



LARA
Secondary College

YEAR 9 HANDBOOK
2024 - 2025

Academic Grades and Codes	3
Parent / Student Teacher Interviews	4
Exam Schedule and Duration	4
Year 9 Program Overview	5
TLC/Connections	5
Year 9	6
Elective Program	6
Year 9 Active Life	7
Year 9 Fit to Play	8
Year 9 Sports Coaching	9
Year 9 Cricket Academy	10
Year 9 Rugby Academy	11
Year 9 Drama	12
Year 9 Media	13
Year 9 Music Performance	14
Year 9 Studio Arts	15
Year 9 Visual Communication Design	16
Year 9 Indonesian	17
Year 9 Indonesian Extension	18
Year 9 Electronics	19
Year 9 Future Creators - A Technological World	20
Year 9 Food Studies	21
Year 9 Product Design & Technology:	22
Wood	22
Year 9 STEM	23

Academic Grades and Codes

Academic Grades	
HD	is equivalent to a score of 90 - 100% and indicates a High Distinction performance on the task
D	is equivalent to a score of 80 - 89% and indicates a Distinction performance on the task
HC	is equivalent to a score of 70 - 79% and indicates a High Credit performance on the task
C	is equivalent to a score of 60 - 69% and indicates a Credit performance on the task
P	is equivalent to a score of 50 - 59% and indicates a Pass performance on the task
UG	is equivalent to a score of below 50% and indicates the work was of such a poor standard that it has not met the minimum requirements of the task

Assessment Codes	
NYD	Not Yet Delivered The teacher has not set or given the assessment task to date.
NS	Not Submitted Task was not submitted.
ABS	Absent The student was absent with a legitimate reason (Medical/Wellbeing) approved by the school
(excluded)	Excluded The student is not required to complete this task.

Parent / Student Teacher Interviews

Parent Teacher Interviews are conducted in Terms One, Two and Three and can be booked through Compass;

- Interviews are 10 minutes in duration. If you know that you will need longer to discuss something with the Pathways or subject teacher, please phone to arrange an alternative time;
- Speak to your child. Find out if there are concerns that he/she wishes you to raise with the Pathways or subject teacher;
- Students should also attend the interviews;
- Parent Teacher Interviews are a good chance to meet your student's teachers. Even if students are progressing well, it is valuable to meet with teachers and the Pathway teacher as it helps to develop a good relationship that can be built on throughout the year;
- You can get information about study designs and when major assessments are scheduled;
- Discuss ways to assist your student to make improvements to their learning;
- Privacy and confidentiality are assured;

Exam Schedule and Duration

Year 7 & 8 Students:

Students in Year 7 & 8 will undertake a Mid-Year and Final Year Examination in Mathematics and English. Each exam will be approximately 70 minutes in duration.

Year 9 Students:

Year 9 students will undertake a Mid-Year and Final Year Examination in English, Mathematics, Humanities and Science. Each Examination will be 2 hours in duration.

Year 10 – 11 students:

Year 10 – 11 students will undertake a Mid-Year and Final Year Examination in all their subjects. Each Examination will be between 2 or 3 hours duration depending on the subject content requirements. Year 10 students will be expected to undertake a 2 hour English Examination and Year 11 students will be expected to undertake a 3 hour English Examination.

Year 12 Students

Year 12 students will complete a Unit 3 practice exam within a scheduled class before commencing Unit 4. Year 12 English students will complete a practice exam altogether in exam conditions at mid year.

All Year 12 VCE subjects will complete practice exams, as schedule by the school on the first 2/3 days of Term 4. All Year 12 VCE subjects will have final VCE exams administered by VCAA supervisors.

Year 9 Program Overview

Core Subject	Sessions per Week
English	4
Maths	3
Humanities	3
Science	3
Health & Physical Education (HAPE)	2
Thinking & Living Class (TLC – Pastoral)	1
Two Electives per semester – choice from Arts/Tech/LOTE/HAPE	4
Total No Sessions per Week	20

TLC/Connections

The Year 9 Connections Program involves students working in small focus groups on a range of community and/or environment-based themes and projects. Many of these experiences take place away from the regular classroom learning environment, where students are faced with a range of challenges, each providing opportunities to apply and further develop life-skills in teamwork, leadership, planning, organisation, problem solving and resilience.

