



Curriculum Handbook Year 9 2024



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Mother Teresa Catholic College Vision

Vision

Mother Teresa Catholic College is an inclusive learning community seeking to grow strong in faith and love. In living the Gospel values and inspired by Mother Teresa's spirit of outreach and love for all we aim to:

CHALLENGE our students and all in our college community,

CONNECT with learning about ourselves, one another and the wider world, and

CONTRIBUTE with confident, courage and creativity towards making the world a better place for all peoples.

This publication has been produced to assist students in the selection of Courses for Year 9 and is current as of 4 September 2023. Please be aware that information provided by organisations outside of the College may be subject to change. Updated information will be provided to students as it becomes available and will be published on the College Website.

Important Dates for 2024 Year 9 Subject Selection	
Tuesday 5 September	Year 8 Assembly regarding Year 9 2024
Friday 8 September	Subject Selections due by 2:00pm on Edval

General Information

Although this book has been primarily addressed to students, it has also been written for parents and caregivers. We hope that as a family, you will go through the material together so that the decisions are made as a family group.

Performing well in Year 9 leads to:

- Greater subject selection options in Year 10.
- Year 9 Semester 2 grades will dictate the Core Courses you are placed into
- Good study practices and work ethic that will be needed for Year 10, 11 and 12.
- Self-satisfaction

Compulsory Subjects Outline

Students will undertake the compulsory study of each of the following:

- Religious Education
- English
- Mathematics
- Humanities and Social Sciences
- Science
- Health and Physical Education

In Year 9 Mathematics and Science, the students are placed into classes based on their performance in Year 8. This is to ensure that students are in classes that follow a program more suitable to their ability. Classes are consistently monitored to ensure that students are always in the most appropriate class.

Literacy and Numeracy Support Programs are offered to those students who may require further differentiation.

Elective Subjects Outline

Students will study up to six (6) subjects during the year depending on student selections. If courses do not run due to insufficient numbers, students will be allocated one of their reserve choices. Change to electives can be made up to the end of Week 2, Term One. Changes for Semester Two are discouraged, however, if necessary, need to be completed in the first week of Semester Two. No other changes are permitted.

Elective subjects being offered in 2024 are:

2024 Year 9 Electives	
STEM	Visual Arts 1
Forensics	Visual Arts 2
Outdoor Education	Child Care 1
Team Sport X	Digital Technologies 1
Indonesian	Digital Technologies 2
Dance 1	Food 1
Dance 2	Food 2
Drama 1	Textiles 1
Drama 2	Textiles 2
Media 1	Metals 1
Media 2	Metals 2
Music 1	Wood 1
Music 2	Wood 2
Creative Writing	

Feedback on Student Progress

Students and parents/caregivers will receive the following:

- Interim Report at the end of Term One
- Semester One Report
- Semester Two Report
- Parent, Student & Teacher interviews (Term 2)

Student achievement in each subject will be reported using the SCSA Reporting Guidelines. Parents are encouraged to regularly check SEQTA Engage to check their child's academic progress.

Grading

The grades that may be awarded are shown below:

A – Excellent Achievement

B – High Achievement

C – Sound Achievement

D – Limited Achievement

E – Inadequate Achievement

You can seek further information about this on the SCSA website; <http://www.scsa.wa.edu.au>

Holidays during term

Parents and caregivers are encouraged to not take their children on holidays outside of the College holiday break times. Families who make the decision to take holidays during term time and who remove their children from the College for extended periods need to be aware that teachers at the College are under no obligations to provide work for students during these extended periods of absence. Students will need to catch up on work missed and complete any in-class assessments on their return to the College. Assessments that can be completed and submitted online will need to be done by the same due date as their peers. A letter addressed to the principal is to be sent explaining the reason for this absence.

Interschool Sport

Year 9 students at Mother Teresa Catholic College will be encouraged to display their sporting talents throughout the year in the Swimming, Athletics, and Cross-Country Inter House Carnivals. Students will have the opportunity to be selected to represent the College in these fields as well as in many other disciplines through the ACC and School Sports WA programs. Students who participate in these events, representing the College, will not be penalised for being out of classes for the events.

