personal Development

Our Personal Development program follows important themes and a range of activities are planned around each. They are:

Term 1

- **Class discussion time:** Time will be given to further get to know other students and the staff in Year 9. This will also allow discussion of important issues relevant to the students such as the transition into Year 9, bullying, cyber safety, and dealing with the academic expectation and social challenges of the year.
- **Preparing for Melbourne:** some of this term will be spent working through the details of the upcoming Melbourne experience.

Term 2

- **Learning to learn:** the exploration and discovery of learning styles, learning strategies and memory aids. Students develop time management skills, how to be better organised and how best to deal with conflicting priorities.
- **Learning to cope:** There are many coping strategies that we all employ from time to time, but which ones work best? Students will rate their coping repertoire for a range of everyday situations and will explore best fit strategies for challenges they may face.

Term 3

- **As we lead up to subject selections for Year 10, the focus is on careers.** We continue the program introduced in Year 8. We schedule visits from the career's counsellor, who will provide information and advice about tax file numbers and work experience, and Heads of Department who will discuss Year 10 subjects in the lead up to the Year 10 Information Evening.

Term 4

- **Peer Support and leadership training.** The year concludes with some intensive Peer Support training, and the selection of our Peer Support Leaders for the following year.
- **It's all about us!** During the last few weeks of our Year 9 program, we spend some time preparing for our Showcase Day. This is scheduled for the last week of Year 9 and includes the very best performances, music, visual presentations, selection of assignments, public speaking, panel discussions and reflections on a great year.

Curriculum

The Year 9 curriculum is made up of 6 core subjects which all students must study and two electives which they choose each semester. There is also a fortnightly pastoral session which incorporates Personal Development.

Core Subjects	Electives (Students select two per semester)
<ul style="list-style-type: none"> • English • Environmental Studies • Mathematics • Modern History and Australia • Physical Education • Science 	<p>Depending on timetables, elective subjects may include a selection from the following</p> <ul style="list-style-type: none"> • Art • Applied Computing – Industry • Applied Computing – Robotics and Renewable Technologies • Cakes by Design • Creating and Performing Music • Design Technology - Wood • Drama • Faster, Fitter, Stronger • Food Technology – Food for Home • Food Technology – Food for Life • French • Human Movement • Japanese • Visual Communication and Design

While each core subject is taught as a separate discipline, there is some integration of these subjects. Links in content, the development of skills such as research and the use of technology are made where natural links exist. For example, when the students study the use of persuasive media in English, they will use this knowledge to create advertisements in Environmental Studies. We also use our teaching team approach to enhance the development of skills rather than just repeat them. Regular staff meetings ensure the integration of curriculum is carried out efficiently and effectively. In core subjects, the Australian Curriculum has been implemented.

Individual notebooks, access to the Internet, digital cameras and use of a variety of digital platforms ensure that technology is regularly used in all subjects. Students complete Year 9 confident in the use of a variety of programs and multimedia materials.

In addition to the core subjects, students complete two electives per semester. While they are encouraged to continue their study of a language, this is not compulsory, nor is it compulsory to study an Arts elective. Language electives are studied for a whole year, while all other electives are of one semester's duration. There is some limitation to the combination of subjects available due to blocking constraints, but every endeavour is made to create an electives program that all Year 9 students find enjoyable, interesting and rewarding. An elective may not be offered if too few students elect to enrol in it.

HOMEWORK EXPECTATIONS

Students are expected to complete up to 100 minutes of homework per night. A series of seminars early in Term One will address organisational issues to assist students to manage their homework time effectively. While this amount of homework will vary from student to student and at different times in the year, it is important that a regular pattern and routine be established at home to assist in the regular completion of homework. There will not be a set "Homework Timetable" and students will be assisted to develop this routine themselves. If students have little or no assigned homework for that day, then there are a variety of educational pursuits they may undertake in order to thrive in Year 9 such as, revising, note taking, prepare for upcoming classes, write a journal, or simply reading for pleasure.

Core Subjects

ENGLISH

The aim of Year 9 English is to provide an exciting and engaging course designed to prepare students for their senior years of schooling. A range of challenging literature and resources are studied with a view to developing and extending skills in reading, writing, oral presentation, and analysis. The importance of being able to communicate effectively with others is a central element in the course, and students will have many opportunities to develop skills through regular group discussions and activities, writing in a range of differing styles, editing and proofreading each other's work and thorough critical self-analysis. The course incorporates learning and experiences from outside the classroom and also from other core subjects.

The first unit is based on persuasive writing and speaking, where students analyse the persuasive techniques and devices used in a diverse range of media and modes. The students then have the opportunity to create their own persuasive piece in the form of an oral presentation.

Term 1 focusses on the themes of friendship, loyalty, family, and identity, which are explored in a variety of text forms, offering opportunities for comparison between the literature and the world in which we live. As a class, we will read 'Tomorrow When the War Began', where the complicated issues of nationalism and freedom raised in the novel are examined. Students are assessed on a range of activities, including a text response essay.

The students then have the opportunity to create their own book trailer based on their own wider reading. This project allows students to develop and extend their planning and creating skills while exploring and expressing the themes from their chosen book.