In addition, students have the opportunity to participate in a minimum-impact bushwalking and overnight camping experience on the Surf Coast. This adventure will take place in the Great Otway National Park at Lorne / Cumberland River, where a series of scenic hiking trails enable students to connect with the nearby natural environment, which is important for both physical health and mental wellbeing.

During Thinking and Living Classes (TLC), students reflect on their observations and experiences, while researching and creating links to future education, training and career pathways.

Year 9

Elective

Program

Active Life
Fit to Play
Sports Coaching
Rugby Academy
Cricket Academy
Drama
Media
Music
Studio Arts
Visual Communication Design
Indonesian
Electronics
Future Creators - A Technological World
Food Studies
Product Design Technology: Wood
Science, Technology, Engineering, Mathematics (STEM)

Course Outline

The 'Active Life' elective aims to promote physical health and general wellbeing, with a particular focus on exploring factors that influence youth participation in exercise, sports and outdoor activity. Recognising the importance of fostering a positive and inclusive learning environment, this subject also offers a variety of non-competitive activities, including dance, yoga, and Pilates, as well as life-long outdoor recreational activities, such as nature-trail walking. Students will also study various health-related issues, as well as movement and physical activity across a range of team and individual sporting pursuits.

Areas of Study: Topics

- Health benefits of physical activity
- Building confidence through physical activity, recreation and sport
- Impact of outdoor physical activity on health and wellbeing
- Impact of nutrition on health and wellbeing
- Personal development skills in teamwork, leadership and organisation

Assessment Tasks

- Benefits of physical activity assessment
- Practical Activity Participation
- Practical Activity Written Reflections
- Digital Practical Activity Journal

Related VCE Subjects

- Physical Education
- Health and Human Development
- Outdoor and Environmental Studies

Please note that Active Life is considered a High-Cost Subject.

As per the Parent Payment Policy, Active Life is considered a high-cost subject, payment can be made through Compass or the main office, CSEF can be used towards Active Life. Deposits (non-refundable) are due in term four in the preceding year and will ensure your child's place in the class. Failure to make payment towards Active Life, will mean withdrawal from the subject. Students will then be re-counselled into an alternative subject. If the Active Life course does not proceed these funds can be allocated to other levies or refunded.

Year 9 Fit to Play

Course Outline

The 'Fit to Play' elective aims to highlight the physical, mental and social benefits of regular participation in exercise, physical activity and community sports programs. In addition, students will also explore components of fitness, common fitness testing models, as well as elements of both everyday healthy eating habits and sports nutrition. Fit to Play is a practical, hands-on subject, whereby students will be expected to actively participate in a range of competitive team sports and various group tasks.

Areas of Study: Topics

- Develop advanced skills and strategies for various team sports
- Study rules, roles and impacts in team sports for fair play
- Explore fitness elements and personalised plans for sport specific performance
- Enhance teamwork, leadership and goal setting skills in a sports situation
- Discuss the mental, physical and social benefits of an active lifestyle
- Promote fairness, respect and responsibility in a sports setting

Assessment Tasks

- Group project on team dynamics and leadership
- Submission and implementation of Fitness Plan and reflection
- Practical demonstration of application of skills and strategies

Related VCE Subjects

- Physical Education
- Health and Human Development

Year 9 Sports Coaching

Course Outline

The Sports Coaching elective has an emphasis on Coaching and Leadership which will allow students to develop their skills and confidence in this area. It will be particularly beneficial for kinaesthetic learners who thrive in a hands-on setting. Students will explore ways in which an individual can improve their skill proficiency, and how practice, feedback and transference can affect skill acquisition. By classifying skills and using the three stages of skill learning, students will create a lesson plan to teach a fundamental motor skill to their peers / and or the Primary School students. During practical lessons, students will undertake a variety of roles in team games including player, coach, captain, equipment leader and scorer.

