



Year 9

2025
Course Guide
Warragul



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Welcome

Our Year 9 program is designed with the guiding principle of 'Embracing Enriching Experiences.' Young adolescents need a holistic curriculum integrating various subjects, lessons, and life learnings through real-world application. We prioritise curricular experiences beyond the school, organising excursions and camps to sites around Melbourne and its surrounds. Embracing Enriching Experiences has four key themes throughout the year; Urban, Adventure, Beyond Limits and Thinking and Learning, all of which provide opportunities for a dynamic learning environment that not only complements their subjects at school, but also prepares students with essential skills for personal and professional success as future informed global citizens of the world. There are up to twelve days outside of school, catering for the needs of the adolescent brain by offering hands-on activities, fostering engagement and curiosity in learning.

- Urban Experience (three day trips).
- Adventure Experience (three day trips).
- Beyond Limits Camp (three nights and four days).
- Thinking and Learning Program (three day trips).

The Year 9 program allows students to work in a unique learning environment that will extend, challenge and encourage them to learn in new ways. One of the program's strengths is that it is delivered by a small team of staff. This means students will get to know a group of teachers very well, and equally, the staff will get to know the students exceptionally well. This delivers positive results for both the learning and pastoral care of students.

In Year 9, students have the opportunity to participate in the Duke of Edinburgh's Award. This is an optional part of the program for students wanting to go above and beyond in their leadership and studies. Students will be guided by a designated member of staff who has experience with the program.

It is important to remember that students will continue to be integral part of St Paul's Anglican Grammar School. Students will wear full uniform, attend assemblies, be expected to follow the same standards of behaviour, be encouraged to; participate in sporting and co-curricular activities, and represent the School with pride when the opportunity is available.

The varied curriculum and subjects are explained over the following pages. Students will gain maximum benefit from the engaging and challenging academic program by making a sustained and consistent effort with their approach to work. The appropriate application to the program will help students find personal fulfilment during the year and they will be well placed to meet the demands of Senior School.

Students and parents will need to carefully read the information about the Elective Program later in this booklet, as preferences must be indicated when subject selections are due to be submitted.



Mrs Debbie Cameron
Head of Secondary



Mr Jack Deen
Head of Year 9



Mrs Bethany Thearle
Director of Studies –
Middle Years



Mrs Sarah Luck
Head of Careers



Overview

Curriculum

Core Program:

- English (English Workshop is also available for identified students)
- Mathematics
- Science
- Languages: Japanese
- Thinking and Learning Units (TL)
- Physical Education

Teaching and Learning Units (TL)

The Thinking and Learning Program (TL) offers a dynamic and multidisciplinary approach to prepare students for the Senior School years. By offering thematic-based units that delve into the historical, geographical, political, social, scientific, and health aspects of various topics, students experience a holistic approach to learning. Through comprehensive research, exploration of diverse perspectives and encouraging reflective practice, TL equips students with essential skills and knowledge for academic success and beyond.

In addition to traditional subjects like English, Science, and Mathematics, the TL program incorporates concepts from areas such as History, Technology, Global Studies, and Digital Literacy. Students review real-world issues and contemporary events, fostering critical thinking and global awareness.

Project-based learning is a cornerstone of the TL program, providing students with opportunities to apply their learning to practical challenges. Students develop creativity, problem-solving skills, and digital fluency through collaborative projects and hands-on activities.

To accommodate diverse learning styles and abilities, the TL program emphasises differentiated instruction. Students are empowered to explore topics at their own pace and challenge level, with educators' support and guidance. Regular reflection and metacognitive practices are integrated into the TL curriculum, encouraging students to think deeply about their learning processes and preferences. Journaling, group discussions, and structured reflection activities help students develop self-awareness and become more effective learners.

The TL program promotes global perspectives and community engagement. Students explore issues from multiple cultural viewpoints and are encouraged to participate in service-learning projects and community partnerships, fostering empathy and social responsibility. By combining rigorous academics with real-world relevance and student-centred pedagogy, the TL program prepares students for success in the Senior School and lifelong learning and engagement in an increasingly interconnected world.

