



Year 9 Handbook 2024

Belief Statement & Graduate Outcomes

Commitment to Child Safety

All students enrolled, and any child visiting FCJ College have the right to feel safe and be safe. The wellbeing of children in our care will always be our first priority and we have zero tolerance to child abuse. We aim to create a child safe and child friendly environment where children can feel safe and are free to enjoy life to the full without any concern for their safety.

Identity Statement

FCJ College is a Catholic Educational Community of Companions living in faith, nurturing with hope, serving with compassion and fostering the unique giftedness of each person, so that they are able to live For God Always.

Commitment to Democratic Principles

FCJ College supports and promotes the principles and practice of Australian democracy, including a commitment to:

- Elected government
- The rule of law
- Equal rights for all before the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance



Belief Statements

At FCJ College, we believe that:

Our welcoming community finds its inspiration in companionship with Jesus.

Each member of our community is called to witness the Gospel values of compassion, courage, integrity and hope.

Education is a partnership between the school, teachers, students and families, which involves a curriculum that offers students an authentic avenue to prepare themselves for the challenges of life ahead.

We nurture, engage and encourage all students, in a safe, respectful and positive environment, to develop their gifts and become the best persons they can be.

All members of our community are equally valued for their unique contribution.

Graduate Outcomes

At FCJ College, we commit to educating students to be:

People of faith, courage and integrity who live the values of compassion, honesty and justice.

Confident young adults whose inner strength and positive self-belief make them resilient in a challenging world.

People who have an appreciation and respect for everyone.

Members of society who have a capacity to be engaged in the community and who demonstrate social and environmental responsibility.

Adults growing in faith and an awareness of God's love as life-long learners and critical thinkers.

The culture of a faith-based community of an FCJ college seeks to be characterised specifically by these four Characteristics:



FCJ College Executive Team



Principal – Shaun Mason

The Principal is responsible for the leadership and management, good order and quality of performance of the College and the educational, pastoral and religious welfare of the College, its students and staff.

Deputy Principal – Joseph Mount

The Deputy Principal is responsible for leading and enhancing student achievement, including the development of a Professional Culture incorporating Professional Learning, Performance and Development.

Director of Catholic Identity – Donna Willcock

The Director of Catholic Identity is responsible for overseeing the Catholic Identity (CI) of the College and the delivery of a meaningful, relevant and engaging RE curriculum.

Director of Learning & Teaching – Jordan Smith

The Director of Learning and Teaching, through the Learning Coaches Team, is responsible for leading students' academic, emotional and social progress through developing and implementing strategies and processes that focus on improving student outcomes and engagement.

Director of Wellbeing – Renae Hughes

The Director of Wellbeing, through the Learning Leaders Team, is responsible for leading and supporting the development of an innovative Wellbeing program that integrates the values of the Gospel and allows staff and students the provision of opportunities to develop academically, physically, emotionally, socially and spiritually.

Director of Learning Diversity - Kirsty Renkin

The Learning Diversity Leader is responsible to the Principal, through the Director of Learning and Teaching, Director of Wellbeing and Deputy Principal for the development and implementation of strategies and processes that focus on improving student outcomes and engagement.

Learning Leaders

The Learning Leaders ensure that the wellbeing philosophy and practice are consistent with the College's Vision and Mission statements and the school's strategic plan to ensure that within the year level, each student's academic, emotional and social progress is monitored. They provide high quality support to the staff, students and parents within their year level in the ongoing development and implementation of the College's Wellbeing Policy, including the use of restorative practices to recognise and challenge behavioural issues and restore relationships.

- Year 7 – Sally Moore
- Year 8 – Catherine Burton
- Year 9 – Daniel Green
- Year 10 – Gemma Hunter
- Year 11 – Erin Crook
- Year 12 – Guy Durance



Learning Coaches

The Learning Coaches are responsible for the implementation of an innovative curriculum that integrates the values of the Gospel and allows students the opportunity to experience a broad, challenging and stimulating curriculum that caters for individual needs across the full range of student abilities at Years 7 to 12. Learning Coaches will have the following focuses:



- Mathematics/Numeracy - Lianna Ramage
- English/Literacy - Mandy Stephens
- Humanities/Languages - Denise Cooke
- Science - Elizabeth Isaacson
- Arts - Catherine Begley
- Health and Physical Education - Julieann Richardson
- Languages - Monique Francis

Coordinators

VCE Coordinator - Brendan Walsh

The VCE Coordinator works with staff, students and parents to ensure that procedures are put in place, are adhered to, and meet VCAA requirements for VCE and the College.

Applied Learning Leader - Jamie Morrison

The Applied Learning Coordinator is responsible for organisational matters within the Applied Learning Area including VCE Vocational Major, VET and School Based Apprenticeships.