Areas of Study: Topics

- Fundamental movement skills and manipulative skills
- Elements of skill proficiency including maximum certainty of goal achievement, minimum movement time and minimum energy expenditure
- Factors which affect skill acquisition including practice, feedback and transference
- The three stages of skill learning: Cognitive, Associative and Autonomous
- Classification of skills: Open, Closed, Discrete, Serial and Continuous
- The three types of practice: Massed and distributed, whole and part, mental and physical
- Practice and Training regimes to improve performance including basic, intermediate and advanced skill drills
- Using the elements of Speed, Space, Time, Equipment and Pressure to modify a skill drill

Assessment Tasks

- Written Test: Skill acquisition and skill proficiency
- Written Test: Practice and training regimes to improve performance
- Sport Leadership Research Task
- Peer Teach: Planning a lesson for peers and / or our primary school partners

Related VCE Subjects

- Physical Education

Year 9 Cricket Academy

Course Outline

In this subject, students undertake high-level coaching, training and practice, students develop fundamental cricket skills in batting, bowling, fielding and wicket-keeping. Students also study injury prevention, first aid and sports nutrition. In partnership with Academy Movement, and supported by Cricket Victoria and Melbourne Renegades, opportunities to access guest speakers and specialist coaches, as well as various field trip excursions, will be integrated into the Cricket Academy program. This subject is a full-year elective and requires students to complete an application form.

Areas of Study: Topics

- Goal Setting and Healthy Habits
- Coaching and Officiating
- Sports Injury Prevention
- First Aid
- Preparation for Sports Competition

Assessment Tasks

- SMART Goal Plan, Implementation and Evaluation
- Practical Skills Assessment
- Training Journal Reflection

Related VCE Subjects

- VET Certificate III in Sport and Recreation
- Physical Education
- Health and Human Development
- Outdoor and Environmental Studies

Please note that Cricket Academy is considered a High-Cost Subject.

As per the Parent Payment Policy, Cricket Academy is considered a high-cost subject, payment can be made through Compass or the main office, CSEF can be used towards Cricket Academy. Deposits (non-refundable) are due in term four in the preceding year and will ensure your child's place in the class. Failure to make payment towards Cricket Academy, will mean withdrawal from the subject. Students will then be re-counselled into an alternative subject. If the Cricket Academy course does not proceed these funds can be allocated to other levies or refunded.

Year 9 Rugby Academy

Course Outline

In this subject, students undertake high-level coaching, training and practice, in order to be able to play and officiate the game of Rugby Union. Students also study injury prevention, first aid and sports nutrition. In partnership with Academy Movement, and supported by Rugby Victoria, there are opportunities to access guest speakers and specialist coaching, as well as field trip excursions and clinics. Students will represent the school in the Rebel Shield competition in Terms 2 (boys) and Term 3 (girls). This subject is a full-year elective and requires students to complete an application form.

Areas of Study: Topics

- Goal Setting and Healthy Habits
- Coaching and Officiating
- Sports Injury Prevention
- First Aid
- Preparation for Sports Competition

Assessment Tasks

- SMART Goal Plan, Implementation and Evaluation
- Practical Skills Assessment
- Training Journal Reflection

Related VCE Subjects

- VET Certificate III in Sport and Recreation
- Physical Education
- Health and Human Development

Please note that Rugby Academy is considered a High-Cost Subject.

As per the Parent Payment Policy, Rugby Academy is considered a high-cost subject, payment can be made through Compass or the main office, CSEF can be used towards Rugby Academy. Deposits (non-refundable) are due in term four in the preceding year and will ensure your child's place in the class. Failure to make payment towards Rugby Academy, will mean withdrawal from the subject. Students will then be re-counselled into an alternative subject. If the Rugby Academy course does not proceed these funds can be allocated to other levies or refunded.

Course Outline

In this unit, students participate in a variety of teamwork and trust-building activities to establish a strong group dynamic. Students then develop, produce and present a whole class performance on stage, in front of a live audience using costume, lighting and sound elements.

Scriptwriting is explored throughout the unit, both as an individual project and during classroom performances. The use of dramatic elements, playmaking techniques and stagecraft (*i.e. costume, sound, lighting*) is also highlighted. No experience in drama is required, although effort and commitment is key!

