



# GEELONG HIGH SCHOOL

## Year 9 Curriculum Handbook 2024

*Prepares us for Life.*

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## WELCOME

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The Geelong High School motto, Vitae Nos Parat, means We Are Preparing for Life. Our motto and school vision and values provide the basis for our comprehensive school curriculum.

At Geelong High School our curriculum programs and teaching are designed to prepare students for life and is delivered in a manner that supports and promotes the principles and practice of Australian democracy, including a commitment to elected government; the rule of law; equal rights for all before the law; freedom of religion; freedom of speech and association, and the values of openness and tolerance. We aim to provide a learning program that gives all students the opportunity to flourish. In this, we value each individual in our community and provide a positive, challenging learning environment that is also caring and respectful.

Learning at Geelong High School is designed to develop the full potential of all students, as well as pride, grit and purpose. We challenge students to be their best, to grow socially and intellectually and to fully prepare them as productive global citizens in an ever-changing society. Geelong High sees challenge, choice and motivation as key drivers of all Learning Programs, where students feel good about what they learn and their achievements, personal growth and successes.

The Geelong High School Learning Program offers a balanced and comprehensive curriculum based on the Victorian Curriculum delivered through Geelong High School's teaching and learning instructional framework. It also addresses the Curriculum Goals and Priorities as described in the current School Strategic Plan:

- To ensure that all students are challenged in their learning and are supported by appropriate learning and teaching programs so that they are able to maximise their learning potential
- To improve learning outcomes across all year levels through quality teaching, reliable assessment and responsive curriculum

We trust that this Handbook provides you with a valuable resource of information that, when combined with conversations with parents/carers, classroom teachers and school leaders, will enable you to choose a learning pathway that is right for you.

We wish you all the best as you prepare for life.



Davin Reid  
Principal



Davin Reid  
Principal



Julianna Garcia  
Assistant Principal



Steven Brown  
Assistant Principal



Andrew Mcconchie  
Assistant Principal

**Our Vision:** Geelong High School is a positive and creative learning community that embraces its history and prepares students for life.

**We are committed to:** Developing caring and respectful relationships;  
Empowering people to realise their potential through effort, responsibility and teamwork;  
Building healthy, resilient and productive global citizens.

**Our values:** **RESPECT**  
Responsibility, Effort, Service, Positivity, Excellence, Creativity, Teamwork

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# THE VICTORIAN CURRICULUM F-10

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The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship. It is a single, coherent and comprehensive set of content descriptions and associated achievement standards to enable teachers to plan, monitor, assess and report on the learning achievement of every student.

The Victorian Curriculum F-10 is organised into Learning Areas. At Geelong High School this means that students are taught by specialised subject teachers in English, Maths, Science and Humanities, alongside a wide range of Art and Technology subjects from Year 7 through to the Senior Years.

The design of the Victorian Curriculum:

## *Learning Areas*

### **The Arts**

- Dance
- Drama
- Media Arts
- Music
- Visual Arts
- Visual Communication Design

### **English**

### **Health and Physical Education**

### **The Humanities**

- Civics and Citizenship
- Economics and Business
- Geography
- History

### **Languages: Japanese**

### **Mathematics**

### **Science**

### **Technologies**

- Design and Technologies
- Digital Technologies (STEM)

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## THE YEAR 9 PROGRAM

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In Year 9, subject selections build breadth and depth of academic experience, skills and understanding and ensure development and extension in the core subjects as well. Completing a wide range of subjects across Year 9 ensures students make the right choices as they move into the senior years. Core subjects ensure students build the knowledge and skills needed to succeed in the senior years across the pathway options.

English, Humanities, Science, Health and Physical Education (HAPE) and Mathematics are core subjects taught by specialised teachers. In Year 9 the range of electives that students can choose from expands considerably and it is no longer required that students complete a language. Students can make more choices that build upon their strengths and interests. Through Home Group sessions once per week, students build relationships with their peers and develop their awareness of themselves as learners and members of the school community. Year 9 electives also include the Geelong Positive Engagement Program (GPEP) a flagship elective that develops student agency, improves 21<sup>st</sup> Century skills and enhances community engagement.

