SUNBURY COLLEGE

YEAR 9 COURSE GUIDE

2027

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Welcome to Year 9

The transition from Year 8 to Year 9 is an exciting one. For the first time, students are able to make some choices about subjects they would like to study. Having choice also means that students must take greater responsibility for their learning.

Over this year, many students will turn 15 and will start to assess their capabilities and opportunities for paid employment. The College provides considerable career support to Year 9 students.

In 2027, the new Thrive 9 Program and curriculum will be implemented. This is a program designed to support students through one of the most important stages of their secondary school journey. In the Thrive 9 Program, students will be supported to develop independence, resilience, curiosity, and confidence, with the aim to create a supportive and engaging environment where students feel connected, empowered and ready to thrive both inside and outside of the classroom.

This guide outlines the curriculum opportunities for Year 9 students and should be read carefully. The Sub School and Careers teams are geared to provide support and encouragement to students as they make their choices for Year 9 in 2027.

Other significant people to consult are family, older students, and subject teachers. It is an exciting time and our College looks forward to working with students and their families in the next phase of their secondary education.

Assessment and Reporting

Victorian Curriculum

The Victorian Curriculum (VC) provides a set of common state-wide achievement standards which schools use to plan student learning, assess student progress, and report to parents. Students at the end of Year 8 aim to be at Level 8, Year 9 at Level 9 and Year 10 at Level 10.

The College also keeps data on each student's performance from Years 7-10 including prior VC levels achieved, NAPLAN, Progressive Achievement Tests (PAT-R & PAT-M) results, and Work Habit Ratings (WHR).

Level of Achievement

In conjunction with the VC, assessment tasks undertaken in Year 9 subjects will be published on Compass under Learning Tasks. These offer parents and students an indication of the quality of work completed and provide another view of performance prior to the compilation of summative reports at the end of the semester.

Assessments

NAPLAN testing takes place in Term 1 for Year 9 students. Morrisby Testing is also undertaken at Year 9; this test highlights students' numeracy, verbal, abstract and spatial thinking skills. A score related to general reasoning ability is given upon completion of the test.

Education Voluntary Contribution

Sunbury College School Council makes every effort to keep the cost of items and activities to a minimum and affordable for all parents. Your voluntary contributions support our ability to meet the diverse needs of our students and to ensure we have the materials and facilities to run programs successfully.

The voluntary curriculum contribution for Year 9 will be approximately $380 which includes the provision of a diary, ID card, printing, Art and Technology consumables, and whole school cultural activities.

Year 9 students participate in electives enabling them to explore their choices and access to high-quality classroom resources, some of these electives may attract further fees. A breakdown of payments can be found on the College website under Policies - Parent Payment Arrangements.

Year 9 Program Structure

Students undertake all core subjects and have six elective choices. All electives run for six months unless otherwise stipulated.

Core subjects	Electives
• English • Mathematics • Science • Humanities • Health and Physical Education • Thrive 9	Students must choose at least one semester unit from each of the Arts, Digital Technologies, and Design and Technologies key learning areas from the following list: **The Arts** · Art · Dance · Digital Art · Drama · Media Studies · Music · Visual Communication **Digital Technologies** · Digital Technology · Game Design and Artificial Intelligence **Design and Technologies** · Food Studies · Product Design – Textiles · Product Design – Wood and Plastics Students choose additional elective units from the following list: · Art · Advanced English · Advanced Science · Dance · Digital Art · Digital Technology · Drama · Duke of Edinburgh (12 months) · Food Studies · Japanese (12 months) · Game Design and Artificial Intelligence · Global Perspectives · Media Studies · Music · Mathematical Modelling · Popular Culture · Professional Writing · Product Design – Textiles · Product Design – Wood and Plastics · Visual Communication