Areas of Study: Topics

- The Elements of Drama – A Practical Exploration
- Characterisation – Expressive and Performance Skills
- Developing and Presenting a Performance in a Professional Context
- Analysing and Evaluating Performance
- Scriptwriting Project

Assessment Tasks

- Performance Presentation (*multiple presentations*)
- Analysis of Performance
- Scriptwriting Project

Related VCE Subjects

- VCE Drama Units 1-4
- VET Subjects – CERT III in Acting and other associated Creative Arts Courses

Course Outline

Students explore the creative capabilities of photo, music and video editing software. They use technology as a compositional tool whilst adding music and audio effects to moving images.

Students manipulate selected software and hardware to capture, record, edit and refine their creative products. Students form small media production teams to create short films which explore themes relevant to the age group. They analyse the impact media products have on selected audiences.

Areas of Study: Topics

- Narrative sequences
- Editing skills
- Understanding sound design in cinema
- Productions in teams

Assessment Tasks

- Submission of portfolios during the semester
- Digital submissions in the form of edited film sequences
- Digital presentations
- Written analysis of films studied

Related VCE Subjects

- VCE Media
- VET Media (Certificate III Screen and Media)
- VCE Art Making and Exhibiting
- VCE Visual Communication Design

Year 9 Music Performance

Course Outline

Students are required to select an instrument, including voice, for solo and ensemble (group) performance. No previous musical experience is necessary, although it is highly recommended that students participate in instrumental music lessons at school or through private music tuition.

Students will also analyse music and discuss techniques used by composers to convey mood and emotion. They will then apply these techniques to compose a short portfolio of Digital Music tasks. They will use the theory covered throughout the Semester to support them in this process.

This subject gives students the opportunity to explore music creation through performance as well as composition and will support their development as a Musician.

Areas of Study: Topics

- Music Analysis
- Digital Music
- Music Performance

Assessment Tasks

- Music Analysis Task
- Portfolio of Digital Music
- Music Performance (*end of Semester Concert*)

Related VCE Subjects

- VCE Music Performance
- VET Music Industry
- VET Music Performance
- VCE Drama

Year 9 Studio Arts

Course Outline

In this unit, students explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas and themes in art works. They manipulate materials, techniques, and technologies and processes in a range of art forms. Students maintain a visual diary to record the development of ideas, use of art elements, principles and techniques and processes. They create final artworks in various artforms such as painting, drawing and photoshop.

Areas of Study: Topics

- Visual Conventions and Art History
- Pop Art Portrait
- Printing Techniques
- Ceramic

Assessment Tasks

- Painting
- Mixed Media
- Ceramic

Related VCE Subjects

- VCE Art Making and Exhibiting
- VCE Visual Communication Design
- VCE Media
- VET (including VET Media)

Year 9 Visual Communication Design

Course Outline

The art of visual communication design involves the use of creative thinking and practical skills to present ideas. In this unit, students will explore the elements of design to engage and communicate. They maintain a design folio to record their development of ideas and use of various media such as Photoshop, Illustrator and InDesign.

Areas of Study: Topics

- Design elements and principles
- Working to a design brief
- Manual and digital drawing methods

Assessment Tasks

- One point and two-point perspective
- Promotional Poster Design
- Branding

Related VCE Subjects

- VCE Visual Communication Design
- VCE Art Making and Exhibiting
- VCE Media
- VET (including VET Media)

Year 9 Indonesian

Course Outline

In Year 9 Indonesian, students will develop their Indonesian language skills and their cultural knowledge of Indonesia. This subject will develop students' global awareness and broader understanding of Australia's position in the Asia-Pacific region. The study of the Indonesian language, besides providing students with the ability to communicate with 250 million people in the world's fourth most populous nation, also promotes cultural awareness and understanding of different attitudes and values beyond Australia's borders. Studying Indonesian has enormous benefits for students academically and personally, improving their literacy across the curriculum and their self confidence amongst many other benefits. Students also cook several traditional Indonesian dishes in Year 9 Indonesian, which provides students with opportunities to enhance their real-world application of studying Indonesian. Indonesian language studies in school will be complemented with opportunities to attend excursions to Indonesian restaurants and the Indonesian Consulate in Melbourne to further develop students' understanding of Indonesian culture in Australia. Studying Indonesian also significantly increases students ATAR score in Year 12 and increases their employability in all sectors in an ever-increasing global economy and workforce.