These skills are woven into the following units of study:

- Prepare students for subject selection in the future and consider the prerequisite studies/units required for various tertiary courses.
- Select studies/units in which students are interested.
- Select studies/units in which students can perform at their best and that are also relevant to their chosen career aspirations.

Semester 1:

- Why I Am The Way I Am? (Exploring 'being 15').
- Making a Better World.
- Faiths in Our Community.
- Millerville (Creating a sustainable future).



Semester 2:

- Curating the Past.
- Cultural Heritage 'Voices'.
- Eye in the Sky: Emerging Technologies.
- Choices and Decisions (From adolescence to adulthood).

Arts and Technology Electives

These subjects are electives. Students choose one subject each semester from a comprehensive list. These subjects are aimed at developing specific skills in focused areas of Visual Arts, Performing Arts, Technology and other developmental areas.

The subjects likely to be offered in 2025 are:

- Drama
- Foodwise
- IT: Programming
- Music
- Product Design & Technology: Hard Materials
- Product Design & Technology: Textiles
- Visual Arts: Fine Art
- Visual Arts: Photomedia
- Visual Arts: Visual Communication Design

Faculty presentations and online instructions will be given out on Thursday 15 August 2024 and subject selections (both online and hard copy receipts) will be due on Friday 23 August 2024 at 3:10pm.

Additional Elements of the Year 9 Centre

Mentor Time

Mentor Group offers great opportunity for pastoral care and discussion between students and their Mentors. In most instances, staff have responsibility for a Mentor Group and teach the students in their Mentor Group.

Co-Curricular Program

Students will continue to be fully involved in the co-curricular opportunities on offer at the school.

Instrumental Music

Private classes of instrumental music continue and students may enrol through the Performing Arts Department.

Student Leadership

There are many existing and new leadership opportunities for Year 9 students including:

- Year 9 Leaders.
- Duke of Edinburgh's Award.
- House Representatives.
- Student Representative Council.
- Community Ambassador.



Statement of Aims

The Year 9 Centre is an integral part of St Paul's Anglican Grammar School. With the rest of the school, our mission is to provide the knowledge, character development and sense of community which will enable each child to develop to their full capacity in body, mind and spirit and hence to be able to lead a fulfilling, purposeful life and make a positive contribution to the community.

The core purpose is to establish academic, emotional and social resilience in our students. We aim to achieve this through a program designed specifically for students of this age, a staff team committed to the education of these students and a stand-alone centre. These elements all contribute to promoting student engagement, active inquiry and independent learning to equip students for Senior School and beyond.

We believe that student engagement takes place when:

- Relationships are based on mutual respect between staff and students, and links between subjects are deliberately and purposefully fostered.
- Significant content and skills are made relevant to students.
- Choice is promoted within key elements of the program where possible.
- Passionate teachers are dedicated to the program.
- There are facilities which allow for varied opportunities and learning content.
- Students learn from, and contribute to, the wider community.

We believe that active enquiry takes place when:

- There is an environment in which safety and risks are thoughtfully balanced.
- Rich, open ended themes are integrated into learning.
- Students develop skills which are transferable to different learning environments.
- Teachers are engaged in the learning process with students and are skilled facilitators.

We believe that independent learning occurs when:

- Opportunities for extension are provided to all students.
- Students are encouraged to engage in the world beyond the classroom.
- Students take initiative and are responsible for their actions.
- A culture of mutual respect exists.
- Students seek to understand themselves and their place in the world.

We believe that effective preparation for Senior School occurs when:

- Essential content is developed across the disciplines.
- There is sequential development of essential skills.
- Self-discipline is evident through students accepting responsibility for their own learning; and,
- There is academic rigour that challenges each student to continually improve on their best.