The play, 'Romeo and Juliet', offers a gripping story of love and hate, challenging students with confronting themes and complicated language. Through text, film and live performance, students will immerse themselves in Shakespeare's drama while they analyse passages and characters. The unit will be assessed with a text comparison essay and concludes with a panel presentation on themes from the play.

The final unit covered is on the power of protest, with students investigating and creating poetry and expressive writing. Through studying a number of different mediums such as news articles, poems and song lyrics, students will develop their abilities to interpret, reflect upon and analyse text, while being able to identify and effectively use a range of literary features in their own work. Their poetry is compiled and presented, along with other creative pieces, in a portfolio that each student will design.

After the majority of this year's assessment has been completed, the Heads of Departments may nominate students who would benefit from academic advancement in their subject area. For example, a student may be invited to take Year 11 Mathematics instead of their Year 10 Mathematics, students may elect to undertake Year 11 History instead of Year 10 History or Year 11 Biology or Psychology in addition to Year 10 Science, if available. If their marks are high enough and/or the subject is on offer in 2021, Year 10 students are invited to join some Year 11 classes. This advancement may be offered in a variety of subjects to those students so nominated within the constraints set down by the timetable.

ENVIRONMENTAL STUDIES

From the Lakes to the High Country, our towns to our farms, our local environment is rich in resources. It is also very globally connected. Environmental Studies is a study of these many environments which aim to ensure a greater understanding and appreciation of and respect for a variety of ecosystems and our relationships with them. The students undertake regular fieldwork while participating in Outdoor Education programs. The following topics may be studied throughout the course of the year:

Food Production and Security

- Biomes of the World and their significance in Food Production
- Environmental Challenges to Food Production
- Local Agricultural Practices and its impact on Food Production

Our Connected World

- Interconnectedness
- The use of ICT in our Local Environment
- The Globalised Marketplace and Innovation
- Our place in the world
- Rural Urban Migration
- Tourism

MATHEMATICS

The Year 9 Mathematics course includes a variety of learning experiences to support students to make connections between mathematics and its applications in a real-world context. Students will consolidate and expand their mathematical skills, extend reasoning and problem-solving skills, as well as be introduced to a variety of techniques to prepare themselves for assessment.

The course follows the Australian Curriculum and includes the following topics:

- Measurement
- Geometric Reasoning
- Pythagorean Theorem
- Real Numbers
- Trigonometry
- Patterns and Algebra
- Data Representation and Interpretation
- Probability
- Linear and Non-Linear Relations

Throughout the year, major assessment tasks are varied, so that students develop a range of skills in the application of Mathematics to real-life situations. Assessments include tests, assignments, and application tasks. Classroom learning is structured to cater for students of varying strengths in mathematics and has planned components to support or extend students, as necessary. Student laptops are utilised in Mathematics and students are expected to become proficient at using a variety of Mathematics programs and accessing resources.

MODERN HISTORY AND AUSTRALIA

Year 9 History investigates Australia's place in the broader context of world history between 1750 and 1918. This course will present multiple perspectives on the making of the Australian nation, beginning with Aboriginal settlement and culminating with Australia's involvement in World War One. Integral to all topics covered is the continued development of skills such as analysis, research and critical thinking skills through discussions, presentations, research projects and comprehensive study. Students' understanding is further enhanced by practical activities such as the election of a Year 9 Council, as well as a visit to Parliament House and the Shrine of Remembrance during the Melbourne Experience. An indigenous perspective will form part of all of these studies.

The course is divided into three equal parts beginning with 'Making a Nation,' an in-depth investigation into the creating of the Australian nation. Topics in this final section include the European discovery of the Australian continent, Aboriginal and British settlement, experiences of non-Europeans as well as Australian federation, identity and government.

Another unit of study is the Industrial Revolution and covers topics such as conditions that led to the Revolution, technological inventions and changes in society, including the living and working conditions of men, women and children. The long-term impacts of the Industrial Revolution will also be examined through the topics of European imperialism and by making comparisons to the Digital Revolution.

World War One will be the final unit explored with the aim of creating an understanding of the causes and nature of warfare whilst focussing on the locations where Australians fought. The use of nationalism and propaganda will be discussed as well as the ANZAC legend that is frequently referenced in our current culture.

PHYSICAL EDUCATION AND HEALTH

Healthy lifestyles and physical well-being are crucial to adolescents leading active and challenging lives. Physical Education at Year 9 consolidates the range of physical skills acquired in earlier years and provides the opportunities for the development and maintenance of sound levels of fitness. This course encourages students to pursue leisure and recreation activities in their own time by providing them with enjoyable experiences in the core curriculum. The value of sportsmanship and team participation is fostered at all times. Many of the activities are team-based and mixed gender sports with an emphasis on participation and active enjoyment. Students are assessed continually throughout the course and should demonstrate improving general physical skills. Peer teaching is an essential element of this assessment. One session per cycle is classroom-based and covers health and wellbeing issues relevant to young people, including Mental Health and Relationships.