Areas of Study: Topics

- Personal worlds
- Environment and weather
- Indonesia as a tourist destination
- Significant Indonesian national holidays

Assessment Tasks

Language is assessed through the macro-skills:

- Writing
- Reading
- Listening
- Speaking

Related VCE Subjects

- VCE Indonesian

Year 9 Indonesian Extension

Course Outline

In Year 9 Indonesian Extension, students will continue their Indonesian language development and their cultural knowledge. This subject will increase students' global awareness and improve student knowledge of Australia's role in the Asia-Pacific region. The study of the Indonesian language, besides providing students with the ability to communicate with 250 million people in the world's fourth most populous nation, also promotes cultural awareness and understanding of different attitudes and values beyond Australia's borders. Studying Indonesian has enormous benefits for students academically and personally, improving their literacy across the curriculum and their self confidence amongst many other benefits. Students also cook multiple traditional Indonesian dishes in Year 9 Indonesian Extension, which provides students with opportunities to enhance their real-world application of studying Indonesian. Indonesian Extension studies will also involve an excursion to explore the importance of other cultures in Australia through excursions to Melbourne, focussing on the Immigration Museum and complemented by attending an Indonesian restaurant. Studying Indonesian also significantly increases students ATAR score in Year 12 and increases their employability in all sectors in an ever-increasing global economy and workforce.

Areas of Study: Topics

- Intercultural Encounters
- Music, Employment, Education and Relationships
- Health and Sustainability
- Student Exchange
- City and Country Life
- Indonesian History

Assessment Tasks

Language is assessed through the macro-skills:

- Writing
- Reading
- Listening
- Speaking

Related VCE Subjects

- VCE Indonesian

Year 9 Electronics

Please note that Electronics is considered a High-Cost Subject.

As per the Parent Payment Policy, Electronics is considered a high-cost subject, payment can be made through Compass or the main office. Deposits (non-refundable) are due in term four in the preceding year and will ensure your child's place in the class. Failure to make payment towards Electronics, will mean withdrawal from the subject. Students will then be re-counselled into an alternative subject. If the Electronics course does not proceed these funds can be allocated to other levies or refunded.

Course Outline

Students develop skills and knowledge of basic electronic components and the safe use of tools and equipment associated in this area. They will demonstrate fine motor skills in their construction of electronic kit assembly and problem solving as part of the testing required for fault finding. Student will use their newly acquired skills to design and construct a basic electronic board game.

Areas of Study: Topics

- Capabilities/Critical and Creative Thinking Capabilities/Questions and Possibilities/Reasoning
- Technologies / Design and Technology

Assessment Tasks

- Safety in the workshop.
- Soldering exercise and correct procedures.
- Design process.
- Production and evaluation

Related VCE Subjects

Electronics relates to Systems Engineering and Product Design, these subjects both encompass all materials and could help students develop their pathway for employment in Electrical and Systems Engineering.

Year 9 Future Creators - A Technological World

Course Outline

In Year 9 Digital Technologies, students explore a range of digital devices and emerging technologies and their applications to our world. Students will develop their skills in programming, learn coding syntax and algorithm design with the introduction of Python language. They will learn to store and manipulate data in a database for real-life purposes as well as analyse and develop data visualisations for a wide range of areas such as sport, retail sales data, UNICEF statistics and ABS census data. Students will focus on the problem-solving methodology to design, develop and evaluate digital solutions to cater for real world situations. This course aims to expose students to a range of technologies and provide them with the digital skills and problem-solving strategies that can be applied to many different career pathways.

Areas of Study: Topics

- Interact with digital systems, for e.g. smart devices for task automation
- Identifying trends by analysing and visualising data such as marketing and sales
- Use a programming language to design a video game.

