



Monivae
College Hamilton

2021 YEAR 9 & 10 HANDBOOK

monivae.com





Vision

Monivae College is a Catholic secondary co-educational day and boarding school welcoming to everyone. Inspired by the vision of Jules Chevalier and spirituality of the Missionaries of the Sacred Heart students are at the heart of all we do. We nurture success through developing personal and physical growth, resilience, empathy, academic achievement and faith.

Mission

Monivae College is a heart-centred learning community that embodies the core MSC values of love, positive relationships and compassion. Ours is a proactive and future focused educational environment which embraces and engages with the world.

“Mind, Spirit, Heart”

The Monivae Graduate

The graduate of Monivae is a life long learner who is a competent, confident and compassionate citizen with spiritual awareness and the ability to lead.

Monivae College is a Catholic independent co-educational day and boarding school/conducted by the Missionaries of the Sacred Heart.

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The development of the Monivae Graduate

Monivae aims to nurture... (characteristics)	Who... (qualities)	Grows through... (encounters)
A Learner	Is... A problem solver A responsible risk taker A productive team member Who is... Expressive Articulate Reflective Seeking knowledge	Learning from mistakes Assessment for learning Student directed learning A dynamic curriculum Collaboration opportunities Public speaking Effective use of ICT Reflective practice Reading/writing
Confidence	Is... Self assured Articulate Reflective Creative Connected	Leadership opportunities Public speaking and debating Drama participation Experiencing success Constructive feedback
Compassion	Is... Aware Caring Honest Tolerant Generous Spiritual Respectful	Religious Education Community service Mission awareness Mission experience Social justice activities Interaction with other faiths and cultures MSC presence in school Restorative Justice practice
Competence	Is...A competent Learner Person Leader Worker Team member	Demanding academic culture Work experience/part time jobs Sport and team activities Principal's Awards Pastoral Care leaders' feedback Practising/coaching Experiencing success
Citizenship	Is... Aware Responsible Proactive Critical Involved Adaptable Respectful	Cadets Community service Environmental programs Understanding government Interaction with other faiths and cultures Boarding experience
Spiritual awareness	Knows God loves them Is... Reflective Prayerful Seeking to do better Sensitive to others	Liturgy Retreat experiences A focus on core Christian values Mass Classroom prayer
Leadership	Is... Confident Prepared to step-up A servant Transforming Brave	Knowledge of good leadership characteristics Taking opportunities to lead Leadership development Cadets House events School assemblies

Information for current Year 8 & 9 students.

Term 3

Week 6	Wednesday 19 th August	<p>Subject Selections Commence</p> <p>An electronic edition of the 2021 Year 9 and 10 Handbook is available via SIMON>Knowledge Banks>Subject Selections>2021 year 9 & 10.</p> <p>Notification to families of Middle School subject selection process via College newsletter and PAM.</p>
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Week 6-8	From Thursday 16 th May	<p>Subject Planning Period</p> <p>Due to Remote Learning, students are not required to obtain teacher signatures. However, all students are strongly advised to ensure they have discussed course selections with their current subject teachers.</p> <p>Homeroom Teachers will monitor student progress with subject selections, assisted by subject teachers and Year Level Coordinator.</p> <p>Current Year 9 students interested in VET options are encouraged to explore the resources on SIMON Knowledge Banks>Subject Selections>2021 VET</p>
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Week 9	Monday 7 th September	<p>Subject Selection for current Year 8 & 9 students closes 9am.</p> <p>All Year 9 & 10 selections forms go to the Front Office.</p> <p>Year 9 students considering VET in Year 10 must fill out a VET Application Form and process their subject selections for a standard Year 10 course. Applications for VET are processed independently of the standard subject selections.</p>
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Term 4

October	Year 9 into 10 VET Interviews commence.
November	Students will receive confirmation of their subjects for 2021.

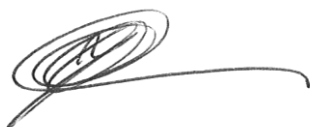
Introduction

Welcome to subject selections for 2021.

The Year 9 and 10 program is modelled on a common core curriculum with student options. This program enables each student to experience a clear scope and sequence in their learning, ensuring they develop a breadth of knowledge and foundational skills in key learning areas. The curriculum is modelled on the F-10 Victorian Curriculum, and CEOB Awakenings Program and VCE Religion and Society at Year 10.

We encourage students to consider Middle School as an opportunity to develop essential learnings and sample a number of studies, which will assist them to make informed choices when planning their courses at senior level.

We hope this handbook will assist families in the selections process and encourage you to contact the teachers listed should you have any further queries.



Mrs Yvette Colquhoun
Director of Studies



Wellbeing at Monivae College

All students participate in the Wellbeing program facilitated by Homeroom teachers. The Year 7-12 program is based upon the Resilience, Rights, and Respectful Relationships curriculum developed for all Victorian schools. This program aims to build students' ability to 'bounce-back' from adversity, understand social and emotional capabilities, and broaden their knowledge of their and others' rights in society.

During their time at Monivae, students also experience MSC in Action afternoons (service-orientated activities), Teen Mental Health First Aid training, and Coaching for study skills.

All students have a copy of the planner and access to resources to support them in understanding the importance of social, emotional, physical and spiritual health leading to overall wellbeing for long-life learning.



Mr. Darren Beks
Director of Students



Key Staff for Middle School Curriculum

Year 9 Coordinator	Mrs. Katee Mitchell	cmitchell@monivae.vic.edu.au
Year 10 Coordinator	Mrs. Sofia Vearing	svearing@monivae.vic.edu.au
Careers Coordinator	Mr. Michael Harms	mharms@monivae.vic.edu.au
VET/VCAL Coordinator	Ms. Kimberly McLeod	kmcleod@monivae.vic.edu.au
Learning Support Coordinator	Ms. Caroline Coggins	ccoggins@monivae.vic.edu.au
Student Services	Mrs. Louise Lonergan	llonergan@monivae.vic.edu.au
Director of Studies	Mrs. Yvette Colquhoun	ycolquhoun@monivae.vic.edu.au

Faculty Leaders

Arts	Mrs. Alisa Houlihan	ahoulihan@monivae.vic.edu.au
English	Mr. Ben White	bwhite@monivae.vic.edu.au
Health & Physical Education	Mrs. Scott Kruger	skruger@monivae.vic.edu.au
Humanities	Ms. Finuala Neeson	fneeson@monivae.vic.edu.au
Mathematics	Ms. Jacinta Ryan	jryan@monivae.vic.edu.au
Religious Education	Mrs Nima Carswell	ncarswell@monivae.vic.edu.au
Science	Mrs. Julie Dohle	jdohle@monivae.vic.edu.au
Technology	Mr. Ian Marshall	imarshall@monivae.vic.edu.au
Cadets	Mr. Philip O'Keefe	pokeefe@monivae.vic.edu.au

Enquiries

In respect of general subject selection queries it is anticipated that the first point of call should be the student's current subject teacher.

Further detailed information regarding courses may be obtained from the specialist staff listed above.

The College telephone number is 5551 1200.

Email correspondence is also welcomed. The general style for email addresses at Monivae college is <firstinitialsurname>@monivae.vic.edu.au (e.g. ycolquhoun@monivae.vic.edu.au)

Middle School Overview

The structure of the Year 9 & 10 curriculum delivers a comprehensive core of subjects which enables students to receive a solid foundation in key knowledge and understandings. Students are then able to make informed decisions regarding their future pathways with a range of personalised options available for them as they enter Year 11.

In addition to the core curriculum, students are encouraged to take advantage of the co-curricular opportunities on offer to enrich their studies and develop their full potential. In Music for example, classroom Music is supplemented by ensembles and opportunities to perform at College events. Annual competitions in Mathematics, debating/public speaking events, science experiences, etc. are regularly promoted with students.

Whilst all courses offer differentiated learning activities and/or assessment to make the curriculum accessible to various ability levels, there are also specialist teachers and programs available to assist students. The Learning Support Staff assist student learning within the classroom and outside the classroom from Years 7 to 12.

Standards based units of study

The units of work taught in each key learning area are based on the F-10 Victorian Curriculum and CEOB Awakenings/VCE Religion & Society for Religious Education. These standards identify what is important for students to achieve at different stages of their schooling, set standards for those achievements and provide a clear basis for reporting to parents and planning programs. Learning programs have been developed around these standards with consideration of the *Monivae College Preferred Futures* (Strategic Plan) and identification of the *Monivae Graduate 2020*.

Homework

Monivae College views the setting and completion of home study as an integral part of the education process. The College believes that this reinforces and enriches the curriculum, encourages excellence, develops organisational and time management skills, and the capacity to assume self responsibility for learning. Students are encouraged to realise that a consistent effort in all classes and an organised approach to home study will maximise their likelihood of academic success.

Monivae's Homework Policy explains that home study is theoretical and practical work undertaken at home which consolidates and supports work done in school. It encourages initiative, self discipline and self motivation. Home study encompasses a wide range of tasks including vocabulary development, test preparation, completion of set work, assignments, revision, pre-reading and wider reading.

For students in Years 9 and 10, the expectation is a minimum of two hours of homework and study Monday to Thursday nights plus two hours over the weekend.

Timetable Structure

As a learning community we seek to support students to develop a regular approach towards their studies through providing a timetable which enables frequency of contact with their subject teacher.

Monivae College runs a timetable based on a six period day. Each period is 50 minutes in length and there are 60 periods in a cycle. Each cycle runs over two weeks.

Year 9

Students may undertake studies in nine key learning areas:

English	8 x 50 minute periods per fortnight
Mathematics	8 x 50 minute periods per fortnight (<i>options</i>)
Humanities	8 x 50 minute periods per fortnight
Science/STEM *	8 x 50 minute periods per fortnight
Languages	6 x 50 minute periods per fortnight (<i>optional</i>)
Health & Physical Education	8 x 50 minute periods per fortnight
Arts	6 x 50 minute periods per fortnight (<i>options</i>)
Technology *	6 x 50 minute periods per fortnight (<i>options</i>)
Religious Education	4 x 50 minute periods per fortnight
STEM *	14 x 50 minute periods per fortnight (<i>optional</i>)

**STEM replaces Science and Technology*

The cycle also includes an integrated program of:
Wellbeing sessions, Meetings, Assemblies, Liturgies, Cadets 4 x 50 minute periods per fortnight

Year 10

Students undertake studies in seven key learning areas and may specialise in Arts, Technology or Languages.

English	8 x 50 minute periods per fortnight (<i>options</i>)
Mathematics	8 x 50 minute periods per fortnight (<i>options</i>)
Humanities	8 x 50 minute periods per fortnight (<i>options</i>)
Science/STEM	8 x 50 minute periods per fortnight (<i>options</i>)
Languages	6 x 50 minute periods per fortnight (<i>optional</i>)
Health & Physical Education	8 x 50 minute periods per fortnight
Arts	6 x 50 minute periods per fortnight (<i>options</i>)
Technology	6 x 50 minute periods per fortnight (<i>options</i>)
Religious Education (VCE Units 1 & 2 Religion & Society)	8 x 50 minute periods per fortnight
Careers	2 x 50 minute periods per fortnight

The cycle also includes an integrated program of:
Wellbeing sessions, Meetings, Assemblies, Liturgies, Cadets or MSC in Action (community service) 4 x 50 minute periods per fortnight

Subject Selections Policy

Rationale:

Student selection of subjects is an important process and students should only select those subjects that they are adequately equipped to deal with.

Aims:

1. To define the preferred prerequisites necessary for a student to select various subjects.
2. To outline a process for appeal if students are unable to gain teacher recommendation for a particular subject. At the appeal students can demonstrate their ability to adequately deal with a subject, despite not meeting the prerequisites.
3. To establish a process that supports students in selecting their future pathway and acknowledges the demands of academic and vocational coursework.
4. To ensure that subject selection is earned and supports students to strive for academic excellence.

Guidelines:

1. The student's ability to undertake subjects will be based on their performance in various subjects in the year of their selection.
2. Student subject selections will be scrutinized by the relevant Year Level Coordinator to ensure that the subject selection policy is being adhered to.
3. EAL students can apply to the Year Level Coordinator for special consideration if they do not meet the minimum prerequisite grades for their subject selections.
4. Students should note that prerequisites may change from year to year and they should ensure that they are working to the current version of the relevant handbook.

Appeal Process

If a student and/or their family wish to appeal they will notify the relevant Year Level Coordinator and outline their reasons to support the application by completing an **Inappropriate Course Selection Form**. An interview will be held to discuss the Appeal. At this meeting, the student and/or parent/guardian will need to demonstrate their ability to adequately deal with a subject, despite not meeting the recommended prerequisite or level of achievement.

The appeal will be heard by a committee which may comprise of the relevant Faculty Leader, the teacher of the prerequisite subject(s) Year Level Coordinator and/or the Director of Studies.

The decision to uphold the appeal or not will be made by the Director of Studies.

Student Promotions Policy

Rationale

Our curriculum is attentive to the needs of the individual, encouraging all to work to the best of their ability, by aiming to provide authentic, relevant and dynamic learning opportunities. It is within this context that the Student Promotions Policy is viewed.

On occasions, students may not achieve the standard required for their promotion to the next year level. There may be many reasons for this and each case must be viewed as an individual case.

This policy does not refer to students who have learning needs, as their progress within the curriculum is monitored and refined by individual learning plans established and overseen by the Special Education Coordinator.

A policy on the promotion of students provides explicit and consistent guidance for staff, students and parents on student progress between year levels.

Mission

Monivae College provides a Catholic education which encourages all to realise their unique potential in a caring environment.

Policy

Monivae College reserves the right to promote only those students who have attained the standard required for promotion to the next Achievement Standard or year level. Promotion is not automatic. In withholding promotion, the concern of the College is the individual student's capacity for academic success and the way in which their commitment to studies has impacted on achievement. Other issues relevant to the individual student are always considered when contemplating promotion or non-promotion.

Guidelines

Successful Completion

1. A student will regularly be promoted if the following requirements are met:
 - a. Satisfactory progress is made in their studies (refer to Appendix 1 Satisfactory Progress). This will be indicated by semester and interim reports and other records of student achievement and progress.
 - b. Set class work, homework and assessment tasks or a negotiated redemptive task are completed.
 - c. Work Habits are satisfactory. This will be indicated by semester and interim reports.
 - d. Attendance at classes is sufficient to complete work to a satisfactory standard. This would normally equate to 90% of scheduled classes.
2. When the Year Level Coordinator becomes aware during the course of an academic year that a student is at risk of not fulfilling the requirements of the above guidelines the following processes should occur:
 - a. Parents will be notified and a meeting arranged between the Year Level Coordinator, student and parents to discuss concerns.

- b. The continued progress of the student will be monitored for an agreed period of time. Feedback will be provided to parents and, if required, a further meeting held to determine promotion or retention. The Director of Students and Director of Studies will be involved in subsequent meetings.

The arrangement of promotion may take one of two forms;

Supported Promotion

In certain cases where a student's behaviour and/or level of commitment to study, academic capacity and academic history have caused serious concern, the Director of Studies may institute a process of supported promotion. The purpose of this mechanism is to enable the student to see areas in which they need to improve and to provide them with assistance in meeting the demands of the following year.

Conditional Promotion

In certain cases, a student's promotion to the next year level may be based on compliance with conditions concerning behaviour and/or level of commitment to study. The objective of the process is the same as for Supported Promotion. Students on Conditional Promotion will be closely monitored and failure to meet the agreed conditions in the set time frame may result in the student returning to their former year level.