Year 9 students can accelerate into Year 10 subjects as well and a wide range of VCE preparation subjects are available so that students are prepared to move into Unit 1 and 2 VCE subjects when they start Year 10. The high demands of these subjects will mean that they are only open to students who show readiness by having strong attainment and study habits.

In selecting your subjects consider the need to maintain a balanced program, whilst keeping in mind your intended pathway into senior secondary schooling and beyond.

### Year 9 Course Counselling Key Dates

<b>Pathways Evening</b>	<b>17<sup>th</sup> July 5:30 to 8:00 pm</b>
<b>Course Counselling Assembly</b>	<b>20<sup>th</sup> June, during HG</b>
<b>Homegroup Course Counselling</b>	<b>18<sup>th</sup> and 20<sup>th</sup> July during HG</b>
<b>Course Counselling Day (Parents required)</b>	<b>Wednesday, 26<sup>th</sup> July</b>

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## HOW TO CHOOSE YOUR COURSE?

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Students entering Year 9 next year will:

- Select 12 units in total for 2023 including core subjects
- The core units are English, Mathematics, Humanities, Science and Health and Physical Education which all run all year and count for a total of 8 units
- Select one unit of an Art subject and one unit of a Technology subject which will both run for one Semester and count for 2 units together
- Select 2 other units of your choice from either 'Other Electives' listed below or the Arts and Technology electives also listed below
- *Some students can also choose an accelerated subject – see the section entitled Accelerating into Year 10*

### *Weekly Year 9 Core Program*

<b>English</b>	<b>Maths</b>	<b>Science</b>	<b>Humanities</b>	<b>Health and PE</b>	<b>Home Group</b>
4 Lessons	4 Lessons	4 Lessons	2 Lesson	2 Lessons	1 Lesson

## Year 9 Arts and Technology Electives

You must choose at least one elective from the Arts and one from Technology. These electives also run for one semester and four lessons per week.

Arts	Technology
Art Making and Exhibiting Dance Drama Media Music Visual Communication and Design	Computing Food Product Design (Wood) Product Design (Metal) STEM (Science, Technology, Engineering and Maths) Music Technology

## Year 9 Other Electives

Electives run for one Semester, four lessons per week. Japanese counts as two electives because it runs all year. Students must choose four electives, including one Arts elective and one Technology elective. This leaves two other electives to choose.

<b>GPEP: Geelong Positive Education Program</b>	<b>Major Sports (PE)</b>	<b>Advanced PE (PE)</b>	<b>Outdoor and Environmental Studies</b>	<b>Japanese (2 Units)</b>	<b>Accelerated Year 10 Subject</b>
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Students and families must be aware that the school operates a preference system for elective choices. This is necessary as due to timetable constraints students are often unable to do all their first preference electives. For this reason, when you choose your electives, you should think carefully about which subject you rank the highest. Families and students should also be aware that if there is an insufficient number of students that choose a subject, it will not run. Students need to make sure their preferences and reserve units are carefully considered.

## Acceleration into Year 10 Subjects

Students who have strong attainment, good study habits, strong attendance and are looking for extra challenge in Year 9, can accelerate into Year 10 subjects that prepare them to start VCE one year early when they are in Year 10, for that subject. Acceleration in Year 9 into a Year 10 subject has the following benefits:

- It can help prepare students to accelerate into an early VCE subject when in Year 10
- It can help students access extra challenge and academic extension in their learning
- Has the potential to position students to increase their ATAR (Australian Tertiary Admittance Rank) in the later years by completing a VCE subject earlier
- It can help students develop the types of study habits and skills necessary for success in the senior years earlier

Students who wish to accelerate into Year 10 should download and explore the Year 10 Course Counselling Handbook to view the subjects available.