General Information

Academic Matters

Semester Examinations

All Year 9 students undertake compulsory examinations in English, Mathematics and Science at the end of each semester. This is the first compulsory exam period for students at the school and these exams are held under strict exam conditions. The experience that students gain by undertaking these practice exams is very useful as preparation for VCE and managing exam situations. Assistance is given to all students to help prepare for exams through Assembly and Mentor Group activities. Individual teachers provide exam revision in class and/or additional learning sessions, for those students who chose to attend, leading up to the exam period. Time for students to reflect on their performance following the exams, in order to determine where improvements can be made in their organisation, study regime and goal setting, is provided through Mentor Group.

Late Work Policy

Please refer to the policy found in the front of the student diary. This policy is in place to assist students to be organised, meet deadlines and realise that there will be consequences for not being responsible for completing tasks.

Parent Student Teacher Interviews (PSTIs)

Parent Student Teacher Interviews occur mid-way through Term 1 and the end of Term 3 each year, either face to face or via Zoom. The timing is designed to enable teachers to give constructive feedback to students during each semester so they may adjust their learning/home study regime for ongoing improvement. We strongly encourage students to be present at these interviews so that all members of the learning partnership receive the same messages.

Reporting and Communication

The school offers continuous online assessment and parents and students receive feedback at the completion of each assessment via MyStPauls. Digital reports are available at the end of each semester. Other contacts are made through the Subject Teacher, Mentor Group Teacher, Head of Faculty, Head of Year or Head of Secondary School when necessary. The use of the school diary is encouraged as an effective tool of communication between the school and home and it will be student's responsibility to have it signed by their parents or guardians each week. A fortnightly newsletter, the Grammarian, conveys important and interesting information about the life of the school.

Subject Selection into Year 10

There is an effective and supportive program in place early in Term 3 to assist Year 9 students to make careful decisions in relation to subject selection for Year 10. This is designed to help students make good choices, keep their subject options open and support families through this first major decision making time. Parents are very welcome to be part of this process. Further information will be sent home closer to the time.



Technology at the Year 9 Centre

Computers

Teachers often place work on the School's portal. Students enrolled in the relevant courses can access these materials and also submit work electronically. Students are expected to bring their computer to every class unless otherwise arranged by the teacher. If a student does not have their computer at school regularly, a letter will be sent home to inform you about this. Parents may also find the MyStPauls portal to be a valuable resource for accessing the Grammmarian, the online PSTI bookings system, Lost and Found, Assessment Planners and School Reports.

Students are also required to keep their computer in a locked locker in between classes. If computers are found repeatedly out of lockers the computer will be taken to Student Services and a letter will be sent home to inform parents.

IT Services

Computers needing repairs can be dropped off at IT Services, located in the VCE building. IT Services repairs are often a 24 hour turnaround.



Pastoral Care Overview

In a smaller learning community such as the Year 9 Centre, the development of effective, strong and positive relationships between students and their peers, and also between students and adults in the program, are vital and have many beneficial implications for the classroom situation.

Mentor Teachers and Teaching Team

Pastoral care is organised through a small team of teachers that are mostly derived from the Thinking and Learning staffing team, with one of those teachers usually taking on a major Mentor/Pastoral role for about 24 students.

As the Mentor teaches these students for a large part of the program, progress can be monitored very effectively, feedback is ongoing for students and any issues can be responded to quickly.

Mentor time is sometimes structured to work through a number of key issues identified as relevant and important for adolescents. Mentors may assist students with planning, study and time management and often this is tied to the theme in Assembly or Chapel. At other times Mentors create activities that are designed to unite the group and support each student.

If parents have questions or concerns of any kind, the first contact should be with the Mentor.

If the matter is more serious or the Mentor cannot be contacted, please contact the Head of Year 9 or the Head of Secondary School.



English

Course Description

The approach to the English curriculum at Year 9 is multifaceted. The core English program is complemented by an extensive focus on literacy skills in the Thinking and Learning Program (TL). In the English classroom, students explore and analyse a variety of literary and media texts and write for a variety of different purposes and audiences. They plan, draft and edit their writing in order to hone their skills.