The Year 9 Program

The focus for Year 9 is inquiry and engagement. A stand-alone Year 9 program allows for greater flexibility in learning approaches and opportunities.

All allocations are based on a two-week cycle.

- PBL - a Project Based Learning program including the subjects of Humanities, English, Religion and Positive Education. PBL provides students with a hands-on learning approach, teaching them skills and knowledge that covers Victorian Curriculum standards. (18 periods a cycle)
- Mathematics (9 periods a cycle)
- Science (9 periods a cycle)
- Health and PE (6 periods a cycle)
- Languages – Japanese: Please note that in order to study a language at Year 10 a student must have undertaken a whole year of study in that language in Year 9. Languages are a part of our Elective program.
- Elective - 2 per semester with 9 contact periods for each.

AREAS of Study

The 10 areas of study are as follows:

- Religion Education
- Positive Education
- English
- Arts
- Health & Physical Education
- Languages
- Mathematics
- Science
- Humanities
- Technology

Project Based Learning (PBL)

At Year 9 all students study our project based learning (PBL) program. This is a specially designed course which integrates the areas of English, Humanities, Positive Education and Religious Education. Throughout the year students will cover the necessary components of each subject as described in the Victorian Curriculum, however, they will do so within projects which aim to engage students and develop 21st Century Learning skills.

The outcomes for students in this program are:

Critical Thinking – students are asked to think creatively and innovatively, analyse, synthesize and apply new information to concepts.

Teamwork skills – students need to cooperate and manage relationships appropriately to achieve a common goal.

Literacy skills – along with the skills normally covered in a mainstream English class, students are required to deconstruct an understanding of how to complete a task, focusing on reading and writing. This helps students to make the connections between subjects and to realise that literacy skills are not only for the English classroom.

Presentation Skills – Students present their projects to a variety of audiences in a confident manner using a wide range of resources to enhance the presentation.

Organisational Skills – Student must meet deadlines by planning their projects, holding each other accountable and setting achievable goals.



Year 9 Subjects

Core Subjects

- Integrated Studies-PBL (English, Humanities, Religious Education & Positive Education)
- Mathematics
- Science
- Health and Physical Education

Electives

- Japanese Second Language(All year)
- Visual Art: Digital Art & Media
- Visual Art: Street Art
- Visual Art: 3D Art Forms
- Design Technology: Wood
- Design Technology: Metal
- Design Technology: Systems Engineering
- Drama
- Food Studies
- Music
- Outdoor Education

AREA OF STUDY: Religious Education

All students must complete Religious Education at Year 9. In Year 9, Religious Education is a part of the Project Based Learning program in which students will study English, Humanities, Positive Education and RE.

Students explore the resurrection and eternal life through a study of the life, death and resurrection of Jesus. They are encouraged to reflect on the beliefs in forgiveness, healing and hope that Christians celebrate. Students also investigate and study the life and teachings of Jesus through a study of Luke's Gospel.

Students explore the historical context and the stories of the Old Testament to develop an understanding and appreciation of the messages of the prophets. They also study 'The Church Through Time' focusing on the Australian story and the effect of immigration within the Catholic community.

AREA OF STUDY: Positive Education

Positive Education is a proactive approach that offers a clear structure and a cohesive language to teach wellbeing skills. Everyone, can learn to better manage their emotions, no matter their age. They can develop healthier thinking styles and enrich their understanding of themselves. It follows that this will lead to people, in our case, students, having greater confidence and learning to thrive.

At FCJ College all of our students study Positive Education for one lesson per week. Years 9 covers areas that include: character strengths and kindness. Included in the teaching of Positive Education are Mindfulness practices and reflection.

THE VIA INSTITUTE ON CHARACTER CLASSIFICATION OF CHARACTER STRENGTHS

The VIA Classification of Strengths is the "backbone" of the science of positive psychology.

	WISDOM & KNOWLEDGE CREATIVITY: Originality; adaptive; ingenuity CURIOSITY: Interest; novelty-seeking; exploration; openness to experience JUDGMENT: Critical thinking; thinking things through; open-minded LOVE OF LEARNING: Mastering new skills & topics; systematically adding to knowledge PERSPECTIVE: Wisdom; providing wise counsel; taking the big picture view
	VALOR COURAGE BRavery: Valor; not shrinking from fear; speaking up for what's right PERSEVERANCE: Perseverance; industry; finishing what one starts HONESTY: Authenticity; integrity ZEST: Vitality; enthusiasm; vigor; energy; feeling alive and activated
	HUMANITY LOVE: Both loving and being loved; valuing close relations with others KINDNESS: Generosity; nurturance; care; compassion; altruism; compassion; altruism; "niceness" SOCIAL INTELLIGENCE: Emotional intelligence; aware of the motives/feelings of self/others; knowing what makes other people tick
	JUSTICE TEAMWORK: Citizenship; social responsibility; loyalty FAIRNESS: Just; not letting feelings bias decisions about others LEADERSHIP: Organizing group activities; encouraging a group to get things done
	TEMPERANCE FORGIVENESS: Mercy; accepting others' shortcomings; giving people a second chance HUMILITY: Modesty; letting one's accomplishments speak for themselves PRUDENCE: Careful; cautious; not taking undue risks SELF-REGULATION: Self-control; disciplined; managing impulses & emotions
	TRANSCENDENCE APPRECIATION OF BEAUTY & EXCELLENCE: Awe; wonder; elevation GRATITUDE: Thankful for the good; expressing thanks; feeling blessed HOPE: Optimism; future-mindedness; future orientation HUMOR: Playfulness; bringing smiles to others; lighthearted SPIRITUALITY: Religiousness; faith; purpose; meaning

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AREA OF STUDY: English

All students must complete English at Year 9. In Year 9, English is a part of the Project Based Learning program in which students will study English, Humanities, RE and Positive Education.

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience.

English at Year 9 is broken into three major strands, these are: Reading and Viewing, Writing, Speaking and Listening.

AREA OF STUDY: Mathematics

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The curriculum also provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built.

In Year 9, the students develop familiarity with a broader range of non-linear functions and relations, and related algebra and graphs and develop the foundations essential to higher levels of Mathematics study.

At Year 9, Mathematics is compulsory and all students will study a common course.

AREA OF STUDY: The Arts

Drama is fun. Students are engaged, inspired and enriched by the learning that occurs. Students explore their world and imaginary worlds through play making and performance. They learn to work collaboratively with their peers and are challenged to create ensemble performances and to also perform solo. Students actively use and become aware of their own expression skills and they begin to develop confidence as an actor. They learn to manipulate their voice and language; they become aware of their own physical expression – gesture, body and movement. Students are also able to support their peers with constructive learning and analysis. Students in Year 9 Drama perform to a range of intended audiences and develop an acute awareness of the audience/performer relationship.

In Year 9, students learn about some of the many drama and theatre styles. Some of these styles incorporate the use of particular conventions such as masks and costuming or stagecraft design. The students act as writers, performers and producers when working on major performance tasks. The curriculum also involves analyzing the skills of professional performers and where possible, this will include an incursion or excursion for analysis.



Digital Arts and Media

Digital Art and Media is a specialist course that will help students develop practical skills and theoretical knowledge in the Media Arts and Visual Arts curriculum. Students will have the opportunity to explore both traditional and new digital media under the guidance of their teacher/s. They will have the opportunity to create and display their own artworks.

Students will be introduced a range of digital technology including lens based devices and creative software to develop and express ideas. Students should expect to do both theory and practical components in this course.

Students will develop;

- *confidence, curiosity, imagination and enjoyment through an engagement with visual communication design practices*
- *creative and innovative*
- *aesthetic knowledge, in*



as they explore visual communications

Street Art

Street Art is a specialist course that will help students to develop practical skills and theoretical knowledge in the Visual Arts curriculum. Students will learn about the history and cultural significance of Street Art on a global and at a local level. They will respond to and interpret ideas, concepts and themes in today's society. The students will also respond to and interpret the intention of street art works by contemporary street art artists.

In this course the students will develop their own, personal imagery through drawing and developing a folio of ideas. They will experiment with different materials and techniques used by street artists including: stencil, sticker art, poster art and fence weaving. Students will have the opportunity to present their artworks with the intention of reaching the whole school community and the local, Benalla audience. Students should expect to do both theory and practical components in this course.

3-D Art Forms

3-D Art Forms is a specialist course that will help students to develop practical skills and theoretical knowledge in the 'Visual Arts' curriculum. Students experiment with a range of materials, techniques and processes when producing 3-dimensional artworks. They will produce both sculptural and functional 3-dimensional art works that communicate artistic intention.

There will be a strong focus on Ceramics in this course however many materials will be explored throughout the Semester. Students will develop a visual diary that includes sources of inspiration, hand drawn sketches with annotations that demonstrate the studio process of developing 3-dimensional artworks.

Students will respond to and interpret artworks by contemporary and historic sculptors and artists. Students should expect to do both theory and practical components in this course.

Music

In Year 9, the focus is on the development of aural and practical musical skills throughout the band project. Students can choose to perform the songs on an instrument of their choice and work in group or individual settings.

Students also engage and explore music from diverse times, cultures and locations. They listen to, discuss and analyse a variety of music to understand social, cultural and historical influences on music. Students conclude the program by researching traditional and contemporary Indigenous Australian Musicians.



AREA OF STUDY: Health & Physical Education

Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. It offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

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. 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.

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.

Health and Physical Education teaches students how to enhance their health, safety and wellbeing and contribute to building healthy, safe and active communities.

Outdoor Education

The focus of Outdoor Education is to provide individuals with the opportunity to increase their knowledge about outdoor environments. This subject covers a variety of topics that include; Motivations for Participating in Outdoor Activities, Safe Participation in the Outdoors, Human Impacts on the Environment, Deforestation, Navigation and Map Reading. Through these units students learn about different types of environments, how to stay safe in variety of activities, the impacts that humans have on the environment as well as how to mitigate these. The theoretical components of this subject are reinforced with a variety of practical activities where students learn about themselves through practical excursions in different contexts and environments. They get to apply their theoretical knowledge in the environments that they travel to and participate in several excursions.



AREA OF STUDY: Languages

Japanese Second Language

Those who intend studying a language at a VCE level will need to study that language in all two semesters of year 9.

Learning languages broadens students' horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world.

Japanese

In this course, students consolidate and extend their ability to communicate in Japanese and build on their knowledge and understanding of aspects of Japanese culture. Students are engaged in learning activities that address a range of learning and thinking styles.

Topics

- Seasons
- Homestay
- Restaurant
- Family and friends
- My home. My town
- Giving directions
- Sports and leisure

Students who have elected to continue their Japanese language study can look forward to opportunities to enhance and apply their language skills in authentic situations. These include interaction with visiting exchange students, participation in the North East Region Japanese Speech Competition and the **biennial immersion experience to Japan**, which involves a home stay with families of students from Sacred Heart School in Tokyo.



AREA OF STUDY: Science

The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives.

The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

The Science curriculum has two interrelated strands: Science Understanding (Science as a Human Endeavour, Biological, Physical, Chemical and Earth Sciences), and Science Inquiry Skills. Together, the two strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world.



AREA OF STUDY: Humanities

All students must complete Humanities at Year 9. In Year 9, Humanities is a part of the Project Based Learning program in which students will study English, Humanities, Positive Education and RE as part of a project based curriculum.

In the Victorian Curriculum Humanities includes Civics and Citizenship, Economics and Business, Geography and History.

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.



AREA OF STUDY: Technology

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 how the choice and use of technologies may contribute to a sustainable future. Students also 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 and systems thinking and design processes to investigate ideas, generate 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.

Food Studies

In Food Studies, students learn how to apply knowledge of the characteristics and scientific and sensory principles of food to food selection and preparation. They do this through the design and preparation of food for specific purposes and consumers. They also develop understandings of contemporary technology-related food issues such as convenience foods, highly processed foods, food packaging and food transport.



Design and Technology - Textiles

Textiles protect, provide comfort, have social meaning, respond to cultural influences and perform a range of necessary functions in the textiles industry and other industries. Particular attention is paid to sustainable use of fibers and recycling with the students recycling an oversized T Shirt. This syllabus investigates the science and technology of textiles through a study of properties and performance, allowing students to make informed consumer choices in the textiles area. Technological and practical skills are developed and enhanced through the use of textile-related technologies, including those that are computer-based. The concept of design elements and principles, as being both functional and aesthetic and as part of the creative design process, are examined within the specialised field of textiles. Students have to work within fabric guidelines and budgets to shop for fabrics to complete their designs.

Design and Technology - Wood

The study of Wood follows the Technology process, which comprises:

- Investigation – of materials, equipment and commercial products.
- Design – Student's design and plan for production.
- Production – making the design.
- Evaluation – students evaluate their learning, achievement and the function of their production.

This subject continues on from the skills developed in Years 7 and 8. The students are encouraged to solve problems by applying their knowledge and skills to produce each article using the technology process.



Using wood, students work safely and cooperatively. The subject aims to teach students how to work with various timbers and related materials to create useful articles. Students choose a product from a range of options.

Systems Engineering Studies

The study of Engineering follows the Technology process, which comprises:

- Investigation – of materials, equipment and commercial products
- Design – Student's design and plan for production
- Production – making the design
- Evaluation – students evaluate their learning, achievement and the function of the production

Systems Engineering involves the design, production, operation and use of integrated electronic and mechanical systems. Students will use tools and equipment to build electrical systems and use components to solve problems. They will use Coding to demonstrate electronic and mechanical principles. Students will use STEM methods to test design ideas and theories using math formulas. This subject will lead to Systems Engineering at VCE level. Student pathways include the fields of manufacturing, automation, mechatronics, robotics, engineering, CAD and CAM.





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Embracing hope for a better world FCJ College Benalla promotes the safety, wellbeing and inclusion of all children and young people