Music (Instrumental Lessons)

Music (specialist instrumental) comprises of instrumental tuition with a specialist teacher of a chosen instrument. The cost of instrumental tuition is met by parents/caregiver and will be in addition to school fees. Students will be withdrawn from class once a week for 30 minutes to attend their instrumental lesson.

The instruments offered at Mother Teresa Catholic College are: flute, drums, brass, cello, clarinet, electric guitar, classical guitar violin, piano/keyboard and voice.

Christian Service Learning

Christian Service-Learning forms an integral part of the Mother Teresa Catholic College curriculum. It is an educational activity that provides opportunities for students to integrate Catholic Social Teaching in a practical way in the educational program. Christian Service Learning helps students develop faith as it encourages students to follow in the footsteps of Jesus and Mother Teresa. It is a fundamental step in Making Jesus Real in our school community.

Christian Service is defined as: “Activities undertaken for the benefit of individuals and/or community for no financial reward.” Such activities may be school-orientated, providing a service in an area of need within the school environment or community-orientated, providing a service in an area of need within the broader community. There will be a variety of programs that students can participate in provided by the school. These programs will focus on helping the school and the local school community and will be run after school hours.

At Mother Teresa Catholic College, students in Year 9 are expected to complete and record a minimum of 15 hours of Christian Service per school year. Students will be given a Christian Service-Learning Journal that they record their service hours and have them signed off. The Journal will also include year relevant reflective questions and journaling activities to further the student’s engagement and understanding with the program. These Journals must be completed and handed into the Christian Service-Learning Coordinator mid-way through Term 4.

Subject Information

The following pages contain information for each subject over Year 9 for both Core and Elective Subjects. Core Subjects are courses that students MUST participate in. Elective Subjects are courses the students may select to do during the year.

When making your Elective subject selections for Semester Two it is important that you consider what you would like to do in Year 10. If needed, please speak to a teacher, your Year Coordinator or the Associate Principal Middle School, if you have any questions.



Compulsory Curriculum Courses

RELIGIOUS EDUCATION

The key role of the Religious Education curriculum is firstly to develop the spiritual awareness of our students within our Catholic Tradition. Secondly, we strive to develop inquisitive learning, who are able to take ownership of their learning, Students are encouraged to share their ideas and explore their Catholic education through discussion, source analysis and research-based tasks.

The Religious Education program in Year 9 follows the Religious Education guidelines for the Archdiocese of Perth. The Year 9 curriculum content allows students to explore a variety of theological, moral and social issues through the completion of four units of study.

- The Human Search for Truth
- How Can People Grow Stronger Spiritually?
- How Can People Handle Their Emotions?
- Sexuality and Love

The Religious Education Assessment (Formerly the Bishop's Religious Literacy Assessment)

During a student's educational life at a Catholic school they will be asked to complete what is known as the Religious Education Assessment in Years 3, 5 and 9. The Year 9 assessment is carried out during Term Three in all Catholic schools. Its focus is to assess each student's ability to recall the content about the Catholic faith and measure their knowledge and understanding of Religious Education. This assessment provides each school with a snapshot of student achievement in Religious Education. This assessment is not designed to measure a student's faith.

ENGLISH

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 9, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students are assessed in a variety of contexts, both through take home investigations as well as in class timed tasks, within three overarching outcomes:

Reading and Viewing

At Standard, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features work to create meaning. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience.

Writing and Creating

Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. Students create texts that respond to issues, interpreting and integrating ideas from other texts. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

Speaking and Listening

Students listen for ways texts position an audience. They understand how to use a variety of language features to create different levels of meaning. Students understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, they demonstrate how manipulating language features and images can create innovative texts. Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.