Further Information

For more information on any subject please see the Key Learning Area Leader

Rebecca Kirkham	Thrive 9 English • Advanced English • Professional Writing
Trent Purches	Thrive 9 Maths • Mathematical Modelling
Jacqui Pernar	Thrive 9 Humanities • Global Perspectives • Personal Project • Popular Culture • Business and the world
Lukas Qoon	Thrive 9 Health and Physical Education • Personal Development
Claire Crawford	Thrive 9 Science • Advanced Science
Carey O'Grady	• Art • Dance • Digital Art • Drama • Media Studies • Music • Visual Communication Design
Megan Chandra	• Digital Technology • Food Studies • Game Design and Artificial Intelligence • Product Design - Textiles • Product Design - Wood and Plastics
Lukas Qoon	Duke of Edinburgh
Yiu Chung	Japanese

Sample Program

	Core subjects						**Elective subjects**		
Semester 1	Thrive 9 English	Thrive 9 Mathematics	Thrive 9 Science	Thrive 9 Humanities	Thrive 9 Health and PE	Thrive 9	**The Arts:** Art	**Design and Technologies:** Food studies	**Other choice:** Popular Culture
Semester 2	Thrive 9 English	Thrive 9 Mathematics	Thrive 9 Science	Thrive 9 Humanities	Thrive 9 Health and PE	Thrive 9	**Digital Technologies:** Game Design and Artificial Intelligence	Other choice: Mathematical Modelling	Other choice: Drama

Core Subjects

Thrive 9

Through a combination of engaging classroom learning, real-world experiences, and opportunities for personal growth, students are encouraged to challenge themselves, build positive relationships and discover their strengths and interests. The program will explore key focus areas throughout the school year including; Respect and Relationships; Challenge and Growth; Resilience and Responsibility; and Social, Emotional, and Personal Wellbeing.

The program places a strong emphasis on:

- Student voice and leadership
- Personal development and wellbeing
- Future pathways and career exploration
- Collaboration, creativity, and critical thinking
- Building strong connections with peers, staff and the wider community

Students will participate in a range of experiences including project-based learning, community involvement, wellbeing initiatives, career education, excursions and special events designed to make learning meaningful and relevant.

Thrive 9 English

The course involves the study of different texts and their contexts, enhancing language control and employing a range of reading, writing, and speaking and listening strategies. There is an emphasis on developing critical evaluation skills and effective multimodal communication. Students are required to satisfactorily complete writing and oral communication tasks aligned with the Victorian Curriculum and Thrive 9 program.

Thrive 9 Mathematics

In Thrive Mathematics, students will continue to develop their skills in number, algebra, measurement, space, probability, and statistics, with a greater emphasis on algebraic thinking than in previous years. Students use a combination of physical and digital learning resources in the classroom and are supported to apply their skills through a range of mathematical modelling activities, application tasks and inquiry-based projects. Students continue to develop their mathematical proficiencies: understanding, problem solving, fluency, and reasoning, along with critical and creative thinking skills.

Thrive 9 Science

Over the year, students cover a range of topics related to the scientific fields of: Biology, Physics, Chemistry and Environmental/Earth Sciences. Topics of study include: the nervous, endocrine and immune systems of the human body, energy transmission, electricity and magnetism, chemical reactions and radioactivity, acids and bases, ecosystems and the changing earth. Thrive Science also explores the ethical capabilities of real world scenarios of antibiotic resistance, health care systems and ecosystem management as well as investigate studies through the Thrive 9 Program.

Thrive 9 Humanities

Thrive Humanities is a full year subject which focuses on the Victorian Curriculum areas: Geography, Economics, History and Civics and Citizenship. Students are provided with a framework to use their critical and creative thinking skills and intercultural understanding, when examining the complex processes that have shaped the modern world. Investigative and inquiry skills are developed in response to different challenges including people's interconnections with the environment.

In History and Geography based units, students explore the processes that have shaped, and continue to shape, different societies and cultures. They learn 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.

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

Thrive 9 Health and Physical Education

This subject runs for two semesters and involves both practical and theory based classes.

In practical classes, students study sports including: tchoukball, korfball, handball, football codes, alternate sports, fitness, racquet sports, and softcrosse. Students also participate in the Sport Education in Physical Education Program (SEPEP) where they are allocated a team, follow a fixture and compete to win a premiership competition. SEPEP is a student-run competition where students umpire, score, manage and coach their own teams.