The texts encountered in Year 9 English explore complex themes and challenge the students to comprehend their world from a variety of perspectives. The structure of the course enables the students to produce texts in a range of forms throughout the year including persuasive, analytical and imaginative pieces.

The course aims to produce young writers with something to say about the world, and to provide them with opportunities to develop their points of view and share them with others.

Areas of Study

Reading and viewing

- Develop analytical and critical thinking skills through the exploration of a variety of texts, both written and visual.
- Read and understand the opinions expressed in the media and begin to comprehend how writers use language to persuade.

Writing

- Develop an ability to write for a variety of audiences and purposes and to experiment with different stylistic features.
- Continue to strengthen core writing skills such as essay planning, paragraph writing, grammar and spelling.

Listening and speaking

- Participate in class discussions.
- Participate in formal oral presentations.



Mathematics

Course Description

The Year 9 Mathematics course covers the skills, applications and investigations that will prepare students for Year 10 and VCE but will also develop the skills for everyday living and employment. Students will be guided in developing these skills and also in adopting an organised approach to their study, keeping records of their progress and seeking assistance when required.

Students engage in their learning through a variety of tasks and assessments. They are supported in their application of technology, namely the Casio CAS calculator, developing skills applicable in further years of Mathematics. Assessments are designed to evaluate student learning in formative and summative tasks, both practical application and topic tests. Students are introduced to the examination process on a semester basis. There are opportunities for students to be challenged beyond standard course outcomes through the Australian Mathematics Competition and other extension Maths activities.

Areas of Study

As outlined in the Australian Curriculum, Mathematics consists of the following areas of study:

- Number
- Algebra
- Measurement
- Space
- Statistics
- Quadratics and Graphing
- Linear Graphing
- Trigonometry



Science

Course Description

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment, including developing an understanding of the structure and function of the endocrine and nervous systems.

They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They consider global systems and how human actions can affect these systems, including the greenhouse effect.

Year 9 Science extends students' understanding of scientific concepts and further develops the skills they have gained in Years 7 and 8. Students formulate questions that can be investigated scientifically. They plan experiments, collect and analyse data and draw conclusions based on knowledge of scientific concepts.

Areas of Study

Biological Sciences

- Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment.
- The nervous and endocrine systems.

Chemical Sciences

- All matter is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms.
- Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed.
- Chemical reactions, including combustion and the reactions of acids, are important in both nonliving and living systems and involve energy transfer.

Earth and Space Sciences

- Global systems and the processes that cause carbon to be cycled.
- Human impact on Earth's cycles and the greenhouse effect.

Physical Sciences

- Energy transfer through different mediums and in different forms can be explained using wave and particle models.
- Understand electricity and different types of circuits.
- Explain, compare and evaluate energy efficiency and how electricity is produced from different fuel sources.

EPI

- Design an appropriate experiment to investigate a topic.
- Conduct the experiment and collect data.
- Produce a formal report to analyse the results of the investigation and evaluate the methodology used.



Languages: Japanese

Course Description

Year 9 Japanese aims to further develop a student's appreciation of the language and culture of Japan. The course places a greater emphasis on students being language users and is designed to enhance communication skills in Japanese. Students will study topics based around everyday life and make comparisons between Australia and Japan. The units of work are based on the course book Obento Supreme. Education Perfect, an online digital platform, is an additional tool used to see technology improve student learning outcomes.

Areas of Study

Listening and speaking

- Use spoken language to gain information.
- Listen for and use information to complete tasks.
- Deliver oral presentations.

Reading

- Review different types of printed materials to obtain and use information.
- Access online Japanese material to gain relevant and current cultural information.
- Demonstrate comprehension of dialogues, extracts of text, letters and magazine articles.

Writing

- Create individual or shared texts to inform and express ideas.
- Use culturally correct Japanese to quantify objects.
- Create posters and online presentational programs using appropriate script.
- Give descriptions, using appropriate adjectives and grammar.



Thinking and Learning (TL)

Course Description

The Thinking and Learning Program prepares students for their Senior School years and continues their education by taking a multidisciplinary approach and encouraging students to reflect on their own learning. Units are delivered according to best practice, combining the skills, thinking and content from a range of subject areas.