MATHEMATICS

The Australian Curriculum aims for students to gain understanding, fluency, problem-solving and reasoning across the three content strands of: Number and Algebra, Measurement and Geometry, Statistics and Probability.

CURRICULUM

Number and Algebra: Expanding binomial expressions and sketching linear and non-linear relations are among the skills students learn. They also calculate the slope and midpoint of lines in a cartesian plane. Simple interest, index laws and scientific notation are also explored.

Measurement and Geometry: Students interpret ratios in similar figures and explain similarity of triangles. Area, surface area and volumes are calculated, and Pythagoras and trigonometry are used to determine unknown sides of triangles.

Statistics and Probability: Comparing models for collecting data, constructing histograms and back-to-back stem and leaf plots are a focus in Year Nine. Understanding and recognising the skewed nature of some mean and median values in certain data collections is another focus.

ACHIEVEMENT STANDARD

Assessment items will have a range of activities including data collection tasks, investigations, tests and an exam. Assessment questions will involve demonstrating understanding problem-solving and reasoning. Responses to assessments are related to SCSA standards in assigning a grade.

HUMANITIES AND SOCIAL SCIENCES

In Year 9, Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History. Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

CURRICULUM

Civics and Citizenship

Students describe some ways individuals and political parties participate within the electoral system in Australia's democracy. They describe Australia's court system and how the courts resolve disputes. Students identify the principles of justice and the threats to these principles.

Economics and Business

Students explain the interdependence between Australia and other economies by identifying Australia's trading partners, and describe how specialisation results in the exchange of goods and services between countries. They describe the risks and rewards that result from making consumer and financial choices. Students describe innovations and changes in business, and the implications for the current and future work environment.

Geography

Students explain the spatial variation and characteristics of natural environments and the interconnections between people, places and environments. They identify the cause and effect of these interconnections, and predict possible implications for people, places and natural environments, now and in the future. Students make inferences about the spatial outcomes of the interconnections between people, places and environments.

History

Students explain the causes and effects of the Industrial Revolution and World War I over both the short and long term, and the significance of each. Students use evidence to explain patterns of change and continuity over time, and identify the motives and actions of the individuals and groups at that time.

ACHIEVEMENT STANDARD

Year 9 students are assessed in a variety of contexts, both through take home investigations as well as in class timed tasks.

SCIENCE

Science at Mother Teresa Catholic College embraces the Australian Curriculum and the strands of Chemistry, Biology, Physics and Earth Sciences. Course content will have the dimensions covering Science Inquiry Skills, Science as a Human Endeavour and Science Understanding.

CURRICULUM

Chemistry - Students are introduced to acid-base Chemistry, the formation of ions, word equations. The Physical nature of Chemistry is explored in unstable nuclei leading to radioactive decay.

Earth Science - The structure of the Earth, tectonic plates, continental drift, and then environmental cycles such as the carbon and water cycles are the main content focus. Human influence on the environment, including mining practices, is also studied.

Biology - Year Nine Biology continues the study of human systems to the Brain and Nervous system and the Excretory System. Ecology and the relationships of organisms in different ecosystems, and the use of models such as food chains, food webs. Students represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems.

Physics – Energy sources in the form of Electricity, Heat, Light and Sound and their properties are studied to recognise how we control them in domestic and industrial situations for human benefit.

General Experimental Procedure – Students will refine their science inquiry skills with continued examples of scientific experiment procedure and investigations.

ACHIEVEMENT STANDARD

Assessment items will have a range of activities including research tasks, investigations and tests. Assessment questions will involve stating facts, explaining phenomena, comparing, contrasting and predicting outcomes to determine student understanding according to SCSA standards.

HEALTH AND PHYSICAL EDUCATION

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

Curriculum

Health Education: Students critically determine the reliability of online health information. Evaluating respectful relationships, they can describe and apply skills and strategies to resolve and manage conflict.

Physical Education: Sports involved include: Touch Rugby, Tennis, Athletics, Table Tennis, Aus Tag and Volleyball. Team building and fitness are objectives that will be achieved in these sports.