Assessment Tasks

- Digital system design - setting up network
- Presentation - market trend data
- Video game design

Related VCE Subjects

- Applied computing
- Data Analytics
- Software Development
- Mathematics
- Science
- Business Management

Year 9 Food Studies

Course Outline

In Year 9 Food Studies, students will explore and develop their practical and theoretical skills relating to food preparation, healthy eating and current and emerging food trends. Students will embark on a journey that starts with the fundamentals of hygiene and safety before diving into design-based challenges presented to them in the Food Studies kitchen.

This course provides a good grounding for Year 10 and into VCE Food Studies.

Areas of Study: Topics

- Hygiene and Safety requirements
- Lettuce Be Healthy
- Food Truck Fiesta
- Practical skill development

Assessment Tasks

- Application of Safe Work Practices
- Design and product development task – Healthy Burger
- Design and product development task - Food Truck
- Practical assessment

Related VCE Subjects

- Food Studies
- Health & Human Development
- Chemistry
- Studio Art
- VET Hospitality
- VET Kitchen Operations

Please note that Food Studies is considered a High-Cost Subject.

As per the Parent Payment Policy, Food Studies is considered a high-cost subject, payment can be made through Compass or the main office. Deposits (non-refundable) are due in term four in the preceding year and will ensure your child's place in the class. Failure to make payment towards Food Studies, will mean withdrawal from the subject. Students will then be re-counselled into an alternative subject. If the Food Studies course does not proceed these funds can be allocated to other levies or refunded.

Year 9 Product Design & Technology:

Wood

Course Outline

By undertaking this elective, you will be introduced to the knowledge and skill development in Product Design and its production (design, technical drawing and manual skills together with hand and power tool competencies will be implemented). Throughout this course you are encouraged to engage in various forms of critical thinking such as problem solving, decision making and investigation to present information. You will be introduced to the safe use of Medium Level Power Tools and will then apply these skills to safely create two products. The development of these skills will assist in the progression to the subject at Year 10.

Areas of Study: Topics

- The importance of health and safety within the Product Design and Technology classroom
- The successful completion of multiple Design Briefs using real world experiences
- The basic principles of Product Design
- An understanding of the properties and different uses of a range of materials.
- Production - including basic Hand and Medium Level Power tool use
- The successful completion of several joinery techniques
- Technical Drawing – Isometric and Orthographic Projection

Assessment Tasks

- Written Design Briefs
- Research and Design Folio
- Evaluation Reports
- Completion of self-designed Product

Related VCE Subjects

- Product Design and Technology
- Visual Communication and Design
- Visual Arts

Please note that Product, Design and Technology: Wood is considered a High-Cost Subject.

As per the Parent Payment Policy, Product, Design and Technology: Wood is considered a high-cost subject, payment can be made through Compass or the main office. Deposits (non-refundable) are due in term four in the preceding year and will ensure your child's place in the class. Failure to make payment towards Product, Design and Technology: Wood, will mean withdrawal from the subject. Students will then be re-counselled into an alternative subject. If the Product, Design and Technology: Wood course does not proceed these funds can be allocated to other levies or refunded.

Course Outline

STEM is the study of science, technology, engineering and mathematics. It covers a wide range of disciplines and skills, which are increasingly in demand in our rapidly changing world.

STEM develops creative thinking skills and the ability to work in a team. Students within the STEM class look closely at Mars exploration and the challenges and solutions that have led to key technological advancements. Students develop their interpersonal communication skills by working in teams to code EV3 robots to complete challenges on Mars and fly drones through a maze.

The skills and knowledge developed in STEM are important for all stages of our learning, jobs and everyday lives. Students in STEM will develop their knowledge of the Engineering Design Process and look at novel solutions to solving real world problems. Students will be building, testing and evaluating the design of different prototypes and structures that are created. Students utilise their communication and coding skills throughout this process.

Areas of Study: Topics

- The Engineering Design Process
- Mars Exploration
- EV3 Lego Robotics and coding

Assessment Tasks

- Theory and research
- Building structures, testing and evaluating designs
- Coding and robotics

Related VCE Subjects

- VCE Sciences – Biology, Chemistry, Physics
- VCE Information Technology
- VET Information Technology
- VET Engineering
- VCE Mathematics – Further, Methods, Specialist