The topics studied throughout the course of the year are selected from the following list:

- Athletics
- Volleyball
- Football Codes
- Health Related Fitness
- My Favourite Physical Activity
- Physical Education Electives

SCIENCE

Year 9 Science aims to provide the students with a variety of scientific experiences. The course is divided into the fields of biological, chemical, physical, and earth sciences.

The biological science component focusses on multicellular organisms and how their internal systems change in relation to the environment. It also covers the topic of ecosystems and, in particular, how energy and matter pass through the ecosystem.

The chemical sciences component covers the structure of an atom, natural radioactivity and chemical reactions. The emphasis is placed on how chemical reactions involve rearranging atoms and what role energy plays in chemical reactions.

The physical science component specifically covers how energy transfer through different media can be explained using particle and wave models.

The earth component covers plate tectonic theory and how it explains geological activity and continental movement.

In conjunction with covering the main topics students will be expected to use theories and models to inform their learning but also recognise that theories are contestable, and that science is an ever-evolving field. They will make links between science and technology and they will be expected to consider how society's values can influence scientific research.

They will aim to develop existing skills particularly in the areas of formulating hypotheses, planning and conducting research and experiments and processing accurate data. They will work to analyse patterns and data from research and experiments and draw conclusions based on this evidence. Students will also develop their skills in analysing the validity of their own conclusions and any secondary information that they obtain. A main emphasis throughout the year is on students learning through performing experiments and using appropriate technology.

Elective Subjects

Students may study two electives per semester

ART

Students may take Art for both semesters, as techniques taught, progress throughout the year. The course focusses on strong skill-based activities in drawing, painting, photography and Art History. All work is developed in a folio using the design process. Observational drawing begins the unit, where students draw from life and from photographic sources. Photography is studied in relationship to the fundamentals of composition, and the design elements. Students are introduced to the historical art period of Art Nouveau, in particular Viennese artist Gustav Klimt and comparison is made with Australia's contemporary artist Del Kathryn Barton. The techniques of these artists are used to complete a major painting, drawing or mixed media self portrait.

The course involves drawing, painting, mixed media, digital technology and Art History. All work is developed in a folio using the design process. The unit focuses on Surrealism and how it shaped artistic practice in the modern era. They will study the art history of Surrealism as seen in the work of artists such as Salvador Dali. Using this knowledge and the design process, students will make an individual response to the thoughts and techniques of the surrealist ideas, and produce a major expressive artwork. Students are given a choice of topics and mixed media techniques (digital included) in the development of the final artwork for the term.

APPLIED COMPUTING – INDUSTRY (available Semester 1 and 2)

This Year 9 elective builds on the coding experiences of the Year 7 & 8 Computer Science (CS) in Schools program. However, this time, students will take their skills to the real world. This elective involves a set challenge by the industry powerhouses, including Domain and Carsales. These real-world problems need to be analysed and researched and then the solutions will need to be designed and created by you! You will work in a start-up squad over the semester to find and create the best solution to the industry challenge. You will then get the opportunity to pitch your solutions to the company itself. Will yours be the best? This could be a foot in the door to industry internships and opportunities that await you should you accept the challenge...

This unit involves:

- A semester based programme of end-to-end delivery of a product from research to creation.
- The further development of coding skills to solve real world problems.
- Scaffolded problems of varying difficulty to support learners at different stages and with different interests.
- Weekly connection with a mentor from industry (such as Domain or Carsales) to help in the process.
- An emphasis on product management and 'pitch' presentation skills to bring ideas to life for teams, companies, and the user.
- An end of semester experience at the company itself to bring the solution to industry.

APPLIED COMPUTING - ROBOTICS & RENEWABLE TECHNOLOGIES

A problem-solving approach is used to introduce students to the thriving and expanding world of robotics. Students develop and build upon project management skills to work collaboratively on a range of tasks using the Lego Mindstorms NXT and / EV3 kits. Skills in building software with for object orientated programming are also developed. The tasks focus on design, product creation, implementation, testing, and evaluation for meeting a designated purpose. Students critically evaluate the implementation and the role of robots in society and discuss the impact, sustainability, and risks of their presence.

Global renewable technologies are expanding rapidly. It connects science and technical application and encourages students to consider the world as it stands and the way in which alternative energy sources will play a part in its future. To understand the complexities of the renewables market, the course investigates current resources and alternative fuel sources including wave energy, hydroelectricity, biomass, and solar technology. Projects are based around electronics, solar panel construction and power-based activities and construction.

CAKES BY DESIGN

Students focus on the preparation and presentation of food. Complex and secondary processes are explored. Students will explore the design process using the following dimensions: a design brief, investigating, designing, producing, analysing and evaluating. Students in this area of cookery will produce a decorated fruit cake as their main assessment task.

CREATING AND PERFORMING MUSIC

Creating and Performing Music Elective in Year 9 will provide students the opportunity to compose using music technology, perform in a group or as a soloist across many different styles, and further their understanding of music styles and literacy. The course is flexible enough to allow students to choose as a first semester only course, a two-semester course or a second semester course. Students choosing this subject should be studying an instrument. Students who have a G.G Music Scholarship are expected to undertake a music elective for at least one semester.