- c. A written undertaking, signed by the student, parents and Year Level Coordinator stating work progress and practice to be met in the following academic year will be completed. Copy to be made available to subsequent Year Level Coordinator.
 - d. In the next academic year the student's progress will be regularly monitored by the Year Level Coordinator and reported to Directors of Students and Studies.
3. The final decision not to promote a student will be made by the Principal on the recommendation of the Year Level Coordinator, Director of Students and Director of Studies.

Appendix 1 Satisfactory Progress

Years 7-10

The curriculum at Monivae College is based on the Victorian Curriculum (F-10), Victorian Certificate of Education and Vocation Education and training (VET) standards. These standards define what students should know and be able to do at different stages of learning. They provide valuable information for the assessment of student progress, which in turn forms the basis for teaching or further intervention. Curriculum expectations for secondary student achievement are set at two levels – Level 5 and Level 6. General expectations of when students will achieve the various standards are:

- Level 5 – Years 7 and 8
- Level 6 – Years 9 and 10

The Standards provide a clear picture of the sequence of development a student should progress through at school in terms of the essential physical, personal and social, discipline-based and interdisciplinary knowledge and skills. The Standards enable teachers, parents and students not only to determine the knowledge and skills a student currently demonstrates, but also what that student needs to know and be able to do to progress to the next level through to the end of Year 10.

Standards in the Victorian Curriculum (F-10) are set at a challenging level, not minimum competence, in age and developmentally appropriate ways. This helps to ensure that students are stretched to learn, rather than doing work they find easy which potentially leaves them bored. Each standard describes what students are expected to know and be able to do at that level, and how well they should know and be able to do it. Standards in the English and Mathematics domains are aligned to agreed national benchmarks.

A unit is completed satisfactorily if a student has achieved an 'At the standard Victorian Curriculum' rating or higher, as this indicates that the student has achieved the standards that were set for that unit. This achievement is demonstrated by the student's assessment tasks that have been submitted and work programs that have been completed.

In Years 7 & 8, students will have attempted 40 units across the 4 semesters. To progress to Victorian Curriculum Level 6 (Year 9), students must have achieved a satisfactory completion in at least 36 of the 40 units (90%), of which English, Mathematics and RE must be a part.

In Years 9 & 10, students will have attempted 36 units across the 4 semesters. To progress to Senior Programs, students must have achieved a satisfactory completion in at least 32 of the 36 units (90%), of which English, Mathematics and RE must be a part.

Failure to meet these requirements may lead to a student repeating a program of study.

Cadets Monivae College Cadet Unit – Australian Army Cadets (AAC)

The Monivae College Cadet Unit program aims to enrich the Year 8 and 9 experience, enabling students to demonstrate aspects of their development as an Australian Army cadet. *The Monivae Cadet Program is compulsory for all Year 8 and 9 students and optional at Years 10 and 11. The Monivae College Cadet Unit is one of 224 units from around Australia involving more than 19,000 Army cadets. As a cadet, students learn to be confident, self-sufficient and willing to 'have a go'. It is an opportunity to discover new challenges, lead others and work as a team member.

Vision

The Australian Army Cadets is a leading national youth development organisation, with the character and values of the Australian Army, founded on a strong community partnership, fostering and supporting an ongoing interest in the Australian Army.

Purpose

The Australian Army Cadets is a personal development program for young people, conducted by the Australian Army in cooperation with the community, which is designed to benefit the nation by developing the individual, their community and the Australian Army.

Values

The Australian Army Cadets adopts the values of the Australian Army - Courage, Initiative, Respect and Teamwork - to empower youth to achieve their potential.

Youth Development Philosophy

The AAC optimally achieves the development of youth through:

- their ongoing and regular participation in a continuum of activities and experiences
- an experience of a military-style hierarchical structure and environment (including the adoption of military uniforms, titles, ranks, customs and traditions)
- sequentially building student's skills through the stages of adolescence in their transition to adulthood (such as providing graduated leadership opportunities and using the more experienced cadets in the planning and conduct of activities and in senior advisory and representational roles).

The Monivae Cadet Program

"Cadets provide a unique opportunity to develop life skills you will never learn in the classroom. These skills will hold you in good stead in future careers. It is not about power, it is not about influence over others. It is about growing individually and collectively to take your place in society."

Qualities developed in cadets are:

- *Teamwork, moving forward together. If everyone is moving forward together then success will take care of itself. You can always achieve more as a team by getting the best out of every person in the team than you ever will by a highly talented individual.*
- *Courage and determination*
- *A belief in yourself and the ability to set goals*
- *Trust and honesty*
- *Leadership - Leading by example*
- *A commitment to excellence*
- *Strive to do your best. Bring out the best in others. Everyone has something to offer or some contribution to make."*

Lt Col Tony Harman Monivae College Cadet Unit Adjutant 1982/Reviewing Officer 2002

AAC Structure

The AAC National Headquarters (HQAAC) is located in Canberra and is responsible for the command of the AAC which is structured into 8 regions. Each region generally equates to a State or Territory. There is an AAC HQ located in each region. Both Army and AAC personnel staff each AAC regional HQ. Regional HQ is then further divided into battalions then the respective cadet units.

Cadet Training Competency Standards

All cadets undertaking the two-year program will undertake training in 5 areas of competency. Each of these competencies identify a number of elements which students are marked against relevant performance criteria (standards). Students receive a competency-based report on their achievement in cadets in the following areas;

Competency	Element
1.0 Participate in Cadet Induction Training	1.1 Participate in Ceremonial Activities 1.2 Display Cadet Qualities 1.3 Operate in the Field
2.0 Participate in Ceremonial Activities	2.1 Participate in Ceremonial Activities 2.2 Define and Prepare Orders of Dress
3.0 Conduct First Aid within a Cadet Environment	3.1 Apply First Aid Principles 3.2 Treat Common Injuries 3.3 Recognise Specific Illnesses
4.0 Operate in the Field Environment	4.1 Navigate as an Individual Cross-Country 4.2 Apply Individual Field Craft Techniques
5.0 Maintain Physical Fitness	5.1 Maintain Fitness

Activities:

These competency standards are achieved by a wide variety of activities, such as bush survival, field signals, navigation, first aid, camouflage and concealment, Radio Telephone Procedure (ratel), bush cooking, hygiene, ceremonial activities, history and traditions of cadets, care and maintenance of their uniform, team building, confidence course, band, camps and bivouacs, knots and lashings, field engineering and Ceremonial Parades.

Additional Opportunities:

Cadets also have opportunities to be involved in extracurricular programs supporting ANZAC Day March's in Melbourne, Hamilton and Coleraine, supporting a RSL Sub Branch Church service, Remembrance Day Parades and other community requests.

Promotions Courses (conducted at Puckapunyal):

There are a number of promotional courses available to cadets such as Junior Leaders, Senior Leaders, CUO/WO. These are generally conducted during the June/July and early December school holidays.

Camps:

Throughout the year, our Cadets attend a Bivouac (overnight camp for new recruits) and a five-day Annual camp in May. There are also opportunities for cadets to attend the Victorian Brigade annual camp known as Exercise EMU which accommodates all cadets Units from across Victoria. This is normally conducted during the Term 3 school holidays at Puckapunyal.

Enquiries - for further detail please speak to the Cadets Coordinator

MAJ (AAC) Philip O'Keefe, Monivae College Army Cadet Unit Phone: (03) 55511200
email: pokeefe@monivae.vic.edu.au

**A cadet in the AAC is not a member of the Australian Defence Force.*

LEEP – Learning Enrichment and Enhancement Program (Year 9 only)

Who is the program designed for?

The select entry Learning Enrichment & Enhancement Program (LEEP) continues as an option for students in Year 9 who seek further challenge in their studies. The rigorous and challenging academic program provides students with an opportunity to work with like-minded students in a supportive and encouraging learning environment.

Students are actively encouraged to develop investigative, problem solving and creative thinking skills. The development of these transferable skills which strive to challenge and engage student potential, provide an excellent foundation for further studies at senior level.

The program structure

LEEP is not an accelerated program, it enables students to progress with their school age peers whilst undertaking a challenging curriculum that enriches and extends them in the core studies of English, Mathematics, Science and Humanities.

Students in LEEP will work on the same concepts as other students in the year level, only in greater depth. Students will receive specialist instruction by the teacher identifying enrichment activities within the existing curriculum. In addition, students will be provided with an opportunity to work on independent study projects.

Selection for the program

Evidence of strong academic performance across subject areas, (including semester reports, NAPLAN and ACER testing) and positive student involvement in the College community are important indicators for future applicants.

All participants in the program will be expected to work hard, try their best consistently, actively seek help if they are experiencing difficulties and demonstrate cooperation and respect towards teachers and fellow students to foster a flourishing learning community.

It is also expected that students will participate in a range of further enrichment opportunities on offer from their teachers such as national competitions (i.e. Science, English, Mathematics and History competitions).

Students seeking participation in the LEEP are encouraged to contact the Co-Director of Studies, Mr. Leon Furze



Mr. Leon Furze
Co-Director of Studies

Ph: (03) 55511200
Email: lfurze@monivae.vic.edu.au



Year 9

Year 9 is an opportunity for students to establish a strong foundation of key skills in each of the 9 key learning areas. Through a variety of learning activities each student will develop a clearer sense of their strengths, interests and goals. Students are encouraged to be futures focused and connected to the world around them by making links beyond the classroom and developing transferable skills in a changing environment.

In Year 9 students are encouraged to focus on organisation and time management. These skills become increasingly important as they continue with their studies in future years. Students are given guidance and assistance with organising their time between social and school life and realising the importance of having a balanced work/study life. Students are also encouraged to maintain organised notes for study and appropriate locker spaces. This encourages them to take ownership of their education. Throughout the year students are given various study techniques and are assisted to find the approach that best suits their learning style.

Our theme for Year 9 is Respect and Resilience – both qualities vital for school like and community engagement and success. Respect encompasses a number of areas including towards all members of the Monivae community – teachers, fellow students, ancillary staff and school property. Resilience is a facet of Positive Education and is widely known as the ability to “bounce back” from adversity. The skills acknowledge our students gain in this field will be applied each day at school and on into their future careers and community.

The Year 9 Program also includes:

- **Cadets** – a continuation of the College Cadet program, with the annual camp and the Ceremonial Parade among the major components.
- **Retreat** – the students’ first look at a formal retreat program linked to the MSC philosophy. The retreat programs run annually from Year 9 through to Year 12
- **The LEEP program** – that began at Monivae in Year 7 in 2015 with this year’s Year 9 group has continued on and is now operating at Year 9 level giving many students an opportunity to extend their studies.
- **Positive Education** – all students at Monivae College participate in this dimension of the Pastoral Care Program on a regular basis. It is structured to incorporate ideas about positive psychology using the individuals character strengths and personal motivation to promote optimal learning and personal wellbeing.
- **Special Programs** – specifically designed on a needs basis to address current issues relating to this year level. These can include social welfare groups, Police, local speakers from business houses, professional, trade, and various other programs that have active student involvement.



Mrs Katee Mitchell
Year 9 Coordinator

2021

Year 9 Overview

LEARNING AREAS		Refer to unit descriptions in the handbook for subject details				Students must undertake studies in 8 Learning Areas			
English <i>(8 periods each fortnight)</i>	Mathematics¹ <i>(8 periods each fortnight)</i>	Religious Education <i>(4 periods each fortnight)</i>	Humanities <i>(8 periods each fortnight)</i>	Science <i>(8 periods each fortnight)</i>	Health & Physical Education <i>(4 periods each fortnight)</i>	Elective Areas <i>(6 periods each fortnight)</i>			
						Languages <i>² (optional)</i>	Arts ³ <i>(options)</i>	Technology ³ <i>(options)</i>	Specialist Areas <i>(optional)</i>
English	Mathematics Mainstream OR Mathematics Consolidating ¹	Religious Education	<i>Semester One</i> History and Civics & Citizenship <i>Semester Two</i> Geography and Business	Science / STEM OR STEM ⁴	Health & Physical Education	Indonesian	Drama OR Media OR Music OR Art OR 3D Art OR Visual Communication	Food Technology OR Materials Technology Wood OR Materials Technology Textiles	STEM ⁴
<i>Planning considerations:</i>									
1	<i>A Mathematics Consolidating class(es) will run pending student needs. Acceptance into these classes will be based on academic progress in 2020 and teacher recommendation</i>								
2	<i>Students who elect to study Languages (Indonesian) will undertake ONE Arts/Technology option each semester</i>								
3	<i>Students will select TWO Arts subjects and TWO Technology subjects (unless they study Indonesian, refer to point 2)</i>								
4	<i>Students electing to undertake a specialist program, STEM will undertake ONE Arts/Technology option each semester. An application process is required for students to select this option. Selection will be based on specific criteria published in the unit description for the subject and teacher recommendations</i>								

Year 10

Year 10 enables students to build on prior learning and deepen their understanding in 6 of the key learning areas with an opportunity for each student to specialise their program in readiness for senior pathways.

A key focus of Year 10 is for students to further develop their career management competencies. In an environment where individuals are likely to transition between a variety of life, learning and work roles, students need to be empowered to design and manage their future careers.

Students need to learn and experience the benefits of:

- Building and maintaining a positive self concept
- Interacting positively and effectively with others, and
- Changing and growing throughout life

To take advantage of possible options, students also need the knowledge and skills to:

- Participate in life-long learning that is supportive of their career goals
- Locate and effectively use career information, and
- Understand the relationship between work, society and the economy.

The learning sequence undertaken by students in each of their subjects will be identified as part of the greater journey towards senior subjects, further education and employment.

- **Reflection Day** – this is the students' opportunity to reflect on their interaction with others and move forward in the MSC philosophy. Retreat programs at Monivae run from Year 9 through to Year 12.
- **Leadership opportunities** – All Year 10 students have the opportunity to develop leadership skills. Through the Cadet Program, students are able to further develop these skills by applying for positions of leadership as well as undertaking external training.
- **Wellbeing Program** – as part of wellbeing sessions, students develop their relationships with their peers and teachers. Throughout this year, the focus for the students during Wellbeing sessions and homeroom will be on developing character strengths, habits of mind and communication skills that will make transitioning to the senior school and the workforce more effective. During a year where many transitions and challenges will take place personally and academically, students will be guided and coached with tools they can use when they face challenges.
- **Careers** – leading up to VCE and VCAL there is a particular focus on careers in Year 10. Students have numerous opportunities to learn about the world of work and investigate their strengths and possible career paths. The careers camp in Melbourne is an opportunity for students to familiarise themselves with Melbourne and various industries/universities and attend a careers expo. As part of the Careers program, students are involved creating a personal Moresby Profile that assists them to identify possible future pathways.
- **Special Programs** – specifically designed on a needs basis to address current issues relating to the year level.
- **Mission Experiences** – though most of these are completed in the senior years, an application process often takes place at Year 10.
- **MSC in Action** - A fortnightly program for non-Cadets where students participate in activities designed to encourage students to take a heart centered approach within their community. Students immerse themselves in community projects and service-based commitments to create a personal journey reflecting the MSC charism.