Only students who are nominated by their teacher can consider acceleration. It will also be dependent on careful consideration of academic progress, the availability of the subject, as well as the student's attendance record. Students cannot accelerate in English.

Generally, students will only be permitted to attempt one accelerated study but may nominate two subjects they would be interested in studying in the event that their first choice is not able to be accommodated. Students will not work a reduced program in Year 9 as a result of electing to accelerate.

## *Steps to enter your elective choices*

1. Firstly, it will be important to familiarise yourself with the requirements for course selection as outlined above.
2. Work in consultation with your Home Group teacher, parents and the various resources provided by Home Group teachers and the Pathways team to complete the '**Student Preferences Sheet** – by Week 2, Term 3.
3. Work through this draft with your families prior to Course Counselling.
3. Year 8 students going into Year 9 in 2024, along with their parents, will need to book an appointment time with a member of the counselling team, via Compass. Booking will be available Week 2 Term 3.
4. Attend your Course Counselling appointment with a parent/carer when your selections will be reviewed before being approved.
5. At your Course Counselling Meeting:
  - Take your Student Preferences Sheet, signed by you and your parent.
  - Enter your preferred subject selections into the online system with your Course Counsellor
  - Discuss your aspirations and reasoning for choosing different electives.
  - Note the associated costs of the electives you have chosen.
  - Sign a print-out of your preferred electives that stays with the school

Students will receive confirmation of their 2024 course in Term 4, 2023. Students whose course could not be completed from their selection of preferred and reserved units will be contacted for further counselling to finalise their studies. It is intended that all courses will be finalised by the end of November. During the Course Counselling appointment, a check will be made to ensure that all of the requirements for course selection are being met and that selections provide pathways to meet the pre-requisites of future studies.



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## YEAR 9 CORE SUBJECTS

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### **9ENC**    *9 English*

This unit is built around the three interrelated strands of Reading and Viewing, Writing and Speaking and Listening. The focus is on extending students' knowledge, understanding and skills in language, literature and literacy. Through the reading and viewing of a variety of texts, students will explore themes and issues such as culture, societal values, conflict and relationships. Common Assessment Tasks include:

- Analytical Interpretation
- Analysing Argument
- Presenting Argument (debating)
- Crafting and Creating Texts

All learning extends on the literacy skills developed in Year 8 English.

### **YEAR 9 HEALTH AND PHYSICAL EDUCATION**

#### **9HAPE**    *9 Health and Physical Education Core*

The theory lessons focus heavily on the major health issues that face the youth of today such as drug and alcohol education as well as the mental health issues that face contemporary society. Additionally, an educational component focusing on sexuality will elaborate on topics covered in Years 7 and 8, taking into account emerging maturity at this year level. The practical classes involve students in a variety of physical activity tasks that are aimed at keeping individuals active and engaged. Games that focus on team play, leadership and personal fitness will be the main themes within this unit.

### **YEAR 9 HUMANITIES**

#### **9HUM**    *9 History*

In Year 9 students will study each of the four Humanities subjects for one term. In History students study the making of the modern world from 1750 to 1918 looking at the changes caused by technological and social change during this era with a particular focus on World War I.

In Geography students will investigate how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments with a focus on the tourist industry.

In Economics students consider how the Australian economy is performing and the importance of its interactions and relationships with the global economy in achieving growth and prosperity. Students also learn about the importance of being financially literate.

In Civics and Citizenship students investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. They also investigate the values and practices that enable a democratic society to be sustained.