The TL Program incorporates a wide variety of concepts, drawing upon subjects relevant to the particular topic or unit. The subjects that could be incorporated into any particular unit include: English, Humanities, Geography, Christian Studies, Economics, Mathematics, Civics and Citizenship and Health. TL units are developed to provide challenging and interesting topics for students of this age.

Students produce work that demonstrates their individual understanding, flair and interest. Through the Thinking and Learning Program, students develop an awareness of their individual learning preferences, consolidate their thinking and refine their processes of self-reflection.

Some aspects of the TL Program are quite directed, while others allow the students to take a greater role in determining the method of learning and presentation, and their path through the topic. Being able to apply one's individual interests and skills is an important part of success in the Senior School and learning beyond secondary school.

Areas of Study

- Why Am I the Way I Am?
- Making a Better World? Industrial Revolution: Social Change/Movement of People.
- Faith in Our Communities.
- Millerville: Creating Sustainable Communities.
- Curating the Past: Exploring Our Family's History/Australian History/Immigration.
- Australian Voices: Exploring Our Nation's First Nation.
- Eye in the Sky: Emerging Technologies/Into the Future/Global Issues.
- Choices and Decisions.



Physical Education

Course Description

This course at Year 9 focuses on three key units: Developing Fitness, Sport Education in Physical Education Program (SEPEP) and Global Sport.

Areas of Study

Developing Fitness

- The development of personal fitness is essential to the improved quality of life. It enables students to gain an understanding of both aerobic and anaerobic fitness.
- Participate in various training methods and fitness testing protocols.

SEPEP – Sport Education in Physical Education Program

- Allows students to work collaboratively with teachers in planning, managing, coaching, umpiring and participating in small team game sports.

Global Sport

- Encourages students to consider becoming involved in a variety of recreational sports and pursuits that they can continue to participate in through every major stage of their life span.



Arts/Technology Elective Preferences

Name:

Mentor:

Students from Year 8 will select their preferences for Year 9 Electives online. Individual instruction sheets will be provided. In 2025, Year 9 students will undertake two Arts/Technology subjects, one in each semester. The electives listed below are available for selection.

Number all subjects in order of preference (1 = most preferred):

Subjects: Electives (Number them 1 to 9 by order of preference)	
Athlete Development Program (ADP)	
Drama	
Foodwise	
IT: Programming	
Music	
Product Design & Technology: Hard Materials	
Product Design & Technology: Soft Materials	
Visual Arts: Fine Art	
Visual Arts: Photomedia	
Visual Arts: Visual Communication Design	

Web Preference Selection

Every student will be given an individual instruction sheet for completing this process on **Thursday 1 August 2024**.

Students can complete this process at home or during the school day. This process must be completed between **Thursday 1 August and Friday 16 August 2024**.

This signed Preference Receipt must be returned by **Friday 16 August 3:10pm**. Late submission will mean that students will be less likely to be placed in their preferred Arts/Technology subject.

Please note that whilst every effort is made to accommodate student choices, it may not always be possible.

Forms should be returned to the Head of Year 8.

***No form will be accepted without a parent or guardian signature.**

Student Signature:

Parent/Guardian Signature:



Elective: Athlete Wellbeing & Mental Performance

This subject is available for students in the Elite Sports Program, Athlete Development Program and others via application. This is a theory-based subject.

Course Description

Students will learn how positive psychology and aspects of sports psychology can give athletes the information and skills to look after their mental health so that they will be better placed to handle the demands and stresses of high-level sport and school, taking their athletic performance to a higher level.

The St Paul's Athlete Wellbeing and Development subject, "provides a curriculum that guides talented juniors to develop these required attributes as they each strive to reach their own pinnacle and to be the best version of themselves." Leesa Gallard (Victorian Institute of Sport Performance Lifestyle Manager).