ACHIEVEMENT STANDARD

Health Education: Assessment items will have a range of activities at the rate of one per term.

Physical Education: The main focus in Year Nine is to develop skills of increasing complexity with control and accuracy. In so doing, they obtain more experience with projectile motion and forces on balls, athletic equipment, etc. Assessment items will have a range of activities related to the skills of the sport they study/practise. Responses to assessments are related to SCSA standards in assigning a grade.

Elective Curriculum Courses

Over the course of Year 9 students will do six Elective Courses. Students need to choose nine courses from the list below so that they have three 'back up' courses chosen in case one of their top six does not run due to lack of student numbers. Each course will run for one semester.

STEM

The Year 9 course challenges students through several short projects before giving students limited freedom to design their own projects. They will create a keynote/powerpoint about their project which details the Science, Technology, Engineering and Math in their work.

Forensics

This course will look at some of the tests used by authorities in the analysis of crime scenes. E.g. fingerprinting, ballistics, cast moulding, soil testing, hair analysis, etc. The course is highly practical and emphasises correct laboratory practices and procedures, group activities, and individual research projects to deepen their understanding of psychological principles and their real-world applications.

Outdoor Education

Students will participate in swimming, bike riding, fishing, expedition planning and camp craft activities culminating in a day excursion where their learned skills will be put to use.

Team Sport X

Offered to introduce students to sports that they would not normally encounter in the general Physical Education curriculum. The rules, skills and strategies for success are learnt, discussed and practised. Students keen to develop their all-round skills to a high level should be interested in participating in this elective.

Indonesian

Students will expand and enrich their existing knowledge of Indonesian language and culture. Students are encouraged to use their Indonesian knowledge to create simple and more complex conversations that apply to real life situations.

Throughout this year-long course students will:

- Explore holiday destinations using adjectives to describe places and activities. Past and future tense is explored and verb affixation is introduced.
- Investigate shopping in Indonesia. Students will learn to say where they shop and describe appearance and quality of items to buy. Vocabulary for large numbers and phrases related to bargaining will be introduced and students will be challenged to reflect on the cultural nature of bargaining with an Indonesian context.
- Develop an understanding of being a guest in Indonesia. Students will learn customs and social etiquette when visiting someone's house, how to ask and respond to personal questions, as well as the use of tone and intonation for respect.
- Examine various health problems and describe the symptoms in Indonesian. They will develop skills that will assist them to ask for and give advice on simple health issues as well as explore healthy lifestyles and look at the role of traditional Indonesian medicine.

Students will be assessed on both written tasks and practical work.

Dance I

Students will participate in Contemporary and lyrical technique classes. Students will gain understanding of the elements of dance and composition techniques which they will apply in group composition. They will explore movement through improvisation and analyse choreographic choices made in a viewed dance work. Students will be given the opportunity to perform both created and learnt dance works in college events.

Dance II

Students will participate in Jazz technique lessons and explore a variety of Jazz styles through creative tasks. They will create a group composition in this genre. Students will gain understanding of design concepts and use dance terminology to review a dance work. Students will be given the opportunity to perform both created and learnt dance works in college events.

Drama I

Students will study the Australian play 'Away' and produce work both as an actor and as a costume designer. Students will then produce a combination of scripted and devised work in the style of Melodrama. Students will expand their knowledge beyond the elements of drama and begin to explore the use of design and technology in performance and will view and review a live professional performance as part of this course.

Drama II

Students will study Commedia Del'Arte, exploring the exaggerated movement and vocal styles of the famous comedic characters. Students will produce work as an actor and reflect on their own and other's performances. Students will expand their knowledge beyond the elements of drama and begin to explore the use of design and technology in performance and will view and review a live professional performance as part of this course.

Media I

Students will dive into the world of movie magic. This course introduces students to industry-standard pre-production, production, and post-production skills involved in filmmaking. Students will develop skills in Media Arts with a focus on the marketing and construction of films. By completing this course, students will expand on their abilities in the wide creative landscape of Media Arts.