## **YEAR 9 MATHEMATICS**

### **9MATH 9 Maths**

At the Year 9 level, students extend their fundamental Mathematical skills into new areas of study. They are encouraged to find solutions to real life mathematical problems through the application of theorems and processes, by building on and extending their knowledge in the following areas:

- Measurement: Using units of measurement
- Geometry
- Real Numbers: Investigating time scales
- Statistics and Probability
- Financial Mathematics
- Linear and Non-Linear Relationships
- Algebra
- Pythagoras and Trigonometry

Students take part in a variety of learning activities, both computer and non-computer based. Students are assessed using a variety of measures, including tests, assignments, problem-solving activities and homework tasks, including the use of websites such as MathSpace and Essential Assessment.

## **YEAR 9 Science**

### **9SCI 9 Science**

In this unit students undertake studies in Chemistry, Biology, Physics, Earth and Space Science.

They will develop a deeper understanding of the following topics

- Atomic Theory
- Acids and Bases
- Chemical Reactions
- Light, sound and electricity
- The Universe including galaxies, stars and solar systems
- Body Systems including respiratory, digestive and nervous system

Students develop questions and hypotheses that can be investigated using a range of inquiry skills. They independently plan, design, conduct and evaluate scientific investigations, drawing conclusions from data collected. They will explain how they have considered reliability, precision, safety and fairness in their methods.



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## YEAR 9 OTHER ELECTIVES

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Year 9 students have two elective choices on top of their two Art and Technology elective choices. If you choose Japanese, that will count for both of these choices as it goes for two semesters. You can use all four of your elective choices for Art and Technology subjects.

### ***9GPEP Geelong Positive Engagement Program***

Geelong High School's flagship elective, the Year 9 Positive Engagement Program is a real-world, modern and community focused program that embodies the school's vision and values and aims to develop skills that are essential for 21st-century learners. This program challenges students' ideas, promotes critical thinking and aims to create and broaden students' connection to their school and the wider community. There is an interview process to apply to be in GPEP and only 50 students can be accepted.

The underlying theme of the program is one of positivity through the development of key relationships with the community. Students undertake studies in key focus areas including:

- Sustainability
- Animal Welfare
- Homelessness

All areas include immersion through research, excursions and volunteering. Students also participate in numerous Life Skills workshops with industry professionals such as:

- First Aid
- Hospitality
- Car Maintenance
- Financial management

A number of camps will run as a part of the course, including a rural and urban camp. The aim of each camp is to allow students to have a positive impact on a community in need and implement crucial life skills including organisation, budgeting, professional communication and teamwork. At the time of printing, the details of these camps for 2024 have not been confirmed. In most years GPEP includes a major trip to Central Australia that receives outstanding feedback from students.

Students also take part in the explicit teaching of 'Positive Education', where they will learn to recognise their own strengths, develop their resilience and look at the world through the eyes of people in less fortunate situations than themselves.

Students:

- Experience applied learning through regular excursions, incursions or guest speakers.
- Develop partnerships with groups that make a difference in the lives of those in our community.
- Take part in a range of activities and challenges that place them outside of their comfort zone.
- Earn accomplishment certificates in areas such as financial literacy, event management, animal welfare, working with children, car maintenance etc.
- Are set group challenges throughout the program which requires planning, teamwork and cooperation.

## YEAR 9 HEALTH AND PHYSICAL EDUCATION ELECTIVES (HAPE)

### 9HPAP *Advanced P.E.*

Advanced PE will offer a core group of sports for students to participate in, whilst also taking into consideration **student choice and interest**. The class may choose to be active in sports and activities such as:

- Soccer
- Volleyball
- AFL
- Fitness
- Hockey
- Badminton
- Weight Training

Involvement in this unit will encourage students to become lifetime participants in sport but also cater to the student who is thinking of a career that involves physical education and health. Theory topics will be at a year **9 advanced standard** and will include:

- Body systems
- Acute responses to exercise
- Training methods
- Energy systems
- Nutrition

### 9HPMS *Major Sports*

Major Sports will offer a range of sports for students to participate in, whilst also taking into consideration student choice and interest. If you like to keep active, this is the subject for you. Theory studies include the musculoskeletal system, tactical awareness and training methods at a basic level. Students will be involved in negotiating activities to be undertaken. These may include topics and sports such as:

- Minor games
- Basketball
- Netball
- European Handball
- Softball
- Table Tennis
- AFL

The skill development in a variety of these activities should be a valuable foundation for future sporting involvement.