In theory classes, students study health units including: understanding drugs, sexual and consent education, and the Reslience, Rights and Respectful Relationships curriculum.

Core Elective Unit 1: The Arts (Students must choose at least one of the following electives)

Art

The aim of this subject is to foster imagination and creativity using critical and creative thinking skills. Students learn about conceptual ideas and expression through visual analysis using the appropriate arts language. They produce works of art, which build on their knowledge of materials, techniques and processes including drawing, painting and collage. Students develop confidence in their ability to express themselves through the medium of art.

Dance

Students do not require previous dance training for this course – just an interest in dance. Students are encouraged to choose their own dance style, e.g. hip hop, contemporary, modern, and then participate in demonstration workshops, prepare small group dances, and a whole class dance to be performed to an audience. Students develop their ability to use stagecraft elements of costumes, props, and lighting to enhance their performances. Theory elements of this subject include reviewing and analysing recent and classic dance movies, researching dance styles and genres.

Drama

Students develop their improvisation and character skills in a range of class and performance tasks. They study the use of stereotypes in dramatic works and learn to manipulate stereotypes to present points of view. Expressive skills are developed, and students learn to shape ideas in realistic and non-naturalistic acting and performance styles. They analyse a film and prepare a performance project based on a theme. Students complete workshops and activities developed from a range of stimulus material; evaluations and formal reflections of their work; and group and solo performances.

Digital Art

The aim of this subject is to introduce students to the concepts of digital and photographic artwork and design processes and applications. Students are taught the use of Adobe Illustrator and Adobe Photoshop. As well as the techniques involved in correct digital application and tool usage, students are introduced to editing techniques using a variety of processes. This course also involves elements of photographic manipulation and techniques. Students produce photographic works based on prescribed concepts and themes.

Media Studies

This subject is an introduction into the design process for the media industry. Students will start to develop photography and film making skills, and learn about the stages of the design process to create their own media products e.g. album cover art, comic book panels, film posters, and/or short films and music videos. In this course, students explore portrayals of teens in film, and apply what they have learned to creating their own media texts. Students use editing software applications such as Photoshop and Canva to edit photography for print products, and film editing software to edit footage together. This subject is a pathway into Year 10 Media Studies or VCE VET Certificate II Creative Industries.

Music

The Year 9 Music course is designed to prepare students to support students to complete Certificate III of Music in Year 10 and 11. Students develop skills on their own musical instrument as part of the unit on instrumental study, and continue to learn music theory and analysis. They also learn basic skills for improvising on a number of musical instruments. Band skills are developed when students rehearse in a small band and perform their song to the class. Students learn recording skills in preparation to record their own song.

Visual Communication Design

Visual Communication Design conveys ideas and information to an audience through visual language. In this subject, students develop conceptual and aesthetic understandings about design solutions in the world around them. Students are taught different graphic techniques and those techniques involved in multiple visual processes, as well as studying various visual genres. The focus during the Design Process unit prepares students for Year 10 and VCE Visual Communication Design courses.

Core Elective Unit 2: Digital Technologies (Students must choose at least one of the following electives)

Digital Technology

Students develop their understanding of digital systems, data and information, and the processes of creating digital solutions. Students learn how to manipulate data as text and images to create different forms of documentation through analysing, visualising, and modelling the data. Students also design user experiences and use algorithms through an object-oriented program such as Game Maker, to develop a game.

Game Design and Artificial Intelligence

Students develop their skills in digital technologies through the context of game creation. In this subject students design, prototype, and develop their own digital games whilst exploring how artificial intelligence can be used to enhance workflow. Game Design and Artificial Intelligence builds on students' problem solving skills and computational awareness, alongside their ethical awareness of AI, data use, and cybersecurity.

