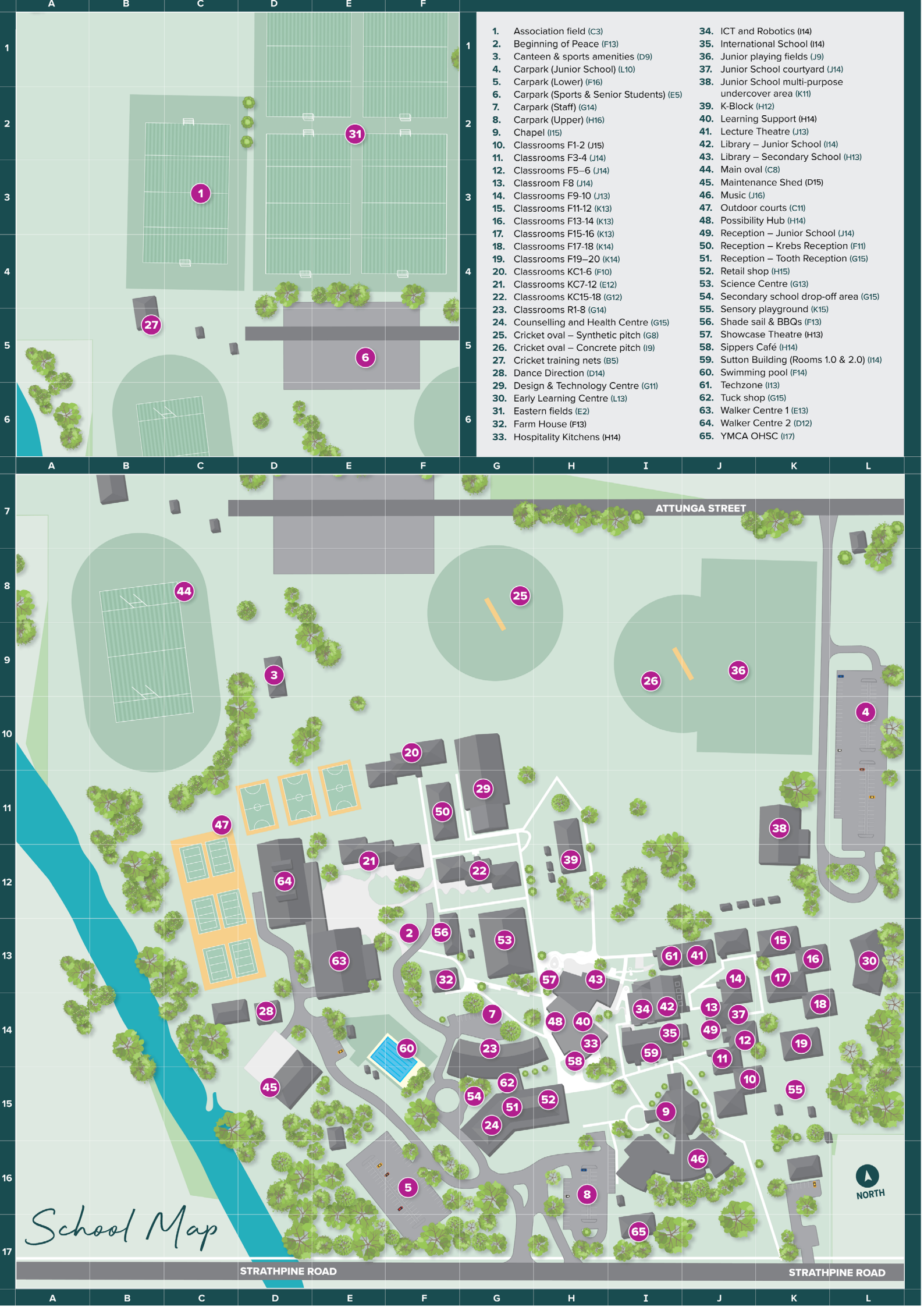
St Paul's School

Year 9 Subject Handbook

2026



1. Association field (C3)
2. Beginning of Peace (F13)
3. Canteen & sports amenities (D9)
4. Carpark (Junior School) (L10)
5. Carpark (Lower) (F16)
6. Carpark (Sports & Senior Students) (E5)
7. Carpark (Staff) (G14)
8. Carpark (Upper) (H16)
9. Chapel (I15)
10. Classrooms F1-2 (J15)
11. Classrooms F3-4 (J14)
12. Classrooms F5–6 (J14)
13. Classroom F8 (J14)
14. Classrooms F9-10 (J13)
15. Classrooms F11-12 (K13)
16. Classrooms F13-14 (K13)
17. Classrooms F15-16 (K13)
18. Classrooms F17-18 (K14)
19. Classrooms F19–20 (K14)
20. Classrooms KC1-6 (F10)
21. Classrooms KC7-12 (E12)
22. Classrooms KC15-18 (G12)
23. Classrooms R1-8 (G14)
24. Counselling and Health Centre (G15)
25. Cricket oval – Synthetic pitch (G8)
26. Cricket oval – Concrete pitch (I9)
27. Cricket training nets (B5)
28. Dance Direction (D14)
29. Design & Technology Centre (G11)
30. Early Learning Centre (L13)
31. Eastern fields (E2)
32. Farm House (F13)
33. Hospitality Kitchens (H14)
34. ICT and Robotics (I14)
35. International School (I14)
36. Junior playing fields (J9)
37. Junior School courtyard (J14)
38. Junior School multi-purpose undercover area (K11)
39. K-Block (H12)
40. Learning Support (H14)
41. Lecture Theatre (J13)
42. Library – Junior School (I14)
43. Library – Secondary School (H13)
44. Main oval (C8)
45. Maintenance Shed (D15)
46. Music (J16)
47. Outdoor courts (C11)
48. Possibility Hub (H14)
49. Reception – Junior School (J14)
50. Reception – Krebs Reception (F11)
51. Reception – Tooth Reception (G15)
52. Retail shop (H15)
53. Science Centre (G13)
54. Secondary school drop-off area (G15)
55. Sensory playground (K15)
56. Shade sail & BBQs (F13)
57. Showcase Theatre (H13)
58. Sippers Café (H14)
59. Sutton Building (Rooms 1.0 & 2.0) (I14)
60. Swimming pool (F14)
61. Techzone (I13)
62. Tuck shop (G15)
63. Walker Centre 1 (E13)
64. Walker Centre 2 (D12)
65. YMCA OHSC (I17)

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Our Values

At St Paul's School, we are committed to holistic education: nurturing academic excellence, personal growth, wellbeing and a sense of belonging in our community. This plan places a strong emphasis on creating enriched learning experiences beyond the classroom, where students can develop their talents, discover new passions and grow as individuals. By fostering a culture of belonging, we aim to ensure that all members of the St Paul's School community feel supported and empowered to contribute to its ongoing success.

Growth

Thriving in mind, body and spirit

Belonging

Feeling valued, included and connected

Community

United in care, respect and compassion