Mrs Sofia Vearing
Year 10 Coordinator

LEARNING AREA		Refer to unit descriptions in the handbook for subject details					Students must undertake studies in 8 Learning Areas			
English <i>(8 periods each fortnight)</i>	Mathematics <i>(8 periods each fortnight)</i>	Religious Education <i>(8 periods each fortnight)</i>	Humanities <i>(8 periods each fortnight)</i>	Science <i>(8 periods each fortnight)</i>	Health & Physical Education <i>(8 periods each fortnight)</i>	Languages <i>(optional) (6 periods each fortnight)</i>	Arts AND Technology TWO units are selected <i>Students may select ONE unit from Arts AND ONE Technology</i> OR <i>specialise in one area for TWO units</i> <i>(6 periods each fortnight)</i>		Careers <i>(2 periods each fortnight)</i>	VET⁴ <i>(optional)</i>
English OR Advanced English	Mathematics Mainstream OR Mathematics Advanced OR Mathematics Consolidating ¹	Religious Education VCE 1 & 2	<i>Semester One</i> Geography & Business OR Advanced Geography & Business <i>Semester Two</i> History & Civics OR Advanced History & Civics	Science / STEM OR Pathways Option Agricultural Science ²	Health & Physical Education	Indonesian ³	Drama OR Media OR Music OR Art OR 3D Art OR Visual Communication	Food Technology OR Materials Technology - Wood OR Materials Technology - Textiles	Careers	Building and Construction OR Engineering OR Automotive OR Hospitality or Kitchen Operations OR Screen & Media OR Agriculture
<i>Planning considerations:</i>										
<ol style="list-style-type: none"> <i>A Mathematics Consolidating Class(es) will run pending student needs. Acceptance into these classes will be based on academic progress in 2020 and teacher recommendation</i> <i>Anfd Agricultural Science option will be offered at Year 10, pending student interest and staffing availability</i> <i>Students who elect to study a language will undertake this study in preference to Arts/Technology options</i> <i>Students applying for VET must complete a VET Application Form and submit this additional form with their subject selections. VET course offerings will be dependent upon confirmation of student numbers and arrangements with Training Providers. A VET program is undertaken in addition to the standard Year 10 course with the expectation that students catch-up on any work missed.</i> 										

Arts

The Arts at Monivae is divided in to two categories, Visual Arts and Performing Arts.

The Arts enable students to develop their creative and expressive capacities by learning about the different practices, disciplines and traditions that have shaped the expression of culture locally, nationally and globally. Students are both artist and audience in the Arts. They make, respond, and learn to appreciate the specific ways this occurs in different disciplines.

The Arts present ideas that are dynamic and rich in tradition. Through engaging in The Arts students are entertained, challenged and provoked to respond to questions and assumptions about individual and community identity, taking into account different histories and cultures. The Arts contributes to the development of confident and creative individuals and enriches Australian society. Students express, represent and communicate ideas in contemporary, traditional and emerging arts forms. In Drama and Music students explore the performing arts whilst in Media, 3D Art, Visual Art and Visual Communication Design students explore the world of visual representation and expression.

The Mission of the Arts Faculty is to:

- Provide an opportunity for our students to develop creative ideas and be able to represent and communicate these ideas in either a visual art or performing art form.
- To continue to encourage all students to participate in Arts subjects.

The Monivae Arts Graduate

The Arts graduate will demonstrate that they are able to express, represent and communicate Arts ideas in a variety of performance or visual contexts. They will have an understanding of the context of Arts works and how different Arts practices have shaped our society. They will be able to design, create and perform for a context or purpose

Units Available

Year 9	Performing Arts	Visual Arts
	Drama	Art
	Media	3D Art
	Music	Visual Communication
Year 10	Drama	Art
	Media	3D Art
	Music	Visual Communication

Which VCE subject will an Arts subject lead to after Year 10?

Year 10 Subject (2021)	VCE Subjects offered at Monivae (2022)
Art	VCE Studio Art
3D Art	VCE Studio Art
Visual Communication	VCE Studio Art VCE Visual Communication Design
Drama	VCE Drama
Media	VCE Media
Music	VCE Music Performance

Why Study Arts?

The skills and knowledge a student will gain by studying Arts:

- A greater ability to perceive ideas, imagine new things, create, think laterally, feel, symbolise, communicate and understand
- Develop Confidence and creativity
- An opportunity to imagine and creatively engage, personally and collectively within their real and imagined worlds
- Development of their identity, confidence, social participation and inclusion
- An awareness of cultural diversity and heritage
- An understanding of the design process – explore, experiment, create, analyse, critique and make meaning

Year 9 Unit Descriptions

PERFORMING ARTS OPTIONS

Unit: Drama

Suitability: All students

This unit caters for those with an interest in acting. It provides plenty of workshops and opportunities to develop acting skills.

Drama offers an opportunity for students to encounter a diverse range of performance texts and experience different styles of live theatre as an audience, as well as share their own drama and theatre work with others through performance. This unit is ideal for those wishing to pursue further drama study in VCE. Alternatively this unit is interesting for those wishing to develop personal skills and/or further an interest in theatre.

Topics include: The Performers Toolbox (Acting Techniques), Role & Character, Solo & Group Playmaking and Scriptwriting, Non-Realistic Theatre, Brecht/Epic Theatre, Verbatim Theatre.

Assessment Activities:

Students are assessed through their participation in practical acting, workshops, solo & ensemble acting, written assignments & workbook.

Enquiries – For further detail on this subject please speak to Arts Faculty Leader

Mrs Alisa Houlihan

Phone: (03) 5551 1200

email: ahoulihan@monivae.vic.edu.au

Unit: Media

Suitability: All students

In this unit, students deepen their critical knowledge and engagement with media by analysing different forms of mass media: films, television programs, magazines, radio and the internet and also create their own films, animations, photographs, podcasts and other audio-visual and web-based products. They examine how the media presents messages and use a range of technologies, such as digital video and still cameras and film and image editing software such as iMovie, Adobe Premiere and Adobe Photoshop to create their own media products for specific purposes.

Assessment Activities:

Topics covered in this unit include:

Cinematography - understanding the basic terminology of cinema

Short Film Making – developing skills in the creation of film

The Media and You - the role of the mass media in our lives

Body Image - how magazines represent men and women

Photography: What Makes a Good Photo? – developing skills in analysing the composition of effective photos and creating their own folio of photographs

Enquiries – For further detail on this subject please speak to

Arts Faculty Leader

Mrs Alisa Houlihan

Phone: (03) 5551 1200

email: ahoulihan@monivae.vic.edu.au

Unit: Music

Suitability: All students

Music gives students an understanding of music concepts and prepares them for further studies in this area as well as valuable life skills. It gives them a broad understanding of music and music styles. It covers major musical concepts and gives students an appreciation of the variety and cultural aspects of music over different historical periods. Topics also include Music for Film & Advertising, Aural Training, Solo Performance, Small Ensemble Performance, Essential Theory and Composition using music technology.

Students taking Music are encouraged to be learning a musical instrument or voice. Participation in a school music ensemble is expected. Options include: Choir and/or Concert Band.

Assessment Activities:

Composition, performances, ensemble participation, theory and aural skills are assessed.

Enquiries – For further detail on this subject please speak

Arts Faculty Leader

Mrs Alisa Houlihan

Phone: (03) 55511200

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VCE Music Teacher

Mrs Alisa Houlihan

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email: ahoulihan@monivae.vic.edu.au

VISUAL ARTS OPTIONS

Unit: Art

Suitability: All students.

This unit focuses on engaging students in critical and creative thinking and practise the use of a wide range of media and technologies to help them to understand themselves and the world around them. Students engage in the design process, in experimenting and creating art works from traditional and contemporary media and materials equipment and technologies. The exploring and responding component looks at a range of contemporary and traditional examples of artists' works in the disciplines and forms in which they are working.

Assessment Activities:

Drawing
Painting
Mixed Media
Use of the design process

Enquiries – For further detail on this subject please speak to Arts Faculty Leader

Mrs Alisa Houlihan
Phone: (03) 5551 1200
email: ahoulihan@monivae.vic.edu.au

VCE Studio Art Teacher

Mrs Rachael Rowe
Phone: (03) 5551 1200
email: rrowe@monivae.vic.edu.au

Unit: 3D Art

Suitability: All students

This unit is an ideal study for those that like to explore Art using 3D mediums. Students explore a variety of materials such as wire, timber, Modroc clay and found objects to build, design and create 3D art works. The unit will develop skills that will enable students to use techniques that are fundamental to sculptural forms. Students will develop hand building techniques such as pinching, coiling and slab building as well as surface texture and decoration techniques and gain an appreciation of glazes and glaze application.

Why study this subject?

This subject compliments the Art course and develops creative skills in a 3D context. Students will learn a range of techniques and processes for creating small and large-scale work.

Skills a student can gain in this subject

Design
Spatial awareness
Construction skills

Assessment Activities

Students will be assessed on practical activities, written assignments and design folio
Use of concepts, ideas and themes

***Enquiries – For further detail on this subject please speak to
Arts Faculty Leader***

Mrs Alisa Houlihan

Phone: (03) 5551 1200

email: ahoulihan@monivae.vic.edu.au

VCE Studio Art Teacher

Mrs Rachael Rowe

Phone: (03) 5551 1200

email: rrowe@monivae.vic.edu.au

Visual Communication

Suitability: All students

This unit covers a wide range of design and drawing skills suitable for product and information design and helps the student to become more competent in design and lateral thinking. The unit aims to broaden the skills base of students to encompass both traditional and digital design methods. Students not only develop their drawing and design skills, but also develop experience in photography, digital imaging and technical drawing. This unit is ideal preparatory work for further studies in Art, Visual Communication or Media.

Assessment Activities:

Drawing

Technical Drawing

The use of the Design Process

Digital Photography

Digital Design

Folio Work

Photographic Printing and Presentation

***Enquiries – For further detail on this subject please speak to
Arts Faculty Leader***

Mrs Alisa Houlihan

Phone: (03) 5551 1200

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VCE Visual Communication Design Teacher

Mr Peter Fotheringham

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Year 10 Unit Descriptions

PERFORMING ARTS OPTIONS

Unit: Drama

Suitability: All students

Availability: Usually offered in Semester 2

This unit is about the many components that come together in order to make a production possible. It looks at the role of direction and the intricate arts of illusion and stage-craft.

Topics offered are: Analysing Live Performance, Solo and Ensemble Play-building, Australian Theatre, Theatre, Asian Theatre & Indigenous Drama. This unit is also an ideal pre-requisite for Unit 1 & 2 Drama.

Why study this subject?

Drama offers an opportunity for students to experience different styles of live theatre as an audience and develop their own drama and theatre work with others through performance. This unit is ideal for those wishing to pursue further drama study in VCE. Alternatively this unit is interesting for those wishing to develop personal skills and/or further an interest in theatre.

Skills a student can gain in this subject

Increased confidence in movement and acting, increased use of expressive skills: voice, movement, gesture and facial expression. Knowledge of different performance styles and experience in play-building.

Assessment Activities:

Students are assessed by practical and written assignments, work book and individual and group acting tasks.

Enquiries – For further detail on this subject please speak to Arts Faculty Leader

Mrs Alisa Houlihan

Phone: (03) 55511200

email: ahoulihan@monivae.vic.edu.au

Unit: Media

Suitability: All students

Media is the creative use of communications technologies to tell stories and explore concepts for diverse purposes and audiences. Media artists represent personal, social and cultural realities using platforms such as television, film, video, newspapers, magazines, radio, video games, the worldwide web and mobile media. Produced and received in diverse contexts, these communication forms are important sources of information, entertainment, persuasion and education and are significant cultural industries in Australian society. Digital technologies have expanded the role that media play in every Australian's family, leisure, social, educational and working lives.

Students deepen their creative and critical knowledge and engagement with media. They explore and control the language codes, conventions and processes of media practice and become responsive and ethical creators and users of media who can communicate in conventional and imaginative ways. Students operate a range of technologies to produce media for specific purposes, including for commercial, non-commercial, independent and artistic contexts and audiences. They

experiment with different communications forms and make informed choices about the technologies they use to produce, distribute and access media.

Why study this subject?

Media explores the diverse artistic, creative, social and institutional factors that shape communication and contribute to the formation of identities. Through Media Arts, individuals and groups participate in, experiment with and interpret the rich culture and communications practices that surround them.

Skills a student can gain in this subject

Students participate with media ethically, sensitively and safely and they learn about specific media histories and contexts, including those in Australia. They learn about some of the social, cultural, technological, economic and legal contexts in which media are produced. They use Media to express themselves as citizens, consumers, creators and community members.

Assessment Activities:

Study of camera techniques on film
Use of film editing software to create content
Analysis of film as an art form
Storyboarding and film planning

Enquiries – For further detail on this subject please speak to Arts Faculty Leader

Mrs Alisa Houlihan
Phone: (03) 55511200
email: ahoulihan@monivae.vic.edu.au

Unit: Music

Suitability: All students who are learning a musical instrument or voice.

Availability: Usually offered in Semester 1

This unit is a study suitable for students wishing to continue in VCE music, or to develop a life skill. Students are advised to be in a position to learn a musical instrument or voice. It focuses on the composition skills and knowledge of the various styles of music. It also helps students to appreciate the musical areas and the techniques behind them. Students learn to use music technology, and to develop their composition, performance and aural skills.

Students taking Music Performance are expected to be learning a musical instrument or voice. Participation in a school music ensemble is expected. Options include: Choir and/or small Ensembles, Concert Band.

Why study this subject?

Students develop a deepened understanding and use of music concepts and languages, practices, technologies and techniques in their music making.

Skills a student can gain in this subject:

Performance skills
Capacity to create music
Working in an ensemble setting
Music Appreciation
Aural and Theory knowledge

Assessment Activities:

Composition, performances, ensemble participation, theory and aural skills are assessed.

Enquiries – For further details on this subject please speak to**Arts Faculty Leader**

Mrs Alisa Houlihan

Phone: (03) 55511200

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VCE Music Teacher

Mrs Alisa Houlihan

Phone: (03) 55511200

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VISUAL ART OPTIONS**Unit: Art**

Suitability: All students

In this unit, students use critical and creative thinking to analyse and evaluate how artists communicate ideas and convey meaning in artworks. Students identify the influences of other artists and analyse connections between techniques, processes and visual conventions in artworks to develop their own art practice. They select, and manipulate materials, techniques, processes, visual conventions and technologies to express ideas and viewpoints in their artworks. Students analyse and evaluate artworks and exhibitions from different cultures, times and places, and discuss how ideas and beliefs are interpreted by audiences.

Why study this subject?

Students develop an understanding of visual art techniques, processes and technologies. Students will develop critical and creative thinking strategies using visual arts language. Students will develop confidence, curiosity, imagination and enjoyment and a personal aesthetic through making, viewing, and analysing and interpreting art works.

Assessment Activities:

Practical activities

Written assignments

Design folio

Enquiries – For further detail on this subject please speak to**Arts Faculty Leader**

Mrs Alisa Houlihan

Phone: (03) 55511200

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VCE Studio Art Teacher

Ms Elaine Noske

Phone (03) 5551 1200

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Unit: 3D Art

Suitability: All students

This Unit is an ideal study for those that like to explore Art using 3D mediums or those who wish to continue to develop 3D skills from Year 9. Students explore a variety of materials such as wire, timber, Modroc clay and found objects to build, design and create 3D art works. The unit will develop skills that will enable students to use techniques that are fundamental to sculptural forms. Students will develop hand building techniques such as pinching, coiling and slab building as well as surface texture and decoration techniques and gain an appreciation of glazes and glaze application.

Why study this subject?

This subject provides an opportunity to develop skills that can then be used in the VCE Art course and develops creative skills in a 3D context. Students will learn a range of techniques and processes for creating small and large-scale work.

Skills and techniques a student can gain in this subject:

Design
Spatial awareness
Construction skills

Assessment Activities

Students will be assessed on practical activities, written assignments and design folio
Use of concepts, ideas and themes

Enquiries – For further detail on this subject please speak to Arts Faculty Leader

Mrs Alisa Houlihan
Phone: (03) 55511200
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VCE Studio Art Teacher

Mrs Rachael Rowe
Phone (03) 5551 1200
email: rowe@monivae.vic.edu.au

Unit: Visual Communication

Suitability: All students

This course is an ideal study for students develop their general art and design skills. Students will explore different media both traditional and technical in the production of Drawings, Artwork and Printed media. Students produce a folio of completed works from areas such as Drawing, Photography, Digital imaging and various art mediums. Assessment is based on the collective result of the folio, this allows for students to develop or excel in some areas which are then submitted into the folio.