Core Elective Unit 3: Design and Technologies (Students must choose at least one of the following electives)

Food Studies

Year 9 Food Studies focuses on developing students' understanding of kitchen safety and hygiene, the Australian Guide to Healthy Eating, and the importance of making nutritious food choices. With an emphasis on sustainability and ethics, the subject explores the use of Indigenous ingredients and traditional Indigenous sustainability practices. Students are encouraged to think creatively by designing and completing their own design briefs, culminating in the creation of a healthy lunch item. Through a range of practical cooking tasks, students refine their skills in collaboration, problem-solving, accurate measurement, knife techniques, and the effective use of kitchen equipment and processes.

Product Design - Textiles

In Product Design - Textiles, students create designed solutions in response to a design problem. The design brief provides the parameters in which students work to produce a series of coordinated products. Students use the technology processes of investigating, generating, producing, evaluating, planning, and managing the needs and requirements as outlined in the design brief. They use a range of techniques and equipment to process, manipulate, and transform materials into useful products. Students progress through skill levels at their own rate, making informed decisions about pattern and fabric selection, and design considerations. They gain an understanding of the appropriate technical language required, and learn to make sustainable decisions based on their knowledge of the characteristics and properties of materials. Students are encouraged to make decisions about the functional and aesthetic requirements of their products, and prepare evaluation reports that assess the product for effectiveness and suitability.

Product Design - Wood and Plastics

Product Design - Wood and Plastics teaches students the processes of designing and creating objects or artefacts to help improve the quality of our lives. Students learn how to utilise their knowledge of the nature of being human (our history, technology, society and cultural habits) to better design for our needs. Students work on projects that involve both design and production, with an emphasis on the look, shape, and required use of the product. Design briefs, working drawings and written evaluation reports are completed for their products. Knowing more about resource materials, and the tools and equipment needed to work the resource materials in a safe manner, is also covered in the course. Students learn to identify and establish safety procedures that minimise risk, manage projects with safety and efficiency in mind, and maintain safety standards and management procedures to ensure success.

Other Electives

Advanced Science

The Advanced Science course is designed for students with a thirst for learning and an insatiable curiosity about the world around them. Students follow rigorous scientific methodology while investigating a range of scientific concepts around the school and community. The major assignment requires students to develop a term long investigation on a science topic of their choice. They analyse and report on their findings as an oral and visual presentation. This course will suit students wishing to develop skills that will be a pathway into VCE Sciences.

Business and the World

In this subject, students learn about the practical aspects of business and the relationship business has with the world around us. They learn about the relationship between business and the economy, how businesses plan for a successful future, and the operations of a business. Students are supported to practically engage in real world business challenges, including market research, branding and design, and budgeting and trading. Students communicate with a range of stakeholders to plan and run a business in the aim of making a profit, reflecting on the challenges and opportunities of running a business in the 21st century.

Popular Culture

Students explore how popular culture in Australia is informed by domestic and global change. They learn about popular culture over time; the way in which popular culture is a reflection of social change; the impact of popular culture on business and the economy; and the impact that popular culture has on Australian democracy and civic life. In this way, students gain an understanding of how popular culture changes over time and its far reaching implications for individuals and society.

Global Perspectives

In this subject students learn about the world we live in. They learn about current global issues such as conflict and peace, disease and health, human rights, poverty and inequality, sport and recreation and climate change. Global Perspectives teaches students the skills to find information about our world and its key issues. Students are encouraged to think and reflect critically and carefully about our world. They learn skills that enable them to research, analyse, and evaluate information independently and as a team. Students communicate and collaborate with others to create ideas that make a difference.

Duke of Edinburgh (full year)

The Duke of Edinburgh Award is an internationally recognised award that engages students by providing an alternative learning environment outside the regular classroom structure. The Bronze Award empowers students to take responsibility for themselves as they encounter a wide range of challenges. Completing the Award is a personal challenge and not a competition against others; it pushes young people to their personal limits and recognises their achievements.