Faith

Guided by love, service and hope, modelled on Christ

Our Purpose Statement

At St Paul's School, we nurture growth, foster belonging and inspire personal excellence for all students by crafting high quality learning programs, providing extracurricular opportunities and investing in our staff and facilities.

Fide et Literis (By Faith and By Learning)

Our Motto

Our Philosophy

Learning is a life-long pursuit, or journey, of which the years of formal education form a small part. St Paul's School believes that the purpose of education is to:

- Facilitate the growth of the whole person: Students should have the opportunity to grow academically, socially, emotionally, physically, and spiritually.
- Create an environment whereby students can discover their identity and their gifts and talents without a fear of failure: Students should come to an understanding that success in life is the result of the ability to take risks. Often the greatest discoveries have been made through a mistake.
- Prepare students to become responsible and contributing global citizens in the increasingly complex world economy: Students should leave St Paul's School with a strong sense of empathy and a conviction to act when they see injustice and inequity, always seeking to put others, rather than themselves at the centre of the community.
- Develop in young people the confidence to shape the future: Students should be given opportunities to be flexible, to be able to discern change and adapt to their local environment without losing sight of their moral and ethical grounding. Students are encouraged to dream, imagine, and create a future whereby their sense of fulfilment is attained.
- Challenge students intellectually: Students should stretch their minds and imagination through critique, collaboration, and communication.

Curriculum

The curriculum is delivered through 9 Key Learning Areas. Each subject discipline has been developed according to the requirements of the Australian Curriculum.

9 Key Learning Areas are:

1. **English**
2. **Humanities & Social Sciences (History, Geography, Business)**
3. **Mathematics**
4. **Science**
5. **Languages (Chinese, Japanese)**
6. **Health and Physical Education (HPE)**
7. **The Arts (Visual Culture, Music, Drama)**
8. **Technologies (Design and Technologies, Food and Textiles Technologies, Digital Technologies)**
9. **Religion and Values Education (RAVE)**

Each learning area incorporates the Australian Curriculum's General Capabilities (literacy, numeracy digital literacy, critical and creative thinking, personal and social capability, ethical understanding, and intercultural understanding