Media II

Students will speak truth to power and become professional student reporters. This course introduces students to the theory and practice behind print and broadcast journalism. Students will have the opportunity to both analyse and produce professional news reports, spreading awareness of important stories within MTCC and beyond. By completing this course, students will develop their skills in Media Arts as industry-standard content creators for news production in the 21st century.

Music I

Students use composition models and techniques, applying stylistic features and conventions of a variety of genres. They practise keyboard skills as a foundation for note-reading and aural recognition, and practise and refine their skills on their own instrument. Students continue to build on music skills across performing, composing, and listening activities. They continue to develop aural skills to identify, play, and notate melody and rhythm. Students develop their skills in solo and ensemble performance, improvisation, and composition.

Music II

Students explore the foundations of specific genres, working to further their application of stylistic features in listening and analysis. They develop their improvisation skills and work collaboratively to perform as an ensemble. Students continue to build on music skills across performing, composing, and listening activities. They continue to develop aural skills to identify, play, and notate melody and rhythm. Students develop their skills in solo and ensemble performance, improvisation, and composition.

Creative Writing

Creative Writing enables students to extend and experiment with their writing skills. This writing course draws on the imagination of our students and encourages them to experiment with a range of forms, genres and ideas. Published texts are used as examples and we encourage students to emulate, extend and experiment with these texts. A focus of the course is on prose fiction, but students can also work with poetry, drama or creative non-fiction with the assistance of their teacher. Creative Writing is an elective for Years 9 and 10 and is an integral part of the English course, extending through to General and ATAR English.

Visual Arts I

Students who choose to take the Visual Arts I will explore 2D art making practises to create meaningful artworks. The skills refined in this course include painting, drawing and printmaking. Students explore Visual Arts in an Australian and International context through the study of artists and their techniques.

Visual Arts students use artistic conventions of greater complexity during their design and production process. They document their ideas applying understanding of compositional structure to create a unique personal response, while representing either a theme/concept or subject matter. Students experience, adapt and manipulate materials, techniques, art styles/processes when producing 2D artwork which communicate artistic intention. Resolved artwork are displayed and appraised, with consideration to personal expression and audience. Students extend their knowledge and use of safe visual arts practice.

Visual Arts II

Students explore 3D art making practises to create meaningful artworks. The skills refined in this course include sculpture, ceramics, and modelling clay. Students explore Visual Arts in an Australian and International context through the study of artists and their techniques.

Visual Arts students use artistic conventions of greater complexity during their design and production process. They document their ideas applying understanding of compositional structure to create a unique personal response, while representing either a theme/concept or subject matter. Students experience, adapt and manipulate materials, techniques, art styles/processes when producing 2D and/or 3D artwork which communicate artistic intention. Resolved artwork are displayed and appraised, with consideration to personal expression and audience. Students extend their knowledge and use of safe visual arts practice.

Child Care I

This course focuses on the development of children within our society, including the role of babysitter and families. This course involves practical elements, guest speakers and demonstrations, as well as the theory work. Topics covered include the needs of babies and young children, child development and the importance of play.

Digital Technologies I

Data Science is an exciting course that equips students with the skills to harness the potential of data in our dynamic world. Through this cutting-edge course, students will learn to analyse, interpret, and derive meaningful insights from vast amounts of information. They will explore various aspects of data science, including data collection, manipulation, visualisation, statistical analysis, and the fundamentals of machine learning. Additionally, students will delve into ethical considerations and privacy protection related to data use. With real-world applications and emphasis on critical thinking and team collaboration, this hands-on course empowers students to become data-savvy individuals, ready to navigate the data-driven landscape of the 21st century with confidence. Whether pursuing a career in data science or simply intrigued by the power of data, Year 9 Digital Technologies: Data Science offers an enlightening journey into the heart of modern information discovery and exploration.