### 9HPOES *Outdoor and Environmental Studies*

Would you like to try something different from traditional team sports and fitness activities? Do you enjoy sport and recreational activities, both indoors and in the great outdoors? Outdoor Ed will combine local outdoor areas like the Geelong Foreshore, Eastern Beach and Eastern Gardens, with our own indoor facilities to cover a unique combination of recreation and sport. It is hoped that the enjoyment gained from these activities will encourage a lifetime of participation in recreational activities.

Physical Education themes negotiated throughout this unit could include:

- Further developing water confidence and applying this water confidence to recreational activities such as swimming, snorkelling, surfing or paddling
- Developing a higher skill level in recreational sports such as tenpin bowling, lawn bowls or golf
- Sporting activities using the Geelong High School facilities and surrounding areas.

Health themes throughout this unit will include:

- Young people's health and risk-taking behaviour, including DRSABCD and Basic first aid.
- Investigating harm minimisation in the context of recreational activities
- Examine perceptions of challenge, risk and safety while participating in physical and recreational activities.

## **YEAR 9 JAPANESE**

### **9LAJP 9 Japanese**

In Year 9 Japanese, students work on mastering the Katakana characters while reviewing the Hiragana script. Students will then begin learning up to 40 key Kanji – the third and final Japanese script. Students will be expected to regularly revise and practise their writing skills at home.

The Year 9 course covers the themes of:

- Time
- The House
- School
- Shopping in Japan
- Describing people and things
- Japanese counters for different objects
- Asking permission and things giving instruction

Students increase their intercultural knowledge and awareness of Japan by responding to films, participating in a restaurant excursion and completing research projects. Students also carry out a variety of communicative activities to improve their reading, writing, listening and speaking skills.

Students will complete regular vocabulary and kana quizzes, role plays/speeches and poster/booklet assignments for assessment. Regular use of Education Perfect online program, for revision and learning at home for a minimum of fifteen minutes per night is expected.



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## YEAR 9 ART AND TECHNOLOGY ELECTIVES

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Year 9 students must also choose one elective from the Art subjects, and one elective from the Technology subjects. This ensures that students keep breadth and balance of experience in their course selections as they move towards senior school, keeping their options open as they develop and explore new strengths.

### YEAR 9 ARTS ELECTIVES

#### **9ARART 9 Art Making and Exhibiting**

Students will make and respond to artworks independently and with their classmates. They will use and apply appropriate visual language and visual conventions. They will complete art works with a view to exhibiting their work to the public in an appropriate manner. They will design, create and evaluate visual solutions to selected exhibition themes. They will develop an appropriate vocabulary for use when discussing art works. They will continue to develop a knowledge of the various principles and elements of art and design.

#### **9ARDA 9 Dance**

In Year 9 Dance, students focus on four key areas. These include a class ensemble routine in a chosen genre (Contemporary, Jazz or Hip Hop), a style-based research task, a fitness and conditioning assessment and a small-group choreography task. Students take part in a variety of workshops including core dance technique, alignment and conditioning to improve their overall dance proficiency. Year 9 Dance students also perform their small-group choreography and ensemble piece to demonstrate performance quality. Finally, students are introduced to choreographic devices and movement elements to expand their choreographic capabilities. This course is suited to both beginners and more experienced dancers with an emphasis on participation, self-improvement and fun.

#### **9ARDR 9 Drama**

In this unit students develop a range of theatre making skills by learning a number of elements around story making, character development, and script writing from stimulus. Exploring the expressive skills of Voice, Gesture, Movement, and Facial Expression, as well as a range of Dramatic Elements, students work together to create a piece of Drama for performance. They develop their focus, teamwork, and creativity through a number of drama making exercises, culminating in a performance for an audience.