The Creating and Performing Music Elective will concentrate on performing, composing and understanding music.

- Making music as a soloist and in a group
- Music Technology compositions
- Developing music literacy knowledge and skills including Australia Music and Non-Western Music

When studying the Creating and Performing Music Elective, students listen to, perform and compose music, encouraging aesthetic and emotional development, self-discipline and creativity. Students will enhance their appreciation, knowledge and skills in music, fostering a life-long musical enjoyment and prepare students for further music course options.

Students will study music of all styles; each style is placed in its historical and cultural context, and they are encouraged to be perceptive, sensitive and critical when listening.

DESIGN TECHNOLOGY – WOOD

Design Technology - Wood in Year 9 is a course to develop practical skills, terminology and foster the enjoyment of making small furniture projects. For this reason, it is selected for 1 semester only. The students use ICT to develop skills in Occupational Health and Safety, research ideas from design briefs as well as the importance of scale drawing. They complete a number of tasks on VOS as a portfolio of evidence for design ideas, photographic timeline, techniques, drawings and assessments. Students use timber from sustainable forests to produce a variety of products ranging from coffee tables to small cabinets. They will also spend time learning about jobs within the building industry.

In Semester One the students will

- Use the internet to investigate and design a bedside table.
- Create basic timber inlays using small routers.
- Complete a series of OHS certificates.
- Complete a number of tasks on VOS.

Students selecting Design Technology – Wood will develop practical skills, terminology and knowledge for life long application. The students use ICT to develop skills in Occupational Health and Safety, research ideas from design briefs as well as the importance of scale drawing. They use a workbook as a portfolio of evidence for design ideas, techniques, drawings and assessments. Students use timber from sustainable forests to produce a variety of products ranging from working clocks to small cabinets. They will also spend time learning about jobs within the building industry.

DRAMA:

Get into the Act

This course gives students the opportunity to develop their improvisation and character skills. Using more sophisticated playmaking and role workshops, students are encouraged to perform published and original solo and ensemble performances. Students will analysis their own work through written tasks and analyse and evaluate the work of others

From Page to Stage

This course introduces students to important developments in Theatre History. Students will experiment with different theatrical styles, such as Greek Theatre, Melodrama, Naturalism and Non-naturalism. They will work to produce a short play for performance which will incorporate their acting skills and different stagecraft elements – such as; staging, lighting, direction and costume design.

FASTER, FITTER, STRONGER

Students will aim to improve their own level of fitness through a self-designed training/fitness routine that adheres to the basic principles of training and nutrition. Students will seek to improve their understanding of the various methods of training and assessment that can be utilised to achieve the goal of making themselves “Faster, Fitter, Stronger”. This subject will include a practical component and will also give students a basic understanding of important elements of the VCE Physical Education course. Assessment will be based on effort and participation in practical training sessions and analysis and application of key skills and knowledge. Written Assessment will be based on the production of a report that includes an overall plan of their training, a training diary or log, a justification of why they have chosen a certain training method, their pre- and post-training fitness test results and an overall summary of the success or otherwise of their program.

FOOD FOR HOME

A range of complex processes and techniques are introduced. In this unit students plan and prepare a range of options for breakfast, lunch and dinner as well as nutritious snack options. Students will develop and produce a two-course meal at home as their main assessment task. Students will work using the design process for their assessment task. Care of the kitchen regarding use of equipment and maintaining a clean, safe and hygienic environment are emphasised in this unit.

FOOD FOR LIFE

This course will give students the foundation life skills involved in cooking and feeding oneself in the future. Students will be able to take the recipes used and reproduce them at home or on future camps. We will investigate eating practices and requirements for individuals as well as for families. The assessment task requires students to produce a menu for their elective camp. There is a strong focus on food safety and personal hygiene within the kitchen. Students will learn foundation base recipes which can be altered and adjusted to aid in adding further variety to their cooking knowledge

FRENCH

The Year 9 French course uses “Tapis Volant 1” textbook and is designed to encourage oral and aural skill development, as well as to broaden student knowledge of basic grammatical concepts. By the end of the year, students will have gained a sound knowledge of vocabulary relevant to their personal life and be ready to tackle senior French in Year 10. Students compare French and Australian timetables, talk about daily and weekly activities, ask and give directions, identify places in a French town, buy and sell items in shops. Students need to have completed Year 8 French before attempting this subject.

This subject is studied for the full year.

HUMAN MOVEMENT

Human Movement combines elements of VCE Physical Education. It is structured as an experiential introduction to elements of VCE Physical Education, with a focus on data collection and analysis. Students will cover analysis of human movement that includes practical application of terminology and movements. Students will further develop their skills and knowledge of measurements for movement analysis in practical tasks.