Why study this subject?

Visual Art is becoming a bigger part of our world. More technology is used in the production of art and visual communication but to produce such work requires traditional skills. This study explores most of the skills required to produce artworks and design in our modern world.

Skills a student can gain in this subject

Students undertaking this study will gain skills in computer graphics and design as well as artwork and will develop a better understanding of the production of visual and photographic media for print.

Assessment Activities

Students will explore a range of graphic and art forms and have choice over the type and extent of work they submit into their folio. Students are assessed on their practical skills as applied to an annotated folio.

Enquiries – For further detail on this subject please speak to Arts Faculty Leader

Mrs Alisa Houlihan

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Visual Communication Teacher

Mr Peter Fotheringham

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Careers

Careers Education

Careers Education strives to assist students to identify the skills, attitudes and knowledge that they need to effectively manage life, learning and work roles post school.

The skills, knowledge, and attitudes people need to manage their own careers can be understood as a set of competencies that can be developed and strengthened over time. The careers education at Monivae College has been modelled on eleven careers management competencies articulated in the *Australian Blueprint for Careers Development framework*.

Careers education at Monivae supports students to develop:

- Individual knowledge of how their behaviours impact on themselves and others in relation to the world of work and their own personal/professional development
- A clear understanding of their own personal resources (toolkit) which will develop over time. This toolkit includes: values and attitudes, abilities and skills, personal qualities and professional skill development
- A clear understanding of post-school options and alternative pathways
- Knowledge about the demands and rewards associated with all career pathway options
- Appropriate decision making skills that offer the potential for positive outcomes for prospective careers and life choices (paid and unpaid)
- Effective skills to assist with the development of a positive transition from school into adult life (work and study).

Work Experience

Work experience is part of the schools' educational program where students experience working life, often for the first time. It is the short-term placement of secondary school students with employers, to provide insights into the industry, and the workplace in which they are located. Students are placed with employers primarily to observe and learn – not to undertake activities which require extensive training or expertise. It is undertaken at the employer's premises and has enormous benefits for students as it gives them a chance to:

- Work alongside adults as part of a team gaining an understanding of work
- Develop and practice a range of new skills
- Become more independent and confident
- Relate the school curriculum to the workplace
- Increase motivation to continue their study and/or undertake further training
- Explore career options

Students complete the workplace health and safety program 'safe@work' as part of their work experience induction.

Morrisby Profile: A comprehensive online career assessment to help gain accurate information and guide career decision.

As part of the Careers program, students participate in a structured careers evaluation and guidance program.

Students participate in 2 hours of testing to identify what they are good at, what they like doing, their planning style and approach to work, how they solve problems and what motivates them. A comprehensive report is produced using the information from the testing and career interest questionnaire. An information session is also provided for parents/students to help interpret and understand the data collected and presented in the report. This report is then used to assist students with their career planning and subject selection.

Work and Work Futures

This unit focuses on the nature of work, the work environment and the contribution of work to individual and collective wellbeing. It explores the factors that influence the work environment now and into the future and the rights and responsibilities of participants in the work environment.

Creating a work-ready folio

Students create a resume, application letter and practise job interview techniques. Students collate a 'work-ready' folio that includes their resume, application letter, Morrisby report and work experience evaluation report. Students can include other relevant documents if they wish.

Overview of Careers Education

Term 1: Work experience induction, including safe@work program

Term 2: Work experience, Morrisby testing and subject selection

Term 3: Work and work futures

Term 4: Creating a work-ready folio

Assessment Activities

Examples of Careers Education assessment include:

- A career investigation
- A workplace journal
- A work-ready folio
- A workplace investigation
- A further education assignment

English

Mission

The Monivae College English faculty mission is to deliver an engaging and challenging English curriculum that enables all of our students to reach their full potential. Our students extend their literacy skills through a range of forms, including written, visual, and multimodal texts.

Through the explicit instruction of writing skills and techniques students will improve their understanding of the English language and knowledge of how to write analytical, creative, and informative texts. Our students will also focus on reading and comprehension skills including reflection and inference through a variety of text types.

The English curriculum is built around the three strands of language, literature, and literacy and balances students' skills in reading and viewing texts, speaking and listening, and writing.

The Monivae College English curriculum offers a diverse range of texts reflecting the backgrounds, beliefs, gender and cultural perspectives of our students.

The Monivae English Graduate

The English faculty aims to nurture students to be confident, compassionate, and competent citizens with a lifelong love of learning. Through the development of literacy skills, students will be empowered and provided with critical thinking skills that will serve them well throughout their lives. Students will be encouraged to express their thoughts and beliefs in a variety of ways, and will be given the skills to do so in an articulate and respectful manner.

Skills

The comprehension of written English and the ability to both write and speak well are critical skills both in Australian society and globally. Fostering a lifelong love of learning and reading will enable students to continue to develop their knowledge and skills well beyond graduation. Studying English also encourages an appreciation and respect for other cultures and backgrounds, enabling students to develop a positive world-view.

Specifically, the skills developed in the Australian English curriculum are:

- Listening, reading and viewing
- Speaking, writing and creating
- Responding to and appreciating literature

Year 9 Unit Descriptions

Year 9 English

In Year 9 students study how human rights and freedoms are presented in different forms of literature. Through the study of both fiction and non-fiction texts, students analyse, create, and argue ideas related to civil rights, basic human rights, race, and equality. At the end of Semester Two, students transition into a study of War Literature to prepare them for Year 10.

Semester 1

Unit 1: Creative Non-Fiction

In this Unit, students study the genre of 'Creative Non-Fiction', using a collection of essays and articles related to sports, and written by authors from diverse backgrounds. Students study the structure, style and voice of these essays, and write analytical and creative responses of their own.

Unit 2: Protest – The world as it is, the world as it should be

Students study a range of non-fiction texts to explore how different authors use persuasive language techniques to present an argument. They read a variety of forms from propaganda to longer non-fiction essays, and develop their own skills in persuasion and argument.

Semester 2

Unit 1: Reading and Creating Texts

Students use a variety of fiction texts, including a novel and a film, to explore ideas, issues and themes. They examine how authors create meaning in their texts through language, and write both analytical and creative responses to the original texts.

Unit 2: Reading and Comparing Texts

In this Unit, students read and compare texts from a variety of authors, times, and contexts in order to build skills in both analysis and comparison. They examine the differences in style, tone, voice, language and construction of texts, and how different texts convey similar meanings.

Assessment Activities

Assessment tasks form an important part of each Unit in Year 9, and are presented in a variety of forms, such as creative responses, orals, and written analysis.

Silent Sustained Reading program

All classes in Years 7-10 participate in the Silent Sustained Reading (SSR) program. For 10 minutes at the start of each English lesson, students read in silence. Students are expected to bring their own reading materials which may be fiction or non-fiction, but must have some literary merit (i.e. not picture encyclopaedias, Guinness Records style books, etc.). Books may also be provided by the teacher and library, and students may read their set text during this time. The SSR is not assessed – its purpose is simply to encourage more reading.

Journalling

Throughout Years 7-10, students regularly complete 'journalling' activities in the English classroom. Like the Silent Reading, this journalling is used in order for students to develop skills in writing for a sustained period of time. Journalling is completed in silence, in a separate A5 book used specifically for this purpose. Students write using a prompt, or they may choose to write their own pieces. Journal writing is not for assessment, but work may be shared or discussed in class on occasion.

For further information please contact the English Faculty Leader

Mr Benjamin White

Phone: (03) 55511200

bwhite@monivae.vic.edu.au

Year 10 Unit Descriptions

Year 10 English

The units in Year 10 develop into a preparatory program for English VCE to support students who intend to follow this pathway. Adjusted assessment tasks are available for students who decide to follow a VCAL pathway.

Semester 1

Term 1: Film Study – Documentary

In this Unit, students analyse a documentary film. Students use film analysis techniques to explore the techniques and conventions of the documentary genre, focusing on one main documentary.

Term 2: Reading and Creating Texts: News Media and Journalism

This unit expands on the documentary analysis unit, and introduces students to the importance of news media and journalism as the 'fourth estate', and the impact that media texts can have on society (general public, government, etc.). This unit explores bias in the media, the emergence of 'fake news', and explores issues that impact on journalists' ability to report and publish media. This unit will teach students to be critical consumers of news media, develop their writing 'voice', and provide an opportunity for them to develop and apply their English and literacy skills to 'real world' and authentic writing tasks.

Semester 2

Unit 1: Reading and Comparing Texts

In this Unit, which is closely modelled on VCE Units 3 and 4, Area of Study 2, students complete a detailed analysis and comparison of two texts: one novel, and one film. They explore how issues, themes and ideas that are shared between the texts can be presented in different ways, and gain important skills in comparative writing that are required for both the VCE and VCAL programs.

Unit 2: Reading and Creating Texts

This Unit, also modelled on the VCE, uses a complex text to push students' analytical and close reading skills. Students are encouraged to engage with Classic Literature that provides complex language, themes and style for analysis. Students write both analytical and creative responses to Classic Literature.

Unit 3: Analysing and Presenting Argument – Presenting

In this Unit, students are introduced to the conventions of oral presentations in preparation for Area of Study 2 in Year 11 and 12 VCE English. Students practise developing and presenting reasoned points of view on issues of contemporary relevance. In constructing arguments students focus on the logical development of their own ideas, and select evidence and language to support their arguments.

Silent Sustained Reading program

All classes in Years 7-10 participate in the Silent Sustained Reading (SSR) program. For 10 minutes at the start of each English lesson, students read in silence. Students are expected to bring their own reading materials which may be fiction or non-fiction, but must have some literary merit (i.e. not picture encyclopaedias, Guinness Records style books etc.). Books may also be provided by the teacher and library, and students may read their set text. The SSR is not assessed – its purpose is simply to encourage more reading.

Journalling

Throughout Years 7-10, students regularly complete 'journalling' activities in the English classroom. Like the Silent Reading, this journalling is used in order for students to develop skills in writing for a sustained period of time. Journalling is completed in silence, in a separate A5 book used specifically for this purpose. Students write using a prompt, or they may choose to write their own pieces. Journal writing is not for assessment, but work may be shared or discussed in class on occasion.

Assessment Activities

Assessment tasks form an important part of each Unit in Year 10, and are presented in a variety of forms, such as creative responses, orals, and written analysis. Additionally, students who wish to undertake VCAL Literacy or VCE Literature studies may be able to complete modified assessment tasks that direct them towards the skills required for these subjects.

For further information please contact the English Faculty Leader

Mr Benjamin White

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Year 10 Advanced English

Year 10 Advanced English offers a pathway for students who are interested in further study in English or Literature. The course diverges from the regular Year 10 program, using more texts and approaches that are taken from both VCE English and VCE Literature. This course prepares students for either VCE option. Year 10 Advanced English is a prerequisite for studying VCE Literature.

Semester 1

Unit 1: Introduction to Literary Theory and Critical Analysis

In this introductory unit, students establish a background context for studying literature through critical theory and analysis. Students explore various approaches to literary criticism including Feminist, Structuralist, and Post-Colonialist theories. Students read texts with through a more critical lens, applying their building knowledge of theory to develop their own readings and interpretations.

Unit 2: Developing Argument and Exploring the Art of Rhetoric

This Unit of work extends upon ideas addressed in Year 9 English, and expands on the students' understanding of the power of persuasive language. Students analyse a variety of forms of text, analysing how the authors use the art of rhetoric to construct arguments. Using these skills, they then construct their own persuasive texts.

Semester 2

Unit 1: Reading and Comparing Texts

In this Unit, which is closely modelled on VCE Units 3 and 4, Area of Study 2, students complete a detailed analysis and comparison of two texts. They explore how issues, themes and ideas that are shared between the texts can be presented in different ways, and gain important skills in comparative writing that are required for both the VCE English and VCE Literature courses.

Unit 2: Reading and Creating Texts

This Unit, also modelled on the VCE, uses a complex text to push students' analytical and close reading skills. Students are encouraged to engage with Classic Literature that provides complex language, themes and style for analysis. Students write both analytical and creative responses to Classic Literature, and produce adaptations and transformations of these Classics.

Silent Sustained Reading

All students in Years 7-10 undertake silent sustained reading for ten minutes at the start of each lesson. This brings a focus and awareness of the importance of reading to each lesson, and provides Advanced English students with additional time to read their complex texts. Students may choose to read either set texts or their own books.

Journalling

Throughout Years 7-10, students regularly complete 'journalling' activities in the English classroom. Like the Silent Reading, this journalling is used in order for students to develop skills in writing for a sustained period of time. Journalling is completed in silence, in a separate A5 book used specifically for this purpose. Students write using a prompt, or they may choose to write their own pieces. Journal writing is not for assessment, but work may be shared or discussed in class on occasion.

For further information please contact the English Faculty Leader

Mr Benjamin White

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Health and Physical Education

Mission

To provide excellence in teaching Physical and Health Education which encourages all students to realise their unique potential. The Health and Physical Education faculty strive to educate and improve student knowledge in the areas of health, fitness, outdoor experiences and wellbeing, including physical, social and emotional aspects.

In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others' health, safety and wellbeing. They also learn to use resources for the benefit of themselves and for the communities with which they identify and to which they belong.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts and acquire an understanding of the science behind how the body moves. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport both in Australian society and globally.

Movement is a powerful medium for learning, through which students can acquire, practise and refine personal, behavioural, social and cognitive skills. The Health and Physical Education curriculum addresses how contextual factors influence the health, safety, wellbeing, and physical activity patterns of individuals, groups and communities. It provides opportunities for students to develop skills, self-efficacy and dispositions to advocate for, and positively influence, their own and others' health and wellbeing.

Healthy, active living includes promoting physical fitness, healthy body weight, psychological wellbeing, cognitive capabilities and learning. A healthy, active population improves productivity and personal satisfaction, promotes pro-social behaviour and reduces the occurrence of chronic disease. Health and Physical Education teaches students how to enhance their health, safety and wellbeing and contribute to building healthy, safe and active communities.

With Australian society having an ever increasing rate of health related illnesses such as Diabetes and Obesity, the importance of the Health and Physical Education program at Monivae is imperative. Students must be educated on what causes these life threatening conditions, and how to look after themselves once they leave the college to enter the working force and society. Students need to know the importance of regular physical activity and appropriate diet.

The Monivae Health and Physical Education Graduate

The Physical and Health Education Monivae graduate shall be able to make informed choices in relation to the health and well being of themselves and members of the community. They will know how to access different organisations to seek help if needed and be able to assist others in making positive lifestyle choices.

Course Overview:

Year 9	Physical and Health Education
Year 10	Physical and Health Education

Which VCE subject will a Health & Physical Education subject lead to after Year 10?

Year 10 Subject (2021)	VCE Subjects offered at Monivae (2022)
Physical and Health Education	VCE Physical Education
	VCE Health & Human Development
	VCE Outdoor and Environmental Studies
	VET Certificate III in Sport & Recreation

Year 9 Unit Descriptions

Physical and Health Education

This compulsory subject is broken into two components:

Health Education Component

In this unit students start to learn about some of the possible issues and situations that they could encounter in the future. From road safety and getting a license to pregnancy along with options for staying active in the future and quality nutrition advice.

Units of Work

The units of work covered included and are not limited to:

- Resilience – mental health
- Alcohol and other drugs
- Nutrition for health
- Sexual health
- Relationships
- Road Safety

Assessment Activities:

- Titan Education Student Workbook
- Powerpoint presentations
- Newspaper articles
- Poster presentations
- Tests
- Media reviews
- Oral presentations
- Exam

Enquiries - For further detail on this subject please speak to the Health and Physical Education Faculty Leader

Mr Scott Kruger

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Physical Education Component

This unit is compulsory. It addresses the significance of health and physical activity in the lives of individuals and groups in our society, promoting health and lifelong participation in physical activity. This unit includes practical classes to help the students gain a better understanding of the human body and optimum performance.