#### **9ARME 9 Media**

Are you interested in photography and making videos? Then this is the class for you. In this unit, students learn how to take better photos with their digital camera and phone camera. Students will learn how to use different composition techniques to communicate a story or message. They learn how to enhance their photos using Photoshop and editing techniques. In the second part of the course, students study genre conventions in films and look at how creators use techniques to make their movies more interesting to the audience. Students learn how to develop, plan and produce a short video using the production process.

Throughout the course, students will produce photographs, a photographic series, video exercises, short films and responses to media artworks.

#### **9ARMU 9 Music**

This course is designed for the young musician who wants to further develop their instrumental/or vocal skills focussing on contemporary song writing in a live or recording environment. Students who undertake this course should be receiving regular lessons on their chosen instrument or voice.

The focus will be on developing practical skills in composition leading into live performances in a group or solo setting. Students selecting this subject will have a weekly vocal ensemble masterclass with a visiting specialist. Digital technology will be utilised to record and produce a portfolio of completed compositions.

## **9ARVCD 9 Visual Communication and Design**

This unit uses graphic techniques for the training of visual literacy in students. Students will be introduced to technical drawing, rendering, design elements and principles and the design process. Student development is fostered by projects that experiment with different materials, techniques, media and equipment. The unit is a practical subject that identifies problem-solving using graphic techniques, with students developing imaginative solutions to set tasks. All work is presented in the form of a folio.

## **YEAR 9 TECHNOLOGY ELECTIVES**

### **9DTFL 9 Food Lovers**

Are you a whiz in the kitchen? In this unit, students will experience a 'MasterChef' pressure challenge as they work with both individually and in their team to produce a range of delicious products. Students will develop life-long practical food preparation skills with an emphasis on different cooking methods and presentation using a wide range of classic ingredients and 'family favourite' recipes. Students will also learn to apply nutritional principles to their meal planning.

Throughout this unit, students will develop their food knowledge and skill through working both individually and in teams to investigate, plan, produce and evaluate the food they cook each week.

Major areas of study include:

- Wet and dry cooking methods
- Work with a range of ingredients and processes
- Health and Safety
- The design cycle including design briefs, meal planning and evaluation.
- Principles of food science
- Food and sustainability

Students will be assessed on production activities, theory-based tasks and evaluation.

### **9DTC 9 Computing**

In this unit students will learn about how computer technology affects our lives and how we use computers for work and entertainment. Students will learn how we manage data on a computer system including file types, file management and how data can be manipulated and presented using programs such as spreadsheets. Students will also learn computational thinking and design, develop, test and evaluate programs using Minecraft and Python. Students will learn how to control program execution using conditional statements and looping. They will learn how to store different data types using variables and perform mathematical calculations. Students will use GB Studio to program some simple Game Boys games.

### **9DTMT 9 Music Technology**

In Year 9 Music Technology, students work with both digital and analogue equipment in order to record, edit and amplify sounds. Students explore the basics of wave theory and how it applies to the practical aspects of sound production. They learn about different types of microphones and gain practical experience using equipment such as mixing desks, amplifiers and some processing tools including EQ and basic compression. Students also learn to use the program Pro-Tools to record and process sound. Students will also gain experience in using the music studio and its equipment. This subject suits students with an interest in the technical aspects of music production and they would not require any experience in instrumental performance in order to take part.

### **9DTPDW 9 Product Design Wood**

This unit is designed for students who enjoy working with wood and have some skill level in this area. During the design process, they will clarify their understanding of design brief requirements and use a variety of drawing and modelling techniques to visualise design ideas and concepts. Students will develop their understanding of design elements and principles and use appropriate technical language. They will work safely with a range of tools and equipment, including some which are complex, to produce a range of products. Students will be able to suggest modifications to improve their products in light of the evaluation of their function and appearance.