JAPANESE

The Year 9 course enables students to develop the ability to express ideas about themselves in both speaking and writing. Topics for Semester 1 include talking about the past, languages and nationalities. Students will improve their fluency in katakana reading and writing. Students become more adept at writing more meaningful sentences and can use hiragana, katakana and some kanji. In Semester 2, the Year 9 course continues the study of Japanese and may only be chosen if it has been studied in Semester 1. In Term 3 they will be working in classes with the students from our sister school, Hikarigaoka Girls' Senior High School. Katakana and kanji are further developed at this level and topics include fast food in Japan and Australia and shopping. Students need to have completed Year 8 Japanese before attempting this subject. **This subject is studied for the full year.**

VISUAL COMMUNICATION DESIGN

Students may take Visual Communication Design for both semesters, as techniques taught progress throughout the year. Visual Communication Design is the only subject offering multiple design studies in the curriculum. The fields of design include architecture and the built environment, fashion, product design and engineering, graphic design, illustration, industrial design, urban planning and environmental design, landscape architecture, advertising and marketing. Semester 1 focusses on Architecture (One – Point Perspective Urban Underground), Industrial Design (Watch Design) and Communication Design (Brand Identity logo and Advertising). Underpinning the design process of each unit of work is ongoing analysis, reflection and evaluation requiring creative, critical and reflective thinking, referred to as design thinking. The study provides students to develop their two and three-dimensional drawing skills, selecting preferred ideas and applying materials, media and digital applications (Adobe Illustrator) to create presentation formats that address components of a brief.

Semester 2 focusses on Landscape Architecture (Courtyard Design), Communication Design (Brand Identity logo) and Fashion Design (Industrial Design). Underpinning the design process of each unit of work is ongoing analysis, reflection and evaluation requiring creative, critical and reflective thinking, referred to as design thinking.

Assessment and Reporting

The ways teachers assess and report on student progress has a profound influence on student learning.

Assessment

Teachers use a variety of techniques to assess student progress in Year 9.

1. Formal grading A+-E, using established criteria, of tasks such as long- and short-term project work, homework tasks, oral and creative presentations, report and essay writing, written exercises and tests. Informal assessment such as quizzes, panels and discussions are regularly used.
2. Regular discussion regarding progress and areas for improvement. This is most important in monitoring and nurturing individual strengths and weaknesses and encouraging students to take responsibility for their own learning.
3. Self-evaluations are used regularly as a key means of assessment. Students are encouraged to assess their own and their peers work.
4. Students are encouraged to negotiate the establishment of criteria for assessment.

Reporting

Gippsland Grammar has moved to continuous reporting, with teachers publishing results and feedback from assessment tasks as they are completed. A report of assessment tasks is compiled at the end of each semester. This gives students and parents an indication of level of achievement, academic and social skills.

Parent Teacher Interviews are held in Term 2 and 3.

STUDENT RESPONSIBILITIES

The opportunity to develop self-confidence and responsibility is the cornerstone of our program. There are many opportunities given to students to take on responsibilities.

1. Student Council

This is elected in the same way the Australian government is elected. The Modern History and Australia classes conduct the election; prepare candidates, press conferences, voting booths and the casting and counting of votes through the preferential voting format. The Year 9 Council consists of a President along a variety of ministerial positions with specific goals. These positions include Minister for: Social, Facilities and Arts. As well, each mentor group will have a Service Learning and Philanthropy council member. The Council meets regularly throughout the year to discuss issues of importance to students and assist in the organisation of activities and presentations.

2. General Responsibilities

Many opportunities exist for students to take on responsibility within the Year 9 Centre and community. Students are encouraged to show initiative and take responsibility for activities such as:

- Co-ordinating sponsorship and fundraising for a World Vision sponsored child in Swaziland
- Organising Chapel services and Year 9 Assemblies
- Taking opportunities to attend other functions and events
- Organising lunchtime activities and clubs in the Year 9 Centre
- Maintaining and decorating the common spaces throughout the year

Year 9 Centre

The Year 9 Centre has been designed to create a community in which Year 9 operates. Students undertake classes in all five classrooms and the Year 9 Science Laboratory. Students have lockers in a separate area for storage of bags and materials.

Webster House

Parents are welcome to call into Webster House to speak to staff. Webster House is the name given to the original building in the Year 9 precinct. This building contains the staff office, staff lounge, student kitchen and photocopier room and classrooms. Parents will still need to follow the visitor procedures and sign-in to Reception before coming over to the Year 9 Centre.

Meetings and interviews with parents can be held in the Staff Lounge in Webster House.

Pick-up / Drop-off

Parents should collect students from the East side of McGhee Street (on the same side of the street as the School) near the Music entrance. For safety reasons, students are not allowed to be picked up on the opposite side of the street from the school as we ask that students not cross the road during pick-up or drop-off times.

Lockers

Students will store all books and bags in their assigned lockers in the Year 9 Centre.

Bikes

Students should place bikes only in the assigned areas (bike racks are located on the east side of the Year 9 Centre).