Units of work

The units of work covered included and are not limited to:

Swimming	Tennis	Cricket
Athletics	Netball	Hockey
Minor Games	Basketball	Ultimate Frisbee
Dance	Australian Rules Football	Bocce
Fitness Testing	Tchook Ball	Softball
Korfball	Sof-lacrosse	Badminton
Soccer	Touch Football	Volleyball

Assessment Tasks:

Performance in each practical unit.

Enquiries - For further detail on this subject please speak to the Health and Physical Education Faculty Leader

Mr Scott Kruger

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Year 10 Unit Descriptions

Physical and Health Education

This compulsory subject is broken into two components:

Health Component

The students have a focus on Men's and Women's health concerns within the Australian and worldwide landscape. They explore similarities and differences within these gender groups and also make comparisons between other cultures. Specific issues are raised for each gender and why these issues may be existent.

Units of Work

Men's Health

Women's Health

First Aid and sporting injuries

Health and young people

Physical Education Component

This unit addresses the significance of health and physical activity in the lives of individuals and groups in our society, promoting health and lifelong participation in physical activity. This unit includes practical and theoretical classes to help the students gain a better understanding of the human body and optimum performance, focussing on topics of participation in physical activity, community facilities and resources and designing fitness programs. Assessment is based upon practical performance, data analysis and the design and implementing of a fitness program.

Units of Work

Advanced body systems and energy
Physical Fitness

Practical Units of work

The units of work covered included and are not limited to:

Swimming	Tennis	Crickey
Athletics	Netball	Hockey
Minor Games	Basketball	Ultimate Frisbee
Dance	Bocce	Australian Rules Football
Fitness Testing	Chook Ball	Softball/Teeball
Korfball	Sof-Lacrosse	Volleyball
Soccer	Touch Football	Badminton

Assessment tasks can include:

Titan Education Student Workbook
Performance in practical units of work
Designing Posters
Designing Pamphlets
Conducting and Evaluating a skills program
Oral presentations
Group Dance Performance
Examination

Enquiries - For further detail on this subject please speak to the Health and Physical Education Faculty Leader

Mr Scott Kruger

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Humanities

Mission

The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the environment.

In Civics and Citizenship and Economics and Business, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia's role in global systems and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens.

In History and Geography, students explore the processes that have shaped and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.

The Monivae Humanities Graduate

The Graduate will develop a personal framework within which they can build an understanding of the issues of their own time and place. They will develop a critical perspective on contemporary, local, international and global issues and will have the confidence and knowledge to engage in an active way in their society, whether politically, economically or socially.

Subjects Available

Year 9 (semester length units)

History & Civics
Geography & Business

Year 10

History & Civics (*standard OR advanced course*)
Geography & Business (*standard OR advanced course*)

Both units are compulsory for each Year 9 and 10 student.

Advanced Course Option

At Year 10, an advanced class is available that students may opt into through the normal subject selection process. This class aims to extend and enhance the learning of students through providing a variety of enrichment tasks.

Year 9 Unit Descriptions

Year 9 History & Civics

In this unit, students study the making of the modern world from 1750-1918. It was a period of industrialisation and rapid change in the way people lived, worked and thought. It was in this era that ideas about nationalism, imperialism and colonialism were dominant and students will understand how Australia's constitutional development was shaped within this context. The period culminated in World War 1, forcing deeper questioning about Australia's form of government, its democracy, the rights of its citizens and the legal system designed to protect them.

Course Outline

Industrial Revolution (1750 – 1914)
Australia (1750-1918)
World War 1
Government, democracy and the citizen
Laws and Citizens

Assessment and Activities

The student's performance in this unit will be assessed using a variety of forms, which may include some of the following:

Composition of historical texts
Research tasks (short and extended)
Evaluation of primary and secondary source evidence
Essay writing
ICT presentations

Year 9 Geography & Business

The importance of geography as a tool to help people understand change is the focus of this unit. In this area of rapid population growth, climate change and globalisation food security is more important than ever and is a primary focus for this unit. Students learn about the impact of global connections in influencing economies, places, trade, tourism and people. Students learn that to coordinate resource availability, economic systems are created based on the market system. Students investigate Australia's place within the global economy as well as their own role in managing financial risk.

Course Outline

Biomes and food security
Geographies of interconnection
Consumer and Financial Literacy

Assessment Activities

The students' performance in this unit will be assessed using a variety of forms, which may include some of the following:

Field work and field work reports
Geographic investigations
ICT presentations
Research investigations
Composition of geographic texts

Enquiries – For further detail on these subjects please speak to the Humanities Faculty Leader

Ms Finuala Neeson

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Year 10 Unit Descriptions

Year 10 Geography & Business

In the Geography component of this subject, students study the topics of Coastal Change and Management as well as the Geography of Wellbeing. Students develop a geographic understanding of how human activities and natural processes shape environments and the wellbeing of people in different locations. Students think geographically to measure change, assess impacts, and assess solutions to complex geographic problems that shape the lives of people. The Economics component connects the concept of liveability, wellbeing and economic performance and living standards and use economic terminology to explain variations in different economies, proposing solutions to economic problems facing the global economy.

Course Outline

Environmental change and management
Geographies of human wellbeing
The Business Environment
Economic and Business Reasoning and Interpretation

Assessment Activities

The student's performance in this unit will be assessed using a variety of forms which may include some of the following:

Field work and field work reports
Geographic investigations
ICT presentations
Research investigations
Composition of geographic texts

Year 10 History & Civics

In this History unit, students will be investigating events that took place from 1918 until the present day and determining how they influenced modern-day Australia. Case studies such as World War II, the twentieth century rights and freedoms campaigns and the migration experiences of 'new' Australians introduces students to the broader impacts of global trends on the development of the nation. Once familiar with political systems, human rights and global influences, the students are well placed to examine relevant civics concepts. They will learn about the features of a resilient democracy, the nature of a cohesive society, the enshrining of our Constitutional rights through the high court and Australia's global roles and responsibilities.

Course Outline

World War II
Rights and Freedoms (1945 – The present)
Migration experiences
Australia's democracy and the global context
Laws and Citizens
Citizenship, Diversity and Identity

Assessment Activities

The student's performance in this unit will be assessed using a variety of forms, which may include some of the following:

Composition of historical texts
Research tasks (short and extended)

Evaluation of primary and secondary source evidence
Essay writing
ICT presentations

Enquiries – For further detail on these subjects please speak to the Humanities Faculty Leader

Ms Finuala Neeson

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Which VCE subject will a Humanities subject lead to after Year 10?

Year 10 Subject (2021)	VCE Subjects offered at Monivae (2022)
History & Civics OR Advanced History & Civics	VCE History VCE Legal Studies VCE Accounting
Geography & Business OR Advanced Geography & Business	VCE Geography VCE Business Management

Languages

Monivae College offers Indonesian as its Languages subject. Students study Indonesian as a compulsory subject at Years 7 & 8, then as an elective subject to VCE level. Indonesian provides students with the opportunity to develop language skills and cultural understandings that will allow them to interact in the 21st Century 'global village'.

Mission

Learning a language provides learners with essential communication skills, an intercultural capability, and an understanding of the role of language and culture in human communication. Languages provide the opportunity for students to engage with the linguistic and cultural diversity of humanity; to reflect on their understanding of human experience in all aspects of social life, and their own participation and ways of being in the world.

At Monivae, the Indonesian curriculum is designed to instil knowledge, to deepen understanding, to stimulate reflection and to foster skills in the context of the contemporary world and to allow students to forge links with first language speakers utilising 'emerging technologies' wherever possible. Learning a language uniquely broadens students' horizons to include the personal, social and employment opportunities presented by an increasingly interconnected and interdependent world. To this end, Monivae is a member of the Bridge Program with Kusuma Bangsa in Palembang, South Sumatra, Indonesia. Student and Teacher exchange trips from an ongoing aspect of these relationships.

The Monivae Languages Graduate

It is expected that through the experience of learning to communicate in the target language, Monivae graduates will develop an understanding of the relationship between language and culture in intercultural exchange. In this way they will understand different ways of perceiving experience. They will develop respect for multiple perspectives on the social, cultural and linguistic construction of human action. They will come to understand the diverse, rich and dynamic world around them and their own ethical engagement with this diversity.

Course Overview

The Monivae College Languages Program at Middle School is part of an entire program with a specifically designed scope and sequence that commences in Year Seven. It prepares students to make, with confidence, the active choice at the end of Year Ten to undertake VCE Indonesian Second Language (SL). The study of a language needs to be sequential, so students must study each unit in sequence in order to proceed to the next unit. The Middle School program can offer Certificate II in Applied Languages: Indonesian* during Year 9 studies and Certificate III in Applied Languages: Indonesian* during Year 10 studies.

** Pending student interest and achievement demonstrated to a competent standard. 'Alternatively, a standard Year 9 or 10 course can operate depending upon student interest'*

Why study this subject?

The acquisition of a language other than English can be seen as a passport to a future career! It will enhance career opportunities in this new age of globalisation and communication revolution. As well, it can plunge the learner into a world of art, music, innovative technology, fashion, food and travel. The successful study of a language at VCE Units 3 & 4 contributes significantly to a student's ATAR score.

Languages empower people to maximise their opportunities in the world; to work together in harmony and forge strong bonds between individuals, communities and nations.

The skills students will gain by studying the subject

Students will be able to:

- listen to, read, view, speak, write, create and reflect on a variety of and increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the target language to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- respect and utilise culturally appropriate register, gesture and language in all interactions; including an awareness of linguistic features that serve specific purposes
- demonstrate awareness of the dynamic nature of language in a range of cultural settings

Students who develop bilingual skills are more likely to try a variety of solutions when solving problems.

The knowledge a student will gain by studying the subject:

- That there is a larger world than their own environment and how to function within it
- The need for broad and inclusive communication skills
- Cultural understanding and the imperative of this understanding in communication
- How language works and why
- Vocabulary, grammar structures, cultural details and use of text types in cultural contexts
-

Which VCE subject will a Languages subject lead to after Year 10?

Year 10 Subject (2021)

VCE Subjects offered at Monivae (2022)

Indonesian

VCE Indonesian

Indonesian Year 9 Semester 1

Suitability: Students who have successfully completed Year 8 Indonesian

This unit is based on the themes and topics of the text Kenalilah2 and units as required by the Certificate II in Applied Languages: Indonesian. Topics include sports and hobbies, general conversation, weather and natural disasters. Students use the various chapters to complete a variety of written, spoken and listening activities all allowing the student to develop confidence and fluency. All classwork and assessment activities require a cultural component whereby students are able to broaden their understanding of a range of perspectives held by speakers of a language in different settings.

Indonesian Year 9 Semester 2

Suitability: Students who have successfully completed Year 9 Semester 1 Indonesian

In this unit, students continue using the text *Kenalilah 2* and units as required by the Certificate II in Applied Languages: Indonesian. Topics include Travel, Celebrations and Traditional Ceremonies, presenting a 'Getaway' type program and a cultural documentary. Students will begin to make connections within their language and develop a more sophisticated style of writing and speaking by showing comprehension of key ideas. Students begin to predict relevant points from aural or visual cues. They will engage in structured oral exchanges, initiating and maintaining simple conversations. They will continue to utilise ICT in their classwork and interact with other Indonesian speakers in order to recognise similarities and differences in ideas and values in a variety of cultural situations.

Indonesian Year 10 Semester 1

Suitability: Students who have successfully completed Year 9 Indonesian.

In this unit students study traditions, customs and religious celebrations across the six main islands; they also look at student exchange programs and health in Indonesia. These topics run in conjunction with the units required by the Certificate III in Applied Languages: Indonesian. Cultural projects help students focus on similarities and differences between life in Indonesia and Australia. In assessment processes students are asked to show more detailed comprehension of spoken texts and demonstrate understanding of written letters, charts and articles. They are now required to write in informative style as well as personal and imaginative styles.

Indonesian Year 10 Semester 2

Suitability: Students who have successfully completed Year 10 Semester 1 Indonesian.

Through the topics of City life versus Village life and Indonesian History, students develop linguistic and oral skills in scenarios that prepare them to use the language in a variety of activities. These topics run in conjunction with the units required by the Certificate III in Applied Languages: Indonesian. In this way opportunities for exchange travel and hosting of visitors is opened for students. The cultural project focuses on forms of entertainment available on visits to Indonesia. Assessment procedures require students to show awareness of the cultural context of information in listening and reading comprehension tasks, to sustain a longer period of spoken interaction, to show understanding of reference materials and to write in ways which link ideas in coherent forms.

Enquiries - For further detail on this subject please speak to the Languages Teacher

Ms Yati Symington

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Mathematics

Mission

The Monivae College Mathematics Faculty aims to provide Mathematics which will build upon students' previous experiences, providing the maximum possible challenge and opportunity for intellectual growth consistent with student ability.

The Mathematics Faculty aims to provide opportunities to:

- investigate and apply some of the methods, techniques and language of mathematics
- foster interest in, and acquire favourable attitudes towards mathematics
- increase ability to apply mathematical methods
- allow each student to recognise and realise his/her own potential
- develop logical thought
- develop effective communication through oral, written and symbolic expression
- investigate aspects of mathematics to life in society
- investigate aspects of mathematics to other disciplines
- appreciate aspects of the history of mathematics
- increase computational skills
- acquire knowledge and understanding of specific concepts, simple relationships, terminology and conventions
- identify and apply knowledge to problems, new situations, and associations with other disciplines
- form and interpret a mathematical model
- think creatively and devise solutions
- develop practical skills such as: observation, following instructions, collecting data, processing results and handling equipment
- develop skills such as: using resources, logical presentation of arguments
- work independently, persevere and feel confident in the subject and appreciate the beauty and pleasure associated with creative mathematical endeavour.

Mathematics pervades all aspects of our lives – as citizens, in our homes and in the workplace. It has applications in all human activities, crossing cultural and linguistic boundaries to provide a universal way of solving problems in such diverse areas as science and engineering, business and finance, technology, arts and crafts, sports and recreation and many everyday activities.

Mathematics provides students with essential mathematical skills and knowledge. It develops the numeracy capabilities that all students need in their personal, work and civic life and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

The Monivae Mathematics Graduate

The Mathematics Monivae Graduate would be able to demonstrate increased computational skills and logical thinking skills that assist them to be problem solvers. They will have developed their ability to form and interpret mathematical models. They will be aware of links between Mathematics and other subject areas and applications to life in society.

Course overview and subjects available

Mathematics is a sequential and compulsory study at Years 9 and 10. Students may select any of the following units, but they must be taken in the given sequence. By doing this all students will achieve the same learning outcomes but at different levels of performance.

Students must seek advice from their current Mathematics teacher when selecting units to ensure they have chosen a pathway appropriate to their ability and career aspirations. There will be some flexibility in the selected pathway, so as to meet each student's mathematical potential as it develops over the two years.

Year 9

Mainstream Mathematics
Consolidating Mathematics

Year 10

Advanced Mathematics
Mainstream Mathematics
Consolidating Mathematics

Mathematics is compulsory for all students. Students must study four units of Mathematics over the four semesters (i.e. one unit per semester)

The units of **Advanced Mathematics** are designed for the student who wants a more enhanced study of Mathematics and /or needs a challenge.

The units of **Consolidating Mathematics** are designed for the student who needs the opportunity to improve their basic skills and consolidate their Mathematics knowledge. They offer a more practical approach to their Mathematics study.