Digital Technologies II

Year 9 Digital Technologies: Mechatronics is an exciting and innovative elective that immerses students in the dynamic world of mechatronics. Through this course, students will merge mechanics, electronics, and computer programming to create intelligent and interactive machines. They will explore various skills and processes, including designing mechanical systems, understanding electronics and circuitry, programming microcontrollers, and unleashing the potential of robotics and automation. Additionally, students will learn about sensors, feedback control, integration, and iterative design while engaging in collaborative team-based projects. This hands-on experience will not only equip students with the ability to build intelligent machines but also foster creativity and problem-solving skills. Whether aspiring towards robotics, engineering, or simply seeking a captivating technical challenge, Year 9 Digital Technologies: Mechatronics opens doors to a future where imagination and technology converge to shape the world.

Food I

In Food styling, students describe the principles of food safety, nutrition, preparation, presentation, preservation, physical and sensory properties and perceptions. At Standard, students identify social, ethical and sustainability factors and consider economic, environmental, and social sustainability in the development of designed solutions for products, services, and environments. Practical assessments may include Meals in Minutes, Bee Sustainability, Nude Foods, and Convenience Foods

Food II

Food Trends course explores the impact that social media, advertisements and 'influences' have on food choices and trends. Students will explore current food trends and conduct experiments to analyse their suitability for consumption, nutritional recommendations and their overall appeal or 'wow' factor. Students will develop knowledge and understanding in food safety and hygiene, food preparation and presentation techniques, in addition to recipe planning and costing. Practical assessments may include Chickpea Burger, Moroccan Chicken, Future Foods, and Hamburgers

Textiles I

Textiles I is an exciting course that empowers Year 9 students to explore the world of fashion design and textile creation. Throughout the semester, students will develop practical skills in fabric design and garment construction while exploring the fundamental elements of design and theme

development. With expert guidance, they will gain confidence in using overlockers and sewing machines to bring their fabric designs to life and create personalized pyjama boxer shorts or pants. Additionally, students will learn about fashion marketing through social media and gain an understanding of commercially produced patterns. Through engaging design briefs, they will apply their knowledge and skills to real-world challenges, making Textiles Pjs the perfect course for aspiring fashion enthusiasts looking to express their creativity and create stylish and unique garments.

Textiles II

Textiles II: Creating Your Own Style is an exciting unit that equips Year 9 students with essential sewing skills, focusing on equipment use and safety when operating sewing machines. Throughout the course, students will learn about design elements and principles, embarking on the creation of a unique heat transfer vinyl (HTV) graphic. This graphic will be skilfully applied to a personalised hoodie, showcasing their fashion design and sewing expertise. Moreover, students will explore commercially produced patterns, enhancing their fashion design, construction, and decoration skills. The unit empowers students to create garments that align with their preferences, needs, and personal taste. Engaging design briefs serve as assessments, allowing students to showcase their understanding and application of fashion design and sewing concepts. For aspiring fashion enthusiasts, Fashion Design and Sewing: Creating Your Own Style provides the confidence and skills to craft stylish, personalized garments reflecting their unique style and flair. Step into the world of fashion, creativity, and self-expression with this exciting course.

Metals I

Through hands-on experience, students develop fabrication and design skills, mastering cutting, bending, and joining techniques to create sturdy metal structures. The course covers design thinking, technical drawing, welding, and soldering, as well as emphasises safe practices and understanding metal properties. Students explore sustainable practices and project management, enriching their metalworking journey. This course equips students with invaluable skills for future careers in engineering, manufacturing, or the arts, as they discover the versatility and beauty of metal and embark on an enriching journey of creativity and craftsmanship.

Metals II

Metals II offers students a captivating opportunity to explore the art of working with metals in depth, expanding their skills in fabrication and design to create innovative and functional metal-based projects. The course covers advanced metal fabrication techniques, design thinking, technical drawing, welding, and soldering, deepening their understanding of metal properties and sustainable design practices. Students also enhance project management abilities while delving into the artistic side of metalwork, creating visually stunning sculptures and decorative pieces. This course is designed for passionate metal craftsmen, offering valuable technical expertise and creative vision, paving the way for promising careers in engineering, design, or the arts through intricate metal craftsmanship.