Students will complete the four sections during the year in order to obtain the Bronze Award: voluntary service (encouraging young people to volunteer their time and understand the benefits of this service to their community), skills (providing the opportunity for a participant to either improve on an existing skill, or to try something new), physical recreation (encouraging young people to participate in sport and other physical recreation for the improvement of health and fitness), and adventurous journey (where, as part of a small team, participants will plan, train for, and undertake a journey with a defined purpose in an unfamiliar environment).

In Semester One, students will develop teamwork and leadership qualities through a series of outdoor and/or practical activities, such as: orienteering, team building activities, a Certificate in First Aid, training in bushwalking, camping and cooking, community volunteering, and activities to increase general fitness levels to prepare for expedition. Students will also identify and plan for the development of a skill through an individual skills-based project.

In Semester Two, further outdoor activities will take place together with theory based lessons to prepare for the different environments. This will include the final two-day expedition building upon bushwalking, camping and cooking skills. Students will also work on their individual project and implement an individualised fitness regime.

Students choosing Duke of Edinburgh should meet the following criteria:

- Achievement of a minimum average WHR of 3.5
- 90% attendance in class
- Completion of a Sunbury College Duke of Edinburgh application
- An interview with current Duke of Edinburgh teachers

Please note, there is a compulsory additional curriculum charge of $450 for the Duke of Edinburgh program.

Professional Writing

In Professional Writing, students explore and create a variety of fiction and non-fiction texts including blogs, scripts, poetry, and news articles. Students consider and engage in discussions about professional writing samples and styles. They develop their own personal writing style by honing and extending their craft of writing. Students also have opportunities to explore topics and writing formats of personal interest to them, and embark on a publication process on their journey toward professional writing.

Japanese (full year)

Students consolidate their Japanese language skills to prepare for Year 10 and VCE Japanese as a Second Language studies. They look at travel and retail in Japan to improve their existing knowledge of adjectives, verbs, katakana, kanji and particles. Students have the opportunity to further develop their understanding of Japanese culture and strengthen their language skills through individual and group work, songs, games, essays and projects. They expand their conversation skills in Japanese and enhance their learning through excursions. Topics include: katakana, milestones, languages and nationalities, fast food in Japan and Australia, shopping, and leisure activities.

Advanced English

Advanced English focuses on developing students' communication skills, and analytical, creative, and critical thinking. Through close text study and wide reading, viewing and listening, students develop the ability to appreciate and evaluate the purpose, stylistic qualities and conventions of literary and non-literary texts and enjoy creating their own imaginative, interpretive and analytical responses. They learn how texts reflect an author's ideas and concerns about their own times, providing opportunities to develop their analytical interpretations of texts from a variety of perspectives. Students also hone their oral communication skills through collaboration, discussion, and in a range of formal and informal situations.

Mathematical Modelling (full year)

Mathematical Modelling is designed to expand the thinking of students with an interest in mathematics, or a career in STEM, through the investigation and development of mathematical models that represent real-world scenarios. Students explore how mathematics can be used to simplify complex systems and analyse relationships between variables through the completion of a variety of investigations and projects. The investigations will provide students an opportunity to further explore the mathematics of algebra, probability, statistics, and measurement that they have been developing in their core Mathematics classes in different and engaging ways.

Personal Development

In Personal Development, students grow personally and professionally by building a growth mindset— and a belief that our abilities can improve through effort and perseverance. Students engage in activities including garden challenges and school beautification to teach teamwork, responsibility, and community pride. Students also prepare for the future by developing resumes and practising interview skills. Physical challenges in the gym and hiking Mount Lion and Mount Macedon, help build resilience and persistence. Personal Development empowers students to become confident, resilient, and responsible individuals ready for future challenges.

Personal Project

Personal Project is a subject where students are supported to engage in the construction of a project of their choice over a period of time. The aim is to build their depth of understanding in an area of passion. Students are taught how to plan their learning and manage their time to implement a substantial project. Through this, students develop strong critical and creative thinking skills as they improve their resilience and problem-solving skills, and reflect on, and find solutions to, challenges as they complete their projects. Collaborative skills are developed as students engage with other learners in the classroom to support the production of high quality projects. Students complete their project and present their learning to their classmates at the end of the course.