The units of **Consolidating Mathematics** do not lead on to Year 11 Mathematical Methods. Instead they could lead to Year 11 General Mathematics, or the student may choose to study no Mathematics at Year 11 or study VCAL Numeracy.

Students are advised to take Mathematics units at the highest level they can manage, so as to keep their options open.

Students must consult with their teacher to seek advice about the Mathematics that they are selecting. All Mathematics subjects selected by the students will be evaluated as part of the selection and allocation process to ensure that appropriate choices are made.

Why study this subject?

Mathematics is a sequential subject that is compulsory for all students until the end of Year 10. Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides fundamentals on which mathematical specialities and professional applications of mathematics are built. The Mathematics curriculum aims to ensure that students are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens.

The skills and knowledge students will gain by studying the subject

Students will:

- Develop mathematical knowledge and skills in Number and Algebra, Measurement and Geometry and Statistics and Probability.
- Apply mathematical knowledge and skills to analyse, investigate and solve problems.
- Study and use mathematics in a variety of ways.
- Communicate mathematical ideas.
- Make effective use of calculators and computers in relation to the specified study area.

Which VCE subject will a subject lead to after Year 10?

Year 10 Subject	VCE Subjects offered at Monivae
Advanced Mathematics	VCE Mathematical Methods AND VCE Specialist Mathematics OR VCE Mathematical Methods OR VCE General Mathematics
Mainstream Mathematics	VCE Mathematical Methods AND VCE Specialist Mathematics* OR VCE Mathematical Methods OR VCE General Mathematics
Consolidating Mathematics	VCE General Mathematics OR VCAL Numeracy

*** If the student achieves appropriate grades across all assessment tasks**

Year 9 Unit Descriptions

Mainstream Mathematics (Semester One)

Suitability: Mainstream Year 9 students

Students in this mainstream course will study Equation solving, Pythagoras' theorem, Algebra (expansion, factorisation, algebraic fractions), Trigonometry and Geometry.

Technology: scientific calculators, CAS calculators, GeoGebra software, spreadsheets and other applications.

Consolidating Mathematics (Semester One)

Suitability: Year 9 students who need to consolidate their Mathematics skills. Teacher recommendation needed.

This unit is designed for students who need the opportunity to improve their basic skills and consolidate their Mathematics knowledge. It offers a more practical approach to their Mathematics study.

Students will study Pythagoras' theorem, Algebra (expansion, factorisation, algebraic fractions), Trigonometry and Geometry.

Technology: scientific calculators, CAS calculators, GeoGebra software, spreadsheets and other applications.

Mainstream Mathematics (Semester Two)

Suitability: Mainstream Year 9 students

Students in this mainstream course will study Indices, Measurement, Financial Mathematics, Linear Graphing and Statistics.

Technology: scientific calculators, CAS calculators, GeoGebra software, spreadsheets and other applications.

Consolidating Mathematics (Semester Two)

Suitability: Year 9 students who need to consolidate their Mathematics skills. Teacher recommendation needed

This unit is designed for students who need the opportunity to improve their basic skills and consolidate their Mathematics knowledge. It offers a more practical approach to their Mathematics study.

Students will study Indices, Measurements, Financial Mathematics, Linear Graphing and Statistics.

Assessment Activities:

Topic tests
Skills assignments
Modelling or problem solving tasks
Application task
Examination
Group work
Technology activities
Work book

Enquiries - For further detail on this subject please speak to the Mathematics Faculty Leader

Ms Jacinta Ryan

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Year 10 Unit Descriptions

Advanced Mathematics (Semester One)

This unit is designed for students who want a more enhanced study of Mathematics and/or need a challenge.

It prepares the student for Year 11 Mathematical Methods or Mathematical Methods and Specialist Mathematics.

Students will study Algebra (expansion and factorisation of algebraic expressions), Geometry, Statistics and Probability. This builds upon skills learned in Year 9.

Technology: CAS calculators (students to purchase), GeoGebra software, spreadsheets and other applications.

Advanced Mathematics (Semester Two)

This unit is designed for students who want a more enhanced study of Mathematics and/or need a challenge.

It prepares the student for Year 11 Mathematical Methods or Mathematical Methods and Specialist Mathematics.

Students will study Surds and Indices, Linear relationships, Measurement, Trigonometry and Quadratic functions. This builds upon skills learned in Year 9.

Technology: CAS calculators (students to purchase), GeoGebra software, spreadsheets and other applications.

Mainstream Mathematics (Semester One)

Suitability: Mainstream Year 10 students

This mainstream unit leads to Year 11 Mathematical Methods or General Mathematics.

Students will study Algebra (expansion and factorisation of algebraic expressions), Geometry, Statistics and Probability. This builds upon skills learned in Year 9.

Technology: CAS calculators (students to purchase), GeoGebra software, spreadsheets and other applications.

Mainstream Mathematics (Semester Two)

Suitability: Mainstream Year 10 students

This mainstream unit leads to Year 11 Mathematical Methods or General Mathematics.

Students will study Surds and Indices, Linear relationships, Measurement, Trigonometry, and Quadratic functions. This builds upon skills learned in Year 9.

Technology: CAS calculators (students to purchase), GeoGebra software, spreadsheets and other applications.

Consolidating Mathematics (Semester One)

Suitability: Year 10 students who need to consolidate their Mathematics skills. Teacher recommendation needed

This unit is designed for students who need the opportunity to improve their basic skills and consolidate their Mathematics knowledge. It offers a more practical approach to their Mathematics study. It may lead to Year 11 General Mathematics.

Students will study Algebra (expansion and factorisation of algebraic expressions), Consumer Mathematics, Geometry, Statistics and Probability. This builds upon skills learned in Year 9.

Technology: scientific calculators, CAS calculators, GeoGebra software, spreadsheets and other applications.

Consolidating Mathematics (Semester Two)

Suitability: Year 10 students who need to consolidate their Mathematics skills. Teacher recommendation needed

This unit is designed for students who need the opportunity to improve their basic skills and consolidate their Mathematics knowledge. It offers a more practical approach to their Mathematics study. It may lead to Year 11 General Mathematics.

Students will study Surds and Indices, Linear relationships, Measurement and Trigonometry. This builds upon skills learned in Year 9.

Technology: scientific calculators, CAS calculators, GeoGebra software, spreadsheets and other applications.

Assessment Activities:

Topic tests
Skills assignments
Modelling and problem solving tasks
Application task
Examination
Group work
Technology activities
Work book

Year 10 Technology:

The appropriate use of technology to support and develop the teaching and learning of Mathematics will be incorporated throughout the year, mostly through the use of CAS calculators. In particular, students are encouraged to use CAS calculators, both in the learning of new material and the application of this material in a variety of different contexts.

This means that **any student who is studying mainstream or advanced Mathematics will need to purchase their own calculator. The calculator used at Monivae College is the TI-Nspire CX CAS calculator.** Details of the ordering procedure will be available on a newsletter later in the year. This calculator will serve the student right through their VCE Mathematics course.

Enquiries - For further detail on this subject please speak to the Mathematics Faculty Leader

Ms Jacinta Ryan

Phone: (03) 55511200

email: jryan@monivae.vic.edu.au

Religious Education

Mission

All students enrolled at Monivae College will encounter Jesus Christ in their Religious Education classes. They will do so within the context of the teachings of the Catholic Church and the Charism of Jules Chevalier and the Missionaries of the Sacred Heart.

The Monivae Religious Education Graduate will have learned about the life and message of Jesus Christ through the study of Scripture and discern what it means for them to respond to his message in their own lives. This response includes quality Christian relationships with those they meet and with whom they live, acting in a morally compatible manner with Christ's message and the growing development of a life of faith, leading to the hope of God's Kingdom on earth and after death.

Monivae College enrolls students from all places on the continuum of Christian belief and degree of participation in the life of a Christian community. For some it is their first and only encounter with the word of God. For others it is an opportunity to deepen their faith and enhance their life in the Church. Religious Education provides the opportunity for all to participate meaningfully in the activities and processes of the course without judgment or discrimination. Students are expected to remain open to the word of God and to participate meaningfully in all activities.

Why study the subject?

We study Religious Education because it is for this that the school exists. Monivae College was created for the purpose of educating youth of the Western District and beyond in the love of Jesus Christ and his message. Religious Education is a major means by which this purpose is accomplished.

Knowledge and Skills

The knowledge gained is about God, the person of Jesus, his Church and the practices and decisions which lead to him. Students gain skills in the capacity to hear the message of Jesus and to apply this to their lives. Increasing maturity of the spiritual sense and understanding is also fostered for students.

Which VCE subject will a Religious Education subject lead to after Year 9?

Year 10 Subject (2021)

VCE Religion and Society Units 1 & 2

VCE Subjects offered at Monivae (2022)

VCE Religion and Society 3 & 4

Year 9 Unit Descriptions

Semester One

God: Stewardship

Students will examine the contribution that Christianity makes to understanding the place of nature in God's plan and the development of an attitude of stewardship towards the environment.

Eucharist, Source of Life

Through a study of the signs, symbols, rituals and words of the Eucharist, students will focus on the communal nature of Eucharist and explore ways of living out the Eucharist in daily life.

Semester Two

The Church Through Time

Students will investigate some major events in Church history that have shaped the Church in our society today. They will examine the impact of the Reformation in reshaping the structure of the Church, and explore the impact Australian society and history has had in forming the Australian Catholic Church.

Who is Jesus?

Students will investigate a synoptic gospel in terms of its context, content, structure, purpose, themes and audience. The particular focus of this unit is the Synoptic Gospel used for the current liturgical year. Students will reflect on the impact of this unique portrait of Jesus for Christians today. A comparative approach with the other Synoptic Gospels will be sometimes used to understand the unique concerns of the gospel under study.

Assessment Activities include but are not limited to:

- The development of historical timelines of important events in Church History
- A Flow Chart showing the parts of the Eucharist along with the meaning of each part.
- Comparison sheets giving the context, content, structure, purpose and audience of the synoptic gospel.
- The creation of PowerPoint presentation in response to the question, "How can you resolve the issues of a creator God in Genesis with the Big Bang and Evolution theories?"

Enquiries - For further detail on this subject please speak to the Religious Education Faculty Leader

Mrs Nima Carswell

Phone: (03) 5551 1200

email: ncarswell@monivae.vic.edu.au

Year 10 Unit Descriptions

VCE Religion and Society

Rationale

All students enrolled at Monivae College will encounter Jesus Christ in their Religious Education classes. Because Monivae College enrolls students from many faith perspectives, there is a variety in the degree of familiarity students have with knowledge and participation in religious communities. However, Religious Education provides the opportunity for all to participate meaningfully in the activities and processes of the course without judgment or discrimination. Students are expected to remain open to the word of God and to participate meaningfully in all activities.

Semester One

Unit 1: The role of religion in society

In this unit students explore the origins of religions and the role of religions in the development of society, identifying the nature and purpose of religion over time. They investigate the contribution of religion generally to the development of human society. They also focus on the role of religious traditions over time in shaping personal and group identity

The 3 Areas of Study are:

1. The nature and purpose of religion
2. Religion through the ages
3. Religion in Australia

Semester Two

Unit 2: Religion and ethics

In this unit students study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in societies where multiple worldviews coexist, in the light of these investigations.

The 3 Areas of Study are:

1. Ethical decision-making and moral judgment
2. Religion and ethics
3. Ethical issues in society

Assessment:

- assignments
- presentations
- examination

Levels of Achievement

Units 1 & 2

'S' and 'N' achievement with graded results.

Further Information

<http://www.vcaa.vic.edu.au/Documents/vce/religion/ReligionSocietySD-2017.pdf>

Enquiries - For further detail on this subject please speak to the Religious Education Faculty Leader

Mrs Nima Carswell

Phone: (03) 5551 1200

email: ncarswell@monivae.vic.edu.au

Science

Mission

The Science faculty supports the Monivae College Mission Statement by aiming to provide a Science education, in a Catholic school, which encourages all students to realise their unique potential in a caring environment.

To be human is to be curious about the world we live in, to wonder why it is that way, and to ask about our place in it. A fundamental goal for science education is to stimulate, respond to and nourish such curiosity, wonder and questioning. Science provides us with one view of the world – a view that changes as our knowledge and understanding of science evolves.

Science is a human process influencing and influenced by social values. Science has a long and fascinating history of human attempts to appreciate, understand, control and manage our world. Scientists use techniques of scientific investigation to create an understanding of the world. The resulting cumulative knowledge is part of our human heritage.

A major goal of science education is to develop citizens who are capable of engaging in informed debate about science and its applications. Science education provides opportunities for students to develop the skills and understanding appropriate to service and good citizenship. It also encourages students to articulate science values and accept the ethical principles embedded in science research. While only some students directly pursue a career in science and scientific research, all students need to appreciate the significance of science for the long-term future of our society.

The Monivae Science Graduate

Among other things, the Monivae graduate will have:

- an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- an understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- an understanding of the nature of scientific inquiry
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions and
- an understanding of historical and cultural contributions to science as well as contemporary science issues and activities.

Subjects available

Year 9	Science STEM
Year 10	Science Agricultural Science

Why study the subject?

The two interrelated strands of the Science curriculum are: Science Understanding and Science Inquiry Skills. Together the two strands provide students with understanding, knowledge and skills through which they can develop a scientific view of the world.

Science Understanding:

Science understanding refers to facts, concepts, principles, laws, theories and models that have been established by scientists over time. Science understanding is evident when a person selects and integrates appropriate science knowledge to explain and predict phenomena, and applies that knowledge to new situations.

Science Inquiry Skills:

Science inquiry involves identifying and posing questions, planning, conducting and reflecting on investigations, processing, analysing and interpreting evidence, and communicating findings. This strand is concerned with evaluating claims, investigating ideas, solving problems, drawing valid conclusions and developing evidence-based arguments.

Science is a compulsory part of a student's education and, in line with the Victorian Curriculum, we have a sequential program of study developed from Year 7 through to Year 10. This study sequence prepares students to choose any of the VCE Sciences: Biology, Chemistry, Physics or Psychology.

Although not all students choose to Study a Science at VCE or at tertiary level, it is important that students develop a degree of scientific literacy and appreciate the significance of science for the long-term future of our society.

The study of Science also equips students with valuable skills that are applicable across all aspects of life and the workplace. Students are taught to be autonomous, active learners. Designing experiments, problem solving, collecting, analysing and evaluating data are all part of the skills they will learn.

STEM (Science, Technologies, Engineering & Mathematics)

STEM education is a cross-disciplinary approach to teaching that aims to engage students in future work and research opportunities and improves students' problem-solving and critical analysis skills.

Through STEM Student learning is strengthened when;

- the connections between learning areas are emphasised
- learning areas combine to enrich authentic learning opportunities for students in answer to an identified problem or in the creation of a solution

Which VCE subject will a Science subject lead to after Year 10?

Year 10 Subject (2021)	VCE Subjects offered at Monivae (2022)
Science	VCE Biology
Agricultural Science	VCE Chemistry
	VCE Physics
	VCE Psychology

Students may also complement their studies with additional courses through local training providers such as VET Agriculture

Year 9 Unit Descriptions

Science

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to both internal and external change. They investigate the role of the brain as the main control centre responsible for coordinating the body's reactions to different stimuli. Students look at life in the future, with particular emphasis on the increasing role of robots and automation. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer.

By the end of Year 9, students use their knowledge to pose different types of questions that can be investigated using a range of inquiry skills. They apply their knowledge of science to explain phenomena in the environment and their own lives and describe how knowledge has developed through the work of scientists. They use scientific language and representations when communicating their results and ideas.