Students wishing to complete this course who are **not** already enrolled in the Elite Sporting Program (ESP) or Athlete Development Program must write an expression of interest letter and submit it to Mr Armour directly, in order to be eligible to undertake the subject.

Areas of Study

- PERMAH model of Positive Psychology applied to student athletes.
- Benefits and importance of sleep to young athletes.
- Sports Psychology for improved sports performance.
- Developing your own personal brand as an athlete.
- Improving leadership in sport.



Elective: IT – Programming

Course Description

Being project based, this course is an opportunity to code with a professional development language and to create games. The course also canvasses web development and Python programming. Students gain an appreciation of design and programming principles to create differentiated application-based learning. Students are provided with a brief and use problem solving methods and application of their skills to develop, test and pitch their design solution.

Areas of Study

Web fundamental

- Styling webpages.
- HTML and style sheets.
- Software engineering.

Graphical Programming

- PyAngelo module.
- Coordinates, colours, shapes.
- Game development.
- Animations.

Pseudo Coding

- Variables.
- Trace tables.
- Boolean expressions.
- Branching.



Elective: Drama

Course Description

At Year 9 the focus is on skills of improvisation, script work, expressive skills, stagecraft and creating roles across a range of contexts. Students investigate various elements of dramatic form and experiment with these. A major aim is for students to work as part of an ensemble to plan, develop and produce short performance pieces for an audience. Students regularly reflect on their work in class and the progress they are making verbally through constructive feedback to their peers, and individually through short written reflections in their reflective journals.

Areas of Study

- Evaluation and analysis of dramatic learning and performance.
- Role and character.
- Dramatic elements.
- Playmaking.
- Theatre history.

Practical Activities

- Enacting levels of role.
- Using various texts as a stimulus for character creation.
- Exploring status, motivation and purpose as part of character creation.
- Preparation of character profiles.
- Development and presentation of short solos.
- Utilising dramatic elements.
- Devising ensemble pieces based on a chosen stimulus.
- Application of stagecraft elements.
- Researching theatre history.



Elective: Foodwise

Course Description

This course at Year 9 investigates the eating habits of adolescents and provides students with effective tools for the management of food selection and for identifying food misinformation. Students extend practical skills developed during Years 7 and 8 Foodies, while developing new technical skills and knowledge to adapt recipes to apply current accredited dietary advice. Student continue to explore sustainable food production processes, and are introduced to the design process.

Areas of Study

Safety and hygiene

- Safe and hygienic use of food, tools and equipment during food preparation.
- Effective and efficient work habits and use of resources.
- Effective communication and interpersonal skills.

Preparation, production and presentation techniques

- Extension of technical skills developed in Year 7 and 8 Foodies.
- Development and demonstration of organisational skills, technical competencies and presentation techniques during food preparation.
- Functional and sensory properties, and major processes of food.

Food and nutrition

- Adolescent nutritional requirements.
- Factors influencing food choice and the associated consequences.
- Origins of food/ingredients.
- Food selection tools – revision of The Healthy Eating Pyramid, and extensive investigation of The Australian Guide to Healthy Eating and The Australian Dietary Guidelines.
- Packaging and labelling.
- Sustainable food production processes.
- The design process – implementation, production and evaluation of a low cost meal.



Elective: Music

Course Description

In Year 9 Music students explore what it means to be a performer in group and solo contexts. In addition to playing instruments, students learn how to set up a PA system and appropriately set a stage. Students manage sound levels to suit a range of musical settings and needs, while developing their aural comprehension and music theory skills.

Areas of Study

There are five areas of study:

- Developing skills in hearing music with greater awareness and understanding.
- Development of skills in composition of music.
- Development of skills in music performance in solo and group contexts.
- Development of skills in the aural comprehension and notation of music.
- Development of skills in the use of sound equipment.



Elective: Product Design and Technology – Hard Materials

Course Description

In this subject, students are required to work through a design process to produce a range of production projects that use a combination of steel, timber and electronics. Students develop a design brief, follow constraints and considerations required to develop the best solutions for their major production. They apply safe workshop practices when using tools and use a range of new technologies to construct projects that solve design challenges set out in the brief. This course gives emphasis to independent exploration of solutions to a design problem and enables students to develop their creative ideas, explore possibilities and develop their technical abilities.