Projects may include tables, racks or stands to contain a number of items such as books or IT equipment.

### **9DTPDM 9 Product Design Metal**

Students design and make metal-based products and jewellery items to satisfy design briefs. They investigate the elements of the briefs, develop suitable designs, and then make the products. When they've finished and used the products, the students evaluate them against the briefs.

Students will use technical drawing conventions. Production techniques to be covered may include marking out, sheet metal cutting and folding, cutting with a jeweller's/piercing saw, sinking, silver soldering, drilling, riveting, some machining, bronze welding, spot welding and general finishing. Projects may include class carry case, finger ring with attachment, candle holder and centre punch.

### **9DTST 9 STEM – Science Technology Engineering and Maths**

In this semester long subject, student will continue to apply the 'Engineering Process' to design, build and refine a building to withstand external forces. They will continue to refine their coding skills, introducing EV3's, which give students more components to work with, including servo's (small motors) and sensors to undertake a variety of tasks. Students will also learn about some basic electronics and use Arduino microprocessors to complete some simple projects. As part of this course, students will travel out to the Geelong Tech School to undertake one of their 'Codebreaker' programs.



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## YEAR 9 KEY INFORMATION

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### *Assessment in Year 9*

Students will participate in a variety of assessment practices and tasks. Across years 7-10 Geelong High School operates continuous assessment through Compass. In Compass, families and students can see specific feedback on all Learning Tasks in all their subjects. These assessments are known as Common Assessment Tasks (CATs) across the school, and all are in line with the Victorian F-10 Curriculum. Most assessments at Geelong High School are completed with a pen and paper in timed conditions, from which teachers and students derive short and long-term learning goals.

Throughout the semester, parents and carers will receive updates as to how their child is progressing through the Learning Tasks in Compass, Progress Reports and Parent Teacher Interviews. Semester Reports will provide a more comprehensive overview of student learning and development at the end of each semester.

### *Homework*

All students at Geelong High School receive regular homework across all their subjects to help support learning and develop strong, independent learning and study skills. Please see our website for more information on our school Homework Policy. All students must purchase a school diary to help them organise and prioritise their homework. Year 9 students should be doing one hour per subject each week to reinforce their learning and develop the skills they will need in the senior school.

### *BYOD Program*

The purpose of this program is to allow students to thrive as global citizens in the 21<sup>st</sup> Century. This program runs across years 7 to 12, and it requires students to bring a digital device which they feel best suits their learning although it cannot be a Chromebook or Android device. Students are able to collaborate with their peers and access a range of learning resources using their device, including electronic textbooks, online resources, learning platforms such as Education Perfect, Essential Assessments and Reading Plus, and the Google Workspace for Education Fundamentals suite of learning tools. Google tools are regularly used by teachers to enhance learning through Google Classroom and Google Drive as well. It is a school requirement that all students have a charged device for every lesson. There are longer term loan devices available to families.

### *Booklists and Curriculum Contribution Charges*

Subjects regularly provide essential resource collections to students in order to support their learning. To assist with keeping these resources up to date and available to students, there is a Curriculum Student Learning Bundle charge associated with each unit. Materials charges, subscriptions charges, stationery requirements, planned activities and other approximate costs for each unit are outlined in the handbook and are correct at the time of publication but may vary. Financial assistance and payment plans are available for families who should contact the front office if need be.

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# TEACHERS WITH RELEVANT LEADERSHIP RESPONSIBILITIES

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## EDUCATIONAL LEADERS AND LEARNING SPECIALISTS

Mr Lachlan Envall and Ms Tessa Kirk	Years 7 - 9
Ms Abby Graham	Years 10-12
Ms Vanessa Shipp	Literacy/English
Ms Joanne Pacitto	Numeracy/Maths
Ms Rebecca Hall	Science/STEM
Ms Melissa Fitzgerald	Disability and Inclusion
Mr Joshua Grabowski	Student voice, agency and leadership