Assessment Activities

Assessment tasks may include but are not limited to the following:

Practical work /written reports

Oral presentations

Assignments

Multimedia presentations

Extended Practical Investigations

Research projects

Tests

End of semester examination

Enquiries - For further detail on this subject please speak to the Science Faculty Leader

Mrs Julie Dohle

Phone: (03) 55511200

email: jdohle@monivae.vic.edu.au

Year 10 Unit Descriptions

Science

In the Year 10 curriculum, students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena.

Students explore classical genetics and inheritance patterns, applying this knowledge to the theory of Evolution and Natural Selection. They investigate the structure and function of DNA exploring real life applications that involve manipulation of this molecule. Students explore Electricity, Magnetism, Forces and Newton's Laws of Motion. Once basic knowledge has been learned they will apply and extend their understanding in an extended practical investigation.

By the end of Year 10, students have the capacity to design and carry out investigations to answer particular scientific questions. They learn how to formally structure their thoughts and communicate their conclusions using appropriate scientific language.

Agricultural Science

Agricultural Science contain the year 10 science content of Motion, Electronics and Genetics with an agricultural focus.

This subject replaces the CSI Monivae Topic with a STEM unit based within the agricultural industry. This allows students to move on to any VCE sciences but also develops some of the technological skills specific to the agricultural industry.

Choosing Agricultural Science at Year 10 will not preclude students from choosing one of the VCE Sciences.

To fulfil the requirements of the curriculum, students have a choice of either Science or Agricultural Science. Both cover the same core work, but the focus of the courses and the extended practical activities offered will differ.

Assessment activities

Assessment task may include but are not limited to the following:

Practical work /written reports

Oral presentations

Assignments

Multimedia presentations

Extended Practical Investigations

Research projects

Tests

End of semester examination

Enquiries - For further detail on this subject please speak to the Science Faculty Leader

Mrs Julie Dohle

Phone: (03) 55511200

email: jdohle@monivae.vic.edu.au

Year 9 STEM Elective

In Year 9 students have the opportunity to undertake an elective in STEM: Science, Technology, Engineering and Mathematics. STEM replaces both mainstream Science and the Technology elective for the year, meaning that the class runs for 14 periods per cycle.

This cross-curricular subject offers a unique experience where students will be working in teams to design creative solutions to real-world and industry problems. The course is designed around new technologies and draws from a variety of subject areas. It is also focused on the ethics and sustainability of these technologies. As well as covering the content of the mainstream Year 9 Science curriculum, throughout the course teams will work alongside external agencies such as Ballarat Tech, Academy of Interactive Entertainment (AIE), and universities and industry workplaces.

Unit One – Programming, design, and physical computing

In this unit teams will be provided with a Raspberry Pi Single Board Computer (SBC) and asked to build their computer from scratch. Once assembled, the Pi can be used for a number of applications, and will be used throughout the year. For example, teams will use their computers to design software, control real-world devices, and for making functioning robots.

Unit Two – Robotics and Automation

Bridging the gap between the Raspberry Pis and more advanced robots, teams will be required to research and develop a robot for a specific real-world scenario. Students will investigate the ethics of artificial intelligence and automation, and explore new technologies such as robotics and 3D printing.

Unit Three – Computer Games Design and Virtual Reality

Using Unreal Engine 4, teams will learn to create environments which can be part of both games and virtual reality. Students will explore the real-world uses of VR, including how VR is used in industry and education. Teams will also learn some of the programming which underpins games, including developing artificial intelligence for controlling characters.

Unit Four – Industry Project

Using all of the knowledge learned over the course of the year in Science, Technology, Engineering, Arts and Mathematics, teams will work alongside a real business or tertiary study institute to tackle a real-world problem. This problem will be determined in partnership between the students and the external agency.

For further information please contact the 2020 STEM teacher

Mr Leon Furze

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Email: lfurze@monivae.vic.edu.au

Technology

Mission

In an increasingly technological and complex world, it is important students develop knowledge and confidence to critically analyse and respond creatively to design challenges. Technologies can play a crucial role in both enriching and transforming societies, and in the management of natural and constructed environments.

In the Design and Technologies curriculum, students create quality designed solutions across a range of technologies contexts. Students consider the economic, environmental and social impacts of technological change and take into account the ethical, legal, aesthetic and functional factors that inform the design processes.

Through Design and Technologies, students plan and manage projects from conception to realisation. They apply design thinking, investigate and refine ideas, plan and manage, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to create innovative designed solutions.

Through the practical application of technologies, students develop dexterity and coordination. This curriculum offers students a broad range of learning experiences, readily transferable to their home, life, leisure activities, the wider community, and to work.

The Monivae Technology Graduate

The Technology Studies student will be able to engage effectively in innovative and creative thought through the planning and development of design projects related to real-life needs and situations. They will be able to identify needs and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with tools, materials and techniques to manage and develop design projects. Through the development of their design and production skills they will be able to create items in a range of specialist production disciplines.

Subjects available Design and Technology

Year 9

Food Technology
Materials Technology - Wood
Materials Technology - Textiles

Year 10

Food Technology
Materials Technology - Wood
Materials Technology - Textiles

Assessment in Technology

All units use the same assessment areas including;

- Planning and Design
- Practical Production
- Semester Assignment
- Semester Examination

Which VCE subject will a Technology subject lead to after Year 10?

Year 10 Subject (2021)	VCE Subjects offered at Monivae (2022)
Food Technology	VCE Food Studies
	VET Hospitality
Materials Technology - Wood	VCE Product Design & Technology
Materials Technology - Textiles	VCE Product Design & Technology

Enquiries - For further detail on this subject please speak to the Technology Faculty Leader

Mr Ian Marshall

Phone: (03) 5551 1200

email: imarshall@monivae.vic.edu.au

Year 9 Unit Descriptions

Food Technology

Suitability: All students

The Discover Food Technology unit incorporates the use of modern foods, new products and technologies in our everyday eating experiences. Our food world is changing at a very rapid rate and we look at the current trends and availability of what is in our local and wider communities. Fast foods, partially prepared products and convenience foods all play a role in meeting the demands of our busy lifestyle, yet are they good for us? Dietary issues are investigated in this unit, as are Food Laws and safety and hygiene. This unit is predominantly practical with experiments, individual and group activities, as well as health and food issues.

Materials Technology - Textiles

Suitability: All students

Students will use the Design Process to establish a client and subsequently create a unique product for that person. They will look at a combination of fonts, designs, logos, prints and more to design, produce and evaluate a garment/s with swing tags to meet set criteria. This unit is suitable for both male and female students as the students choose their own project. The skills involved are drawing, screen-printing, sewing, working with patterns, researching, decision-making and justification.

Materials Technology - Wood

Suitability: All students

This course is designed to develop a student's level of skill, knowledge and understanding of the design process. Students will look at timber and man-made products, as well as appropriate joining techniques. They will produce hand sketches, working drawings and 3-Dimensional representations, using SKETCH-UP software, and they construct scale models of their intended projects prior to production. The safe and appropriate use of hand held tools, equipment and machinery is a focus in this unit. The student will develop effective communication skills, evident through the quality of their individual design folios.

Year 10 Unit Descriptions

Food Technology

Suitability: All students

The Design Process is a key learning focus of this unit and it affords the students opportunities to research and design their own menus. New products and technologies within the food industry in Australia, sustainability, indigenous and multi-cultural influences, special dietary needs, health issues and practical cookery, are investigated and decisions regarding their incorporation into family meals are evaluated.

Semester One will focus on travelling the world gastronomically, studying the foods and lifestyles of various cultures, and their impact on current Australian food offerings.

Semester Two focus will appeal to students who like to have an input into what foods they cook. Students are given design briefs to solve problems on various relevant issues including menu planning, nutritional considerations and cost constraints.

Materials Technology - Wood

Suitability: All year 10 students

This unit is designed to extend the student's abilities, knowledge and understanding of common materials and processes through a project in timber design. Students are taken through the design process to select and develop a project, which includes significant design elements of their own choosing. Students produce a comprehensive design folder displaying advanced sketching styles, working drawings and 3-Dimensional computer representations. They construct scale models of their intended projects prior to production. The safe and appropriate use of hand held tools, equipment and some machines is an ongoing area of focus in this unit.

Semester One focus will look at traditional garden furniture such as pool chairs, outdoor settings, garden arches etc. The major practical project will be an Adirondack Chair of their design.

Semester Two will have a creativity focus where students are required to firstly investigate 'box' designs of their choice, and then using a variety of appropriate materials design and build a 'box' suitable for their specific needs.

Materials Technology - Textiles

Suitability: all students, preferably those interested in designing their own projects and who are able to work independently on set tasks.

Students continue to develop basic skills learned in Year 9 and further explore the possibilities of clothing construction. Students use the Design Process to adapt an existing idea, or develop a new concept to address a given set of criteria (including competitions open to school students). Individual projects are encouraged to engage students in their interests and to reach their full potential in this area. Sustainability will be explored in the field of fashion and wearable art as a second project.

VET Units

VET (Vocational Education and Training)

Some VET certificates can begin in Year 10. It is not possible for a student to complete a certificate at this level in one year so they need to continue the certificate into Year 11. If a student decides not to finish an entire certificate they can still obtain a statement of attainment that would list the competencies they have achieved and therefore allowing them to complete the certificate at a later date even when they leave secondary school.

A student can include up to 13 VET units in their VCE. This includes VCE VET, SBA and block credits. It is becoming more popular for some students to begin this process at an earlier level than the traditional Year 11. This is because VET courses demand longer than school hours at TAFE and a week of work placement often done during term holidays. All of which could be onerous at Year 12.

VET programs combine VCE studies, vocational education, training and work placement. This is done in schools to broaden the range of study options available to the growing and increasingly diverse student population. It also enables students to gain a credit at VCE Unit 1 to 4 level by the end of Year 11 and to have gained a certificate in a vocational area. Year 11 and 12 VCAL students must undertake a VET course as part of their VCAL program.

VET Course Selection

If you decide to apply for a VET course you need to complete a VET Application for Year 10 course selection 2021 form and submit it with your subject selection form to the Front Office by **Monday 7th September, 2020**.

Students usually undertake a VET subject in Year 10 for one of two reasons:

1. They wish to undertake a VET study as an acceleration study to contribute to their ATAR score (VET study undertaken must have a scored assessment to be included in the primary four otherwise it is a 10% increment)
2. They wish to prepare for vocational pathways and possibly pursue an apprenticeship or TAFE course.

Each student who applies to undertake a VET study will be interviewed. Successful applications will be approved by the VET/VCAL Coordinator in consultation with the Director of Studies.

VET courses can be accessed in two ways:

1. VET - students are able to start at Year 10 and some course work is done outside of school hours. For further information contact the VET/VCAL Coordinator.
2. Part Time Apprenticeships undertaken out of school hours usually in the areas of Retail, Hospitality and Fitness can commence at Year 10 in consultation with the VET/VCAL Coordinator, otherwise they will not receive recognition as they are not endorsed by the school. At Year 11 & 12 SBAs must be integrated as part of the school timetable. Year 10 students doing Agriculture have their course integrated as part of their school timetable.

The six VET courses that can begin at Year 10 level currently are set out below and are outlined on the following pages:

Certificate II Automotive

Certificate II in Building and Construction

Certificate II in Engineering

Certificate III in Screen & Media

Certificate II Hospitality

Certificate II & III in Agriculture (RIST - integrated in to school timetable as it is a traineeship)

Delivery methods for VET courses are varied (see details in the table below).

It is the responsibility of students to catch up on missed classes at Monivae and to be in regular communication with their teachers

Some courses also have the extra commitment of class blocks with other providers over some of the term holidays or extended hours.

All VET courses have a work placement expectation and there are additional costs for materials and training.

A **VET Application form** must be completed and submitted with subject selections in order to apply for a VET course.

VOCATIONAL EDUCATION AND TRAINING in SCHOOLS (VET) PROGRAMS	
Certificate	Total ancillary costs as outlined and Additional Information
Automotive 1 st Year	<ul style="list-style-type: none"> • Work placement is recommended • Attendance at HDSC each Friday from 11.20am to 4.30pm • Purchase of books, uniform, tools hire and resources \$680
Building & Construction 1 st Year	<ul style="list-style-type: none"> • Work placement is recommended • Attendance at HDSC each Friday from 11.20am to 4.30pm • Costs of \$880 which covers tool kit lease, Construction Induction Card, First Aid Certificate, uniform, books and resources.
Engineering 1 st Year	<ul style="list-style-type: none"> • Work placement is recommended • Attendance at Monivae on Thursdays or Fridays between 8am-12pm or 12pm-4pm • Material Costs \$425 (shirt \$40, jumper \$40, pants \$35)
Hospitality 1 st Year	<ul style="list-style-type: none"> • Work placement is required • Course delivered at HDSC from 11.00am to 3.20pm on Fridays • Fee of \$710 covers black box hat, white long sleeve chef jacket, black bib apron, jumper, materials/resources, tool kit hire & food levy • Students provide black pants & black enclosed shoes with non-slip sole
Screen & Media 1 st Year	<ul style="list-style-type: none"> • Work placement is recommended • Attendance at HDSC each Tuesday from 1.00pm to 4.30pm • Costs of \$350 which includes uniform, books and resources.
Cert II & III in Agriculture	<ul style="list-style-type: none"> • RIST during school hours, work placement out of school hours.

N.B. All charges are based on those of 2020 and maybe subject to increases for 2021.

Monivae College School Fees and VCAL/VET Students

Students who elect to undertake VCAL or VET studies will pay no more than the standard Global Fee structure as VCE students.

The College Global Fee meets all costs associated with completing the VCAL or VET program, or alternatively, a 20% reduction in the Global Fee will be offered for each day the student is not at school for the week. If the 20% reduction in Fee option is taken, then the family will be responsible for all unsupported costs associated with the program (e.g. uniform, books, materials).

Whilst VCAL/VET students may have less structured class time, the College Global Fee structure enables the following support structures:

Supervised study sessions

Personalised teacher support for students who miss Friday and or Tuesday classes

Individual advisory and administration support from the VCAL/VET coordinator (this includes benefits of networking/greater access to work opportunities and the recognition that Monivae students are often regarded as employees of choice)

**

Withdrawals from VET courses must occur within the first two weeks of Term 1 as the school is still liable for costs after this date. Hence costs incurred beyond this date will be added to school accounts.

Further Course Information

www.hdsc.net.au provides information on Hamilton District Skills Centre courses.

<http://vetis.swtafe.vic.edu.au/> provides information on each of the courses offered in Hamilton. This will give details of extended hours and holiday block training which are course requirements, and the students' are responsible for meeting with regard to transport and accommodation needs.

www.vcaa.vic.edu.au provides useful information on VET as SBA and VET in the VCE/VET.

www.rist.edu.au information regarding Agricultural courses.

Certificate II In Automotive

Certificate II in Automotive is a two year pre-vocational course of study that provides a pathway into the automotive industry through an apprenticeship or higher education. It also enables students to gain an understanding of automotive theory and culture.

The aims of the VET Automotive Program are to:

- Provide students with the skills and ability to achieve competencies, which will enhance their employment and further training prospects within the Automotive and allied industries.
- Provide students with “work ready” knowledge and skills applicable to a variety of career paths in the automotive industry such as automotive repair and service and the retail sector.

VCE VET UNITS:

On completion of the Certificate II in Automotive (Technology Studies), students are eligible for 4 VCE VET units on their VCE Statement of Results. 2 VCE VET units are deemed to be at Unit 1-2 level and 2 VCE VET units are deemed to be at 3-4 level and provides a 10% increment to the ATAR.

Partial completion of the program entitles students to a pro-rata number of VCE VET units.

All completed VCE VET units will be recorded on the VCE Statement of Results.

Students complete VCE VET units by the progressive completion of modules. A VCE VET unit will be deemed to have been completed when 100 nominal hours of training has been accumulated. Students can accumulate VCE VET units over more than one year.