Areas of Study

- Students will be able to undertake research relevant to a design brief.
- Students will be able to generate design constraints and considerations, as well as a range of possible solutions and justify the preferred option.
- Students will be able to carry out a range of processes accurately, consistently, safely and responsibly to produce their own wood, metal or electronic design product.
- Students will be able to develop skills in analysis of their major product designs and make appropriate suggestions for improvement using evaluation criteria.



Elective: Product Design and Technology – Soft Materials

Course Description

In this subject, students are required to work through a design process to produce a range of production projects that use a combination of fibres and fabrics. Students develop a design brief, constraints and considerations and are required to develop the best solutions for their major production. They apply safe workshop practices when using tools and use a range of new technologies to construct projects that solve design challenges set out in the brief. This course gives emphasis to independent exploration of solutions to a design problem and enables students to develop their creative ideas, explore possibilities and develop their technical abilities.

Areas of Study

- Students will be able to undertake research relevant to a design brief.
- Students will be able to generate design constraints and considerations, as well as a range of possible solutions and justify the preferred option.
- Students will be able to carry out a range of processes accurately, consistently, safely and responsibly to produce their own product.
- Students will be able to develop skills in analysis of their textiles designs and make appropriate suggestions for improvement using evaluation criteria.



Elective: Visual Arts – Fine Art

Course Description

Art at Year 9 builds on drawing, painting and sculptural skills developed in Years 7 and 8. Students experiment with a variety of drawing mediums and techniques, explore a specific painting style, construct and model sculptures, research artists for inspiration and learn the basics of critical art analysis. Students maintain a folio of their works and documentation.

Areas of Study

Drawing

- A variety of drawing materials such as pencils, charcoal, inks, fineliners and mixed media are explored through realistic and abstract drawing exercises.

Painting

- Trial and experiment with different painting techniques.
- Develop and refine painting compositions.
- Apply the art elements in a painting.

Sculpture

- Students explore and manipulate a variety of three-dimensional materials.
- Students develop skills and techniques and apply them to a three-dimensional work.

Printmaking

- Students gain an understanding of various printmaking techniques such as block printing, intaglio and monoprinting.
- Students plan, design and resolve a series of finished prints.



Elective: Visual Arts – Photomedia

Course Description

This subject has been designed to broaden students' understanding and appreciation of digital storytelling through the methods of photography, film and animation. Students explore different ways of constructing stories through digital mediums and investigate different methods of presenting these stories. Using digital cameras and computer programs, such as Adobe Photoshop and Adobe Premiere Pro, students refine their technical knowledge and understanding of media technologies.

Areas of Study

- Students will be able to use a range of elements and principles for specific visual effect.
- Students will be able to build on the technical components of a digital SLR.
- Students will be able to use a range of skills in Photoshop.
- Students will be able to develop editing skills in Adobe Premiere Pro.
- Students will be able to demonstrate their understanding of narrative structure.



Elective: Visual Arts – Visual Communication Design

Course Description

Visual Communications and Design at Year 9 develops students' ability to create effective graphics, through the use of three dimensional drawing skills, construction and creative illustration techniques. Students study drawing conventions, design elements and principles (the tools of design) that meet the requirement of a specific brief and target audience. They will also experiment with a variety of materials and media, including the use of manual and digital drawing methods to create visual communications in the specific design fields.

Areas of Study

- The ability to demonstrate an understanding of the use of visual communication design skills, techniques, conventions in instrumental drawing and freehand drawing to describe objects.
- The ability to demonstrate the development of briefs and develop ideas in response to audience needs.
- Evaluate, reflect on their work and aesthetic choices.
- The ability to develop an awareness of the components used in successful design and illustration.
- The ability to plan, select and present visual communications for a particular style.

2025 Course Guide
Warragul

Year 9



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ANGLICAN GRAMMAR SCHOOL

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