## Learning Area Leaders

Ms Tayla Clayton	Arts/Technology
Ms Sonia Kinsey	HAPE
Ms Jamie Long	Languages
Mr Craig Brentnall	Humanities

## SENIOR YEARS TEAM

Ms Cat Yee	Year 12 Coordinator
Mr Nick Ayerbe	Year 11 Coordinator

**Assistant Principal Student Wellbeing** Mr Steven Brown and Lachlan Envall

**Assistant Principal School Operations** Ms Julianna Garcia

**Assistant Principal Teaching/Learning** Mr Andrew McConchie

## House Leaders

Mr David Allitt	Barwon House
Ms Sarah Tolley	Corio House
Mr Trent Timmers	Leigh House
Mr Brad Rankin	Moorabool House



## YEAR 9 GHS CURRICULUM CONTRIBUTION ITEM

<b>Curriculum Contributions</b> – <i>You are invited to make a contribution for the full amount of \$280.00 or a portion of this amount covering any of the following items.</i>	
<b>Curriculum Online Subscription Package: \$90.00</b> This package includes online subscriptions that are required by students for their learning in each core curriculum area: <ul style="list-style-type: none"> <li>Essential Assessments</li> <li>Reading Plus</li> <li>STILE (Science)</li> <li>World Book Encyclopaedia, Click View, &amp; The Age Newspaper</li> </ul>	\$280.00
<b>Curriculum Learning Items: \$150.00</b> This covers provision of all essential resources and materials necessary for the core subject classes to help students meet their learning outcomes, including access to class sets of textbooks if needed by students.	
<b>Positive Education Program: \$40.00</b> Curriculum learning items for the Positive Education Program delivered in Home Group. An additional amount may be charged if students are required to attend an incursion/excursion.	
<b>Elective Contributions:</b> This comprises of all essential resources and materials necessary to help students meet their learning outcomes in the Arts (Art, Dance, Drama, Music, and Visual Communication & Design) and Metal Technology. This amount is based on a maximum of three electives per semester.  This amount does not cover the electives listed below.	\$240.00
<b>Elective:</b> Food Lovers	\$120.00
<b>Elective:</b> Japanese Language Perfect Annual Online Subscription	\$40.00
<b>Elective:</b> Product Design Wood/Metal	\$70.00
<b>Extra-Curricular Items and Activities</b> <i>Including items Students Own and User Pay Items.</i>	
<b>Student ID Card:</b> The Student ID Card enables students to access the COMPASS Kiosk for late arrival/early departure passes, top-up printing credit and to check their timetable and includes a \$10.00 printing credit. (Replacement cost is \$10.00 for the ID Card only).	\$10.00
<b>Study Planner:</b> It is strongly encouraged that students utilize the planner to enhance their learning ability. If a replacement planner/diary is required there will be an extra charge of \$10.00.	\$10.00
<b>Combination Lock:</b> Only select if you require a new lock. The lock is retained from Year 7	\$ 20.00
<b>School Yearbook:</b> The Geelong High School Annual Student Yearbook (Flotsam) is a written and photographic record of the school year, produced for the students. The 2024 Student Yearbook will be distributed early 2024.	\$ 30.00

<b>Other Contributions:</b> <i>These are suggested amounts; any contribution is welcome</i>	
<b>Building Fund (Tax Deductible):</b> Supports Building Improvements (Tax Deductible Contribution). We have suggested an amount \$100.00 or units of \$10.00 however, any contribution is welcome.	\$100.00
<b>Community Support Fund:</b> This fund is to assist Geelong High School families in crisis situations with food and essential items. We have suggested an amount of \$50.00 or units of \$5.00 however, any contribution is welcome.	\$ 50.00
<b>HAPE Equipment Replacement Contribution:</b> Supports the ongoing replacement of necessary sporting equipment provided to all students. Your contribution is welcome.	\$ 10.00

*All contributions are correct at the time of printing.*