MODULES VCE VET Units 1-2	Nominal Hours
Follow safe working practices in an automotive workplace	20
Use and maintain tools and equipment in an automotive workplace	20
Follow environmental and sustainability best practice in an automotive workplace	25
Identify automotive electrical systems and components	25
Identify automotive mechanical systems components	25
Resolve routine problems in an automotive workplace	20
Carry out basic vehicle servicing operations	40
Inspection, test and service batteries	10
Total nominal hours	185

MODULES VCE VET Units 3-4	Nominal Hours
Use and maintain measuring equipment	15
Clean a vehicle	20
Remove and replace brake assemblies	20
Construct lighting circuits	40
Remove & assemble engine cylinder head	20
Dismantle and assemble engine 4 stroke multi-cylinder (petrol)	40
Operate electrical test equipment	40
Total nominal hours	195

These modules are indicative only and may change within the course. These course changes are determined by industry or VCAA.

VET in the VCE Building and Construction (Carpentry Stream)

(Partial completion of Cert II Building and Construction)

The aim of the program is to provide students with knowledge and skill development to enhance their employment prospects within the building and construction industry.

On completion of the course, students are eligible for 4 VCE VET units on their VCE Statement of Results. Two units at Unit 1 and 2 level and a Unit 3-4 sequence and a 10% increment to the ATAR.

In addition to this, students will also have achieved credits towards the pre-apprenticeship certificate, comprising the certificate core and some stream specific modules, which will prepare students for employment in areas such as carpentry, painting and decorating, bricklaying and wall and floor tiling

Carpentry Program Structure

MODULES	Nominal Hours
Workplace safety and site induction	34
Basic Environmental Sustainability in Carpentry	16
Work safely in the Construction Industry	6
Building structures	8
Provide basic emergency life support	8
Safe handling and use of plant and selected portable power tools	16
Quality principles for the Construction Industry	8
Carpentry hand tools	80
Levelling	8
Calculations for the Construction Industry	20
Prepare for work in the Construction Industry	16
Sub total	220
VCE VET Units	
Introduction to scaffolding and work platforms	24
Sub Floor Framing	36
Wall Framing	48
Roof framing	40
Basic setting out	24
Levelling	8
Quality principles for the building industry	8
External cladding	24
Sub total	212
Total	432

These modules are indicative only and may change within the course. These course changes are determined by industry or VCAA.

Certificate II In Catering (was VET Hospitality)

This course provides students with skills and knowledge of the hospitality industry, students gain practical experience in commercial cookery, front office management, food and beverage service as well as an understanding of communication, health and safety and hygiene procedures for a caterer in the industry. The program gives an ideal preparation for an apprenticeship or further study in the industry.

VET IN SCHOOLS PROGRAM STRUCTURE

The VET in Schools Hospitality program has been designed to allow for two exit points for students; that is:

1. In year one of the course Certificate II in Hospitality is attained and provides two VCE VET units at unit 1 and 2 level.
2. In the second year students attain Certificate II in Kitchen Operations and qualify for two VCE units at 3/4 level and a scored assessment score, that will contribute to their ATAR.

The course has been designed to articulate with Certificate IV in Hospitality and the Advanced Diploma of Hospitality and Events and can also lead to cookery apprenticeships. Work placement is compulsory and must be a minimum of 12 shifts.

HOSPITALITY PROGRAM:

VCE VET units 1 and 2	
Units of competence	Nominal hours
Use hygienic practices for food safety	15
Participate in safe work practices	12
Use food preparation equipment	25
Prepare dishes using basic methods of cookery	45
Clean kitchen premises & equipment	13
Maintain the quality of perishable items	10
Work effectively with others	15
Interact with customers	20
Show social and cultural sensitivity	20
Source & use information on the hospitality industry	25
Total nominal hours for 1st year only	200

At this point, the program fulfils the minimum requirements for Certificate II in Hospitality

VCE VET units 3 and 4	
Units of competence	Nominal hours
Prepare appetisers and salads	25
Prepare stocks, sauces and soups	35
Prepare vegetable, fruit, egg and farinaceous dishes	45
Use cookery skills effectively	50
Prepare poultry dishes	25
Total nominal hours for 2nd year only	180
Total	380
Units of competence	Nominal hours

At this point, the program fulfils the minimum requirements for Certificate II in Kitchen Operations.

These modules are indicative only and may change within the course. These course changes are determined by industry or VCAA.

Certificate II in Engineering

Certificate II in Engineering provides students with a solid foundation in the basic principles of engineering. It provides an overview of engineering, fabricating and electrical components that would be experienced and expanded on in the manufacturing and engineering industries.

The aims of the VCE VET Engineering Studies program are to:

- Provide participants with the knowledge and skills to achieve units of competence that will enhance their employment prospects in the engineering or engineering related industries.
- Enable participants to gain a recognized credential and make a more informed choice of vocation and career paths at apprenticeship, traineeship and higher education levels.

The Certificate II in Engineering Studies provides a pathway into an engineering apprenticeship. On completion of the certificate students are eligible for 4 VCE units, 2 at 1-2 level and 2 at 3-4 level. There is scored assessment at unit 3-4 level that contributes to the ATAR.

UNIT OF COMPETENCE	Nominal Hours
Apply principles of occupational health & safety in the work environment	10
Use hand tools	20
Report on a range of sectors in the manufacturing, engineering and related industries	30
Select and interpret drawings and prepare three dimensional (3D) sketches and drawings	20
Perform basic machining processes	40
Apply basic fabrication techniques	40
Use power tools/hand held operations	20
Perform metal machining operations	60
Subtotal	240
VCE VET Units 3-4	
Undertake a basic engineering project	80
Perform intermediate engineering computations	40
Produce basic engineering components and products using fabrication and machining operations	60
Perform metal machining operations	60
Subtotal	240
TOTAL	480

These modules are indicative only and may change within the course. These course changes are determined by industry or VCAA.

Certificate III in Screen and Media

The Certificate III in Screen and Media provides students with entry level training in the exciting new medium of digital technology. It's focused on getting students ready for further study in the gaming industry. The course provides students with a broad range of knowledge and skills to pursue a career or further training in the screen and media industry in areas such as film and television production, animation, radio broadcasting and photography.

VCE VET Units 1 and 2	
Contribute to health and safety of self and others	20
Follow a design process	40
Create 3D digital animations	75
Develop drawing skills to communicate ideas	60
Explore and apply creative design process to 3D forms	50
Work effectively in the creative arts industry	50
Subtotal	295
VCE VET Units 3 and 4	
Create 2D digital animations	35
Write content for a range of media	40
Explore and apply the creative design process to 2D forms	50
Author interactive sequences	40
Create visual design components	30
Subtotal	195
TOTAL	490

These modules are indicative only and may change within the course. These course changes are determined by industry or VCAA.

Certificate II in AGRICULTURE

This course provides an entry level occupation in agriculture enabling students to select a livestock or cropping context as a job focus. This wide range of industry relevant units suit future agriculture career goals and interests ranging from apprenticeships to managerial positions and undergraduate courses. Students undertaking this course do a traineeship with an employer and study modules selected in consultation with their employer through RIST. Work placement is combined with study at RIST on a school day.

Certificate II units

Compulsory units

- Participate in work health and safety processes
- Work effectivity in the industry
- Participate in environmentally sustainable work practices
- Apply First aid

Additionally, there are a number of units tailored to specific agricultural industries, such as dairy, beef, cattle, sheep and cropping.

Certificate units are offered at unit 1&2 level and Unit 3&4 level. Students achieving a unit 3&4 sequence are eligible for 10% ATAR increment.

SUBJECT SELECTION PLANNING FORM 2021 Year 10

Current Year 9 students must complete this Subject Selection Form. Students are required to obtain a recommendation (signature) from their current teacher or Faculty Leader in each of the Key Learning Areas. Ideally, recommendations should be obtained from teachers who have taught the student. Students must submit this form with a parent/guardian signature to the Front Office by **9am Monday 9th September, 2020**.

NAME: _____ **Current Homeroom** _____ **Room** _____

In Year 10, all students undertake a common program in:

Religious Education (VCE Units 1 & 2)
Health & Physical Education
Careers

Section 1 Future Pathways

What future career/courses are you interested in?

Preference **Career/Course**

1st

2nd

Section 2 Senior Subject Planning

What VCE/VCAL/VET subjects would be relevant to these pathways?

In sections 3 - 7, place a tick in the box beside the preferred option.

Section 3 English

Which English has your current English teacher recommended? English Advanced English

English Teacher's Signature

Initials

Section 4 Mathematics

Which Mathematics has your current Mathematics teacher recommended? Mainstream Consolidating Advanced

Mathematics Teacher's Signature

Initials

Section 5 Humanities

Which Humanities has your current Humanities teacher recommended?

Geography & Business

Standard Course
 Advanced Course

History & Civics

Standard Course
 Advanced Course

Humanities Teacher's Signature

Initials

Section 6 Science

Are you interested in studying Agricultural Science? Yes No

Science Teacher's Signature

Initials



VET Application for Year 10 selections 2021

This form must be attached to the student's Subject Selection Form

NAME:

VET Course you want to do

Reason why you are interested in studying this course:

I have read and understood all the requirements and arrangements stated in the 2021 Year 9 & 10 Handbook book involved in doing a VET course (e.g. costs, times and place of study, work placement, etc.). I am aware there may be a fee involved should my child withdraw from their VET course after **Friday 19th February, 2021**.

The courses listed in the handbook are 2020 prices and are subject to change for 2021. 2021 costs will be communicated to families during Term 4, 2020. Families will then confirm their enrolment with the VET/VCAL Coordinator.

All students applying for VET Courses will be interviewed by the VET/VCAL Coordinator who will determine their suitability for the course. Students' level of literacy and numeracy will be assessed as part of their application. Final approval for VET courses will be granted by the VET/VCAL Coordinator in consultation with the training providers and Director of Studies.

Student Signature

Parent Signature

Return this form to the to the Front Office by Monday 9th September, 2020

Approval granted by the VET/VCAL Coordinator

- Yes
 No

Signature VET/VCAL Coordinator

Date

Office Use ONLY

Date Received

/ /

ARRANGEMENTS FOR VET STUDENTS DOING VET COURSES

TAFE and HDSC

Classes

- Classes begin for VET students (VET) studying at TAFE and HDSC usually in Week 2 of Term 1.
- Students are bussed to TAFE and HDSC and are responsible for making their own way home at the conclusion of classes
- Students are bussed to TAFE and HDSC and are responsible for making their own way home at the conclusion of classes
- Students who have to leave a VET class early due to a special need, e.g. medical appointment need to bring a note to school and have it signed by either the Year Level Coordinator or the VET Coordinator, and then present it at the front desk when signing out to have it stamped by the school. This can then be taken to TAFE or HDSC and given to the teacher as it has the school's approval.
- Students going to TAFE and HDSC are expected to gather their bags, lunches and materials needed for the course and leave class at the appropriate time to be at the Monivae bus exchange on time for departure.
- It is the students' responsibility to catch up on the work of any classes missed while off campus doing these VET studies. Thus students need to develop a good working relationship with the teacher of classes missed in order to complete all the missed subjects required work.

Payments

TAFE

Payments for materials need to be taken to TAFE on this first day so that students can be issued with their books and other such materials. To get the VET invoice you need to go into the website www.swtafe.vic.edu.au/VETiS then click on your VET course icon and go into course requirements

HDSC

Payments will be payable to Monivae College and will be invoiced separately to school fees.

RIST

This program is undertaken by means of a training contract with an employer; a Training Plan is signed by the school and formally registered with the Victorian Registration and qualifications Authority (VRQA) and leads to a nationally recognised qualification. In 2020, Year 10 students attend RIST on Fridays 11am to 5pm and Year 11 & 12 attend RIST on Tuesdays 1pm to 5pm or evenings 3.30pm to 8.30pm. During the school hours, the RIST bus collects and returns students. On occasions, there will be block sessions at RIST for which the students will need to find their own transport.

Other Providers

Students are generally responsible for arranging their transport to the facility. Arrangements regarding times, etc. are confirmed in consultation with the school.



Inappropriate Course Selection Form

If a student does not receive a recommendation for a chosen subject that they still wish to undertake they must complete the section below. Please attach this form to the Subject Selection Form and submit to the Front Office by **Monday 9th September, 2020**.

NAME: _____ 2021 Year 9 Year 10

To be completed by parent/guardian:

I acknowledge that I have been informed that my child has been advised not to undertake the following subject in 2021 for the following reason (s):

Subject:

- Lack of recommended prior learning
- Performance in this subject area to date
- Other:

However, I wish him/her to attempt the course and units named above because:

- It is necessary for future career options
- It is necessary for tertiary entrance
- Other:

Given the above, I understand that my child will need to work diligently throughout the course. I am also aware that if my child wishes to change from this course, this must be done by Friday 19th February, 2021. Withdrawal after this date may result in an 'N' (Not Satisfactory) being recorded for the unit. Students changing subjects in 2021 may have to change a number of classes to accommodate timetabling constraints once the academic year has commenced.

Parent signature: _____ Date: / /

To be completed by student:

I understand that:

- My present background knowledge for this course is limited
- I will need to put in extra time in this course to meet the requirements
- My grades in other courses may be adversely affected
- If I decide to withdraw from the subject I will contact my Year Level Coordinator as soon as possible (preferably before the Friday 19th February, 2021)
- I understand changing my subjects at the start of the year may require further subject changes to accommodate the request
- I will undertake the following preparation **before** commencement of chosen subject:

Student signature: _____ Date: / /

Year Level Coordinator signature: _____ Date: / /

Approval Granted by the Director of Studies Yes No

Director of Studies _____ Date: / /

Office Use ONLY **Date Received** / /

**Application for Subject Change
Year 9 or 10 Course Change**

In the event that students wish to change subjects at any stage, they must have:

- sound reasons for doing so, in discussions with the relevant Year Level Coordinator and Careers Coordinator
- obtained teacher recommendation of class leaving and teacher recommendation of class entering

Changes can only take place if there is:

- sufficient room within the class they wish to enter
- it does not involve major adverse shuffling around of the student's other subjects
- it is a realistic option in terms of that student's capabilities and career aspirations
- consultation with respective Year Level Coordinator, Faculty Leaders, Director of Studies and parent/guardian

NAME: _____ 2021 Year 9 Year 10

Current Subjects	Proposed Change(s)

Please indicate your actions on the checklist below:

I have:

<input type="checkbox"/> Discussed with the relevant Year Level Coordinator that a change is being considered and the associated reasons for doing so	Application Supported <input type="checkbox"/> Yes <input type="checkbox"/> No Signature Year Level Coordinator Date
<input type="checkbox"/> Met with the Careers Coordinator regarding implications for higher studies/occupations	Application Supported <input type="checkbox"/> Yes <input type="checkbox"/> No Signature Careers Coordinator Date
<input type="checkbox"/> EXIT Consulted with the teacher of the current subject to seek further advice and asked to exit the class	Application Supported <input type="checkbox"/> Yes <input type="checkbox"/> No Signature Teacher of current subject Date
<input type="checkbox"/> ENTRY Consulted with the teacher of the proposed new subject to seek further advice asking their recommendation to enter the class.	Application Supported <input type="checkbox"/> Yes <input type="checkbox"/> No Signature Teacher of new subject Date

Parental / Guardian Permission

I give permission for my son/daughter to change subjects as listed above.

Parent Name (Please print) _____ Parent/Guardian Signature _____ Date _____

Applications for a change of subjects in Semester 1 must be submitted by Friday 19th February, 2021.

Applications for a change of subjects for Semester 2 must be submitted by Friday 21st May, 2021.

Return this completed form to your Year Level Coordinator.

Office Use ONLY Date Received / /