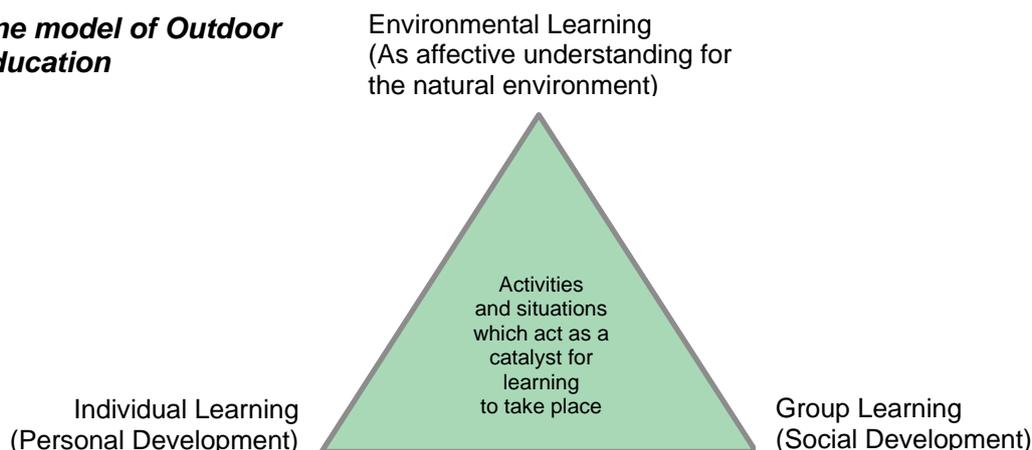
Outdoor Education and Excursion Program

The Outdoor Education Program at Gippsland Grammar is an integral part of each and every student's educational experience. Essentially sequential in nature, the program builds not only on skills and experiences from previous years but is focused on the specific aims of the overall Year 9 Program.

Students are provided with the opportunity to explore their capacity for leadership, resiliency, teamwork, communication, community membership and much more throughout participating in the program.

While Outdoor Education is about having fun and camping with your friends, it is also a way of learning that attempts to give students those life experiences that help us reach our full potential.

One model of Outdoor Education



This model portrays Outdoor Education as an ever-changing triangle in which students' personal growth, learning about the relationships that they share with those members of their group and their relationship with the bush, are continually evolving.

What is important to realise is that each student is different, each program is different and that each student will take home different experiences and lessons; all of them very valuable.

All students are required to participate in the compulsory Outdoor Education program with their mentor group. There will be an information evening early in Term 1 to provide details about all programs, risk management and student requirements.

In **Term 1**, students will participate in the High Country Bushwalking Expedition and in **Term 3** they will travel to Dinner Plain for their Alpine Program.

Electives – Term 4

The Term 4 Electives program is not completed in mentor groups. Students are involved in the planning and negotiation of the nature of the trips, and select which program they attend. Possible programs may include:

- Horse Riding
- Rock Climbing
- Rafting
- Fishing
- Surfing
- Bushwalking
- Mountain Biking
- Sea Kayaking

These programs run simultaneously during one week in November. There is an additional cost for this program, dependant on the program selected.

The Melbourne Experience

This is one of the most innovative and exciting aspects of our program. During Term 2, all students spend two weeks living and attending school in Melbourne.

The City Classroom @ City Cite

Gippsland Grammar have partnered with City Cite to help provide a dynamic and current Melbourne Experience. Our City Classroom is located in the City Cite classrooms at 474 Flinders Street. At this location there are specially designed spaces for briefings for each class group where discussions and learning take place. The site is easily accessible by both train and tram. The central location enables us to use the city as an extension of our classroom. However, learning takes place at a range of venues, so in a sense, our classroom is Melbourne.

Safety

This is of paramount concern. Students are permitted to leave the classroom at recess and lunch breaks, in groups of three or more. Considerable time is spent discussing safety requirements and behaviour to maximise safety in the city. All students will carry a mobile phone and safety card, which lists key phone contacts, and travel arrangements.

Dates and Daily Timings in Melbourne

Dates for 2021 are still being finalised and will be informed to parents as soon as they are confirmed. When on the Melbourne Experience, students are expected to report to the City Classroom by 8.45am. They will be dismissed each day at approximately 3.30pm. Our departure back to Gippsland at the end of the weeks will depart around 1.20pm, arriving in Sale at approximately 4.20pm, with transportation provided on to Stratford and Bairnsdale.

The City Timetable

There is not an itinerary of the visits and activities during the Melbourne Experience as this is not an excursion. Students are issued a timetable at the beginning of each day. This includes times for set classroom activities and incorporates completing writing and research activities, orientation scavenger hunts and guest speakers. Students also use the city environment to undertake individual group and class activities including: exploring the city from a range of perspectives. Students are able to examine challenges arising for the city and its inhabitants. For example, they pose questions about the provision of sport and leisure for Melbournians and evaluate Melbourne as a healthy environment. They decide on whether the most modern buildings are sustainable and also how the retail and other precincts are located.

They visit as many different places as possible within the timeframe, and in the past, these excursions have included: Parliament, The Shrine of Remembrance, the Melbourne Magistrates Court, the Melbourne Cricket Ground, the Royal Botanic Gardens and variety of art galleries around Melbourne. Students enjoy workshops, hands on activities, demonstrations and exhibitions at many of the venues.

Melbourne and Outdoor Education Information Evening

At the start of Term 1, all parents and students will be invited to attend the Melbourne and Outdoor Education Information evening. At this event, much more information will be presented on the range of camps held in Year 9. As well, both the Melbourne Experience and Bushwalking handbooks will be distributed. This is a great opportunity to get all your questions answered and to become acquainted with the Year 9 Centre, staff and its program.

Accommodation in Melbourne

1. Students organise accommodation with family and friends in suburban Melbourne and travel into the city each day. Students are strongly encouraged to invite a friend stay with them and Year 9 staff will endeavour to assist all students to find host accommodation. The experience of travelling into the city each day and the independence and confidence this develops is a key goal of the Melbourne Experience. If there is no-one for your child to stay with, families have previously grouped together to hire apartments and share costs and supervision.
2. For students who find it impossible to arrange accommodation as outlined above, the School will assist in this area. This is not considered a preferred option, but an alternative only where significant difficulties exist. This is undertaken in a serviced apartment and supervised by staff. Students who take up this arrangement are required to cover costs associated with accommodation and meals. These students must return to Gippsland on Friday evenings and return to Melbourne on Monday mornings, by bus or train.

COSTS ASSOCIATED WITH THE MELBOURNE EXPERIENCE

3. Travel

While travel to and from Melbourne at the beginning and end of each week is provided, all students are required to pay costs associated with travel to and from the city classroom each day. Myki cards should be organised prior to leaving for Melbourne and should be topped up throughout the Melbourne Experience.

4. Meals

Costs associated with meals will need to be agreed with those with whom students are staying and all costs are borne by students, including lunches each day.

5. Accommodation

When arrangements are made to stay with family and/or friends, students will need to come to an arrangement with them for costs associated with accommodation. Those Year 9 students who are in supervised accommodation will be charged approximately \$260 per week. There is also an additional cost for food, which is generally, approximately \$50 per week dependant on food needs. Up to four Year 10 leaders and two staff are required to assist in supervision of this accommodation option and, while the School subsidises this cost, some of it must be borne by those who select to stay in School accommodation. If there is any financial hardship and this option is required, parents are encouraged to contact the Head of Year.

Incidental Costs

It is recommended that students have \$50 spending money, to cover the cost of incidentals required. There will be no additional costs other than personal spending.

Duke of Edinburgh Award

The Duke of Edinburgh's Award at Gippsland Grammar offers young people an opportunity to expand upon their experiences from the Outdoor Education Program, which currently operates at Years 9, 10, 11 and 12. A wide variety of activities are pursued depending upon individual choices.

The Award has three levels, Bronze; Silver; and Gold, and for each separate Award, participants fulfil the requirements of the four sections of the Award.

As the minimum age for entry to the Award is fourteen years, Year 9 is considered an appropriate time to offer entry. Students may choose to enter the Award at a later stage in their schooling; however, experience shows that for the participants' benefit, early entry is advantageous.

There are four main sections of the award. Physical recreation, Skill, Service and an Adventurous Journey. All sections of the Bronze Award must be completed outside of the school environment, generally over a period of 12 weeks. Year 9 students are required, as part of the School curriculum, to be involved in the ongoing Outdoor Education Program, which involves three challenging camps. These camps may automatically qualify participants for the "Adventurous Journey" section of the Bronze Award.

Assistance and guidance are given to participants at the Bronze Level in order to help them understand how the Award works and to provide background knowledge and training for progression to the Silver and Gold Levels. At the higher levels, participants progress through the Award with greater independence and take responsibility for planning and completing the various sections themselves.

It is stressed that the Award is **voluntary** and students must make a commitment to give their best efforts. Success with the Duke of Edinburgh Award is realistic and a little perseverance will ensure that students are rewarded for their efforts.

A copy of the Award Handbook can be found in the Information Services Centre and also at the Awards Victoria website. Should students or parents require further information, please contact the school and ask to speak to the Duke of Edinburgh co-ordinator, Ms Cass Booth.

The Duke of Edinburgh Award is a great opportunity for young people to extend and challenge themselves through participation in new or existing interesting activities. The award is well recognised in the wider community, particularly at the Gold Level and the Governor awards successful candidates their certificates at Government House in Melbourne.

We commend the Duke of Edinburgh Award to all students.

The Studies from Year 7 – 12

The Subject Pathways table which follows provides information about how the School's curriculum is organised and how subjects can build on each other across the levels of schooling.

Subject Pathways cs: core subject c: Compulsory to study before proceeding to next year level in subject

es: elective subject d: desirable to study before proceeding to next year level in subject

Subject	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English	English [cs]	English [cs]	English [cs]	English [cs]	English [cs] + [c] Literature [cs] + [c] English Language [cs] + [c] EAL [cs] + [c]	English [cs] Literature [cs] English Language [cs] EAL [cs]
Mathematics	Maths [cs]	Maths [cs]	Maths [cs]	Maths [cs]	Maths Methods [c] General Maths [c] Specialist Maths [c]	Maths Methods Further Maths Specialist Maths
Science	Science [cs]	Science [cs]	Science [cs]	Science [cs]	Biology [d] Chemistry [c] Physics [c] Psychology [d]	Biology Chemistry Physics Psychology
Humanities and Commerce	History [cs] Geography [cs]	History [cs] Geography [cs]	Modern History & Australia [cs] Environmental Studies [cs]	History [cs] Geography [cs] Business M/ment [cs] Personal Investment [es]	Economics History Geography Business Mng/ment Accounting [d] Legal Studies	History Geography Business Mng/ment Accounting Legal Studies Australian & Global Politics
Physical Education and Health	Physical Education and Health [cs]	Physical Education and Health [cs]	Physical Education and Health [cs] Dance [es] Faster, Fitter, Stronger[es] Human Movement [es]	Physical Education [cs]	Health and Human Development, Physical Education, Outdoor and Environmental Studies Cert. III in Allied Health Assistance	Health and Human Development, Physical Education, Outdoor and Environmental Studies Cert. III in Health Services Assistance
Religion and Values Education	RAVE [cs]	RAVE [cs]	Personal Development [cs]	RAVE [cs]		
Music	Music [cs]	Music [cs]	Creating and Performing Music [es]	Music [es]	Music Performance [d] Cert. III in Music Industry Sound Production [d]	Music Performance Cert. III in Music Industry Sound Production [d]
Information and Communications Technology	Applied Computing – Coding	Applied Computing - Robots	Applied Computing- Robotics & Renewable Technologies Applied Computing – Industry	Applied Computing - Projects	Applied Computing [d]	Data Analytics Software Development

Languages	Language: French [cs], Japanese Beginners[cs], Japanese Continuing[cs]	French [cs] or Japanese [cs]	French [es], Japanese [es]	French [es] + [c], Japanese [es] + [c]	French, [c] Japanese Second Language [c]	French, Japanese Second Language
	Year 7&Year 8 for one semester only per subject					
	Drama [cs]		Drama [es]		Theatre Studies	Theatre Studies
Wood Technology	Wood Technology [cs]		Wood Technology [es]	Wood Technology [es]	Cert. II in Furniture	Cert. II in Furniture
Food Technology	Food Technology [cs]		Food Technology [es] Food for Entertaining/Life [es] Cakes by Design		Food Studies	Food Studies
Visual Communication and Design	Visual Communication and Design [cs]		Visual Communication and Design [es]	Visual Communication and Design [es]	Visual Communication and Design [d]	Visual Communication and Design
Art	Art [cs]		Art [es]	Art [es]	Studio Arts	Studio Arts
Media					Media	Media

Points to note

- See VCE Handbook 2021 for rules governing selection. The study of Mathematics at Year 11 level is a requirement at Gippsland Grammar.
- One of the English studies is a compulsory study through to and including Year 12. Students can choose between English, Literature, English Language or English as an Additional Language.
- VCE Business Management 1/2 is listed in the Year 10 column as it can be taken as an alternative to Year 10 History or Geography if students meet eligibility criteria.
- Students study one semester of History and one semester of Geography in both Year 7 and Year 8.
- Various support and extension opportunities exist for students to access eg. LinC classes, that is, Literacy in Context at Year 7 and 8 levels.
- English as an Additional Language class is provided for the International Program students.

VCE VET subjects

The VCE VET subjects in the table above are offered at Gippsland Grammar. **Other VET subjects are studied off-site e.g. TAFE or by distance mode.**

VCAL subjects

There are four core subjects specific to the Victorian Certificate of Applied Learning. They are: VCAL Literacy, VCAL Numeracy, VCAL Work Related Skills, and VCAL Personal Development. VCAL Numeracy may be provided via VCE General Maths F or other.

Subject Pathways for the Victorian Certificate of Applied Learning

Year 7 and 8	Year 9	Year 10	Year 11 VCAL Intermediate Certificate	Year 12 VCAL Senior Certificate
		English [cs] Maths [cs] Science [cs] PE [cs] RAVE [cs] Year 10/Year 11 VCE Subjects [e]	Literacy Skills [cs] Numeracy Skills [cs] Work Related Skills [cs] Personal Development [cs] Other VET VCE subjects [e]	Literacy Skills [cs] Numeracy Skills [cs] Work Related Skills [cs] Personal Development [cs] Other VET VCE subjects [e]

In all instances, VCE, VET and VCAL subjects will only run in any given year if there are sufficient numbers of students electing to study the subjects.

Stationery Requirements 2021

These items can be collected from the School's Student Services before Rollover, from Thursday 8 November 2020 OR from Friday 18 January 2021, for students not commencing in rollover. Alternatively, stationery can be purchased from any local stationery supply.

- 6 48 page binder books (English, Modern History and Australia, Science, Environmental Studies, and Electives x 2)
- 2 64 page binder books for Maths
- 1 packet A4 lined loose-leaf
- 2 blue or black pens
- 1 red pen
- 2 highlighter pens
- 5 grey lead pencils
- 1 packet coloured pencils
- 2 pad graph paper A4 – 1mm

Ruler

Eraser

Glue stick

Scissors

Calculator: Scientific Calculator TI-30XB Multiview (Retained from Years 7 & 8, available from Student Services)

Optional:

- 1-3 3 ring folders/binders
- 2 packet A4 display book pockets
- 1 USB Drive

School Diary (To be provided by Gippsland Grammar stationery at the commencement of the year)

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