Wood I

Students work with a variety of materials, including wood and composites, to construct solutions for teacher-directed and design-based activities. The course emphasises the use of the design process to encourage students to create unique projects for personal, family, or community purposes. The areas of study encompass the design process, drawing skills, safe working practices, familiarity with tools, and a basic understanding of technologies and materials. Assessment in the course is based on the completion of practical projects, evaluating students' competency in specific skills, safety awareness, and their conduct in the workshop.

Wood II

Students work with wood and composites, either individually or combined, to develop solutions for teacher-directed and design-based activities. The course introduces different design tasks and projects compared to Wood I. Students are encouraged to employ the design process to create unique projects with personal, family, or community significance. The areas of study include the design process, drawing skills, safe working practices, familiarity with a selected range of tools, and a basic understanding of technologies and materials. Assessment in Wood II centres on the completion of practical projects, evaluating students' competency in specific skills, safety awareness, and their conduct in the workshop.

Year 9 Information

NAPLAN

NAPLAN, an assessment of literacy and numeracy, is undertaken annually by all Years 3, 5, 7 and 9 students throughout Australia.

NAPLAN is an online assessment program that is tailored so students answer an initial set of questions and are then directed to subsequent sets of questions, either more challenging or less challenging, based on the accuracy of their responses.

The literacy assessment comprises of three tests:

- Reading
- Writing
- Conventions of language

The numeracy assessment is one test that assesses the following areas:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Students who achieve the below NAPLAN proficiency score in their Year 9 NAPLAN are not required to sit the corresponding components of the Online Literacy and Numeracy Assessment (OLNA) in Years 10 – 12:

- Year 9 Numeracy: 570
- Year 9 Reading: 572
- Year 9 Writing: 594



Common Acronyms

<p>NAPLAN</p>	<p>National Assessment Program – Literacy and Numeracy The National Assessment Program – Literacy and Numeracy is an annual national assessment for all students in Years 3, 5, 7 & 9. All students in these year levels are expected to participate in tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. All government and non-government education authorities have contributed to the development of NAPLAN materials.</p>
<p>OLNA</p>	<p>Online Literacy and Numeracy Assessment The OLNA is an online literacy and numeracy assessment. It is designed to enable students to successfully meet WACE requirement of demonstrating the minimum standard of literacy and numeracy. Students who have achieved Band 8 or higher in any of the three components of reading, writing and numeracy in their Year 9 NAPLAN are acknowledged as having demonstrated proficiency in using a range of ACSF Level 3 skills in that component and will not be required to sit the corresponding OLNA test.</p>
<p>SCSA</p>	<p>School Curriculum and Standards Authority The School Curriculum and Standards Authority is responsible for Kindergarten to Year 12 curriculum, assessment, standards and reporting for all Western Australian schools.</p>

Contact Information

If you require further information or assistance, please use the list below to contact the relevant person/organisation.

Vice Principal	susan.macdonald@cewa.edu.au
Associate Principal Middle Secondary	sharon.doyle@cewa.edu.au
Associate Principal Senior Secondary	dryw.edwards@cewa.edu.au
Year 8 Coordinator	caroline.hayes@cewa.edu.au
Team Leader: Religious Education & Evangelisation	michael.peter@cewa.edu.au
Team Leader: English, Humanities & Languages	thomas.ryan@cewa.edu.au
Team Leader: Science, Mathematics, Health & PE	peter.vanderkwast@cewa.edu.au
Team Leader: The Arts & Technologies	brad.tudor@cewa.edu.au
Team Leader: Education Support	jo.mcnally@cewa.edu.au
Subject Selection Login details	https://my.edval.education/login Families will be sent codes directly from Edval (please check spam/junk folders)
School Standards and Curriculum Authority (SCSA)	www.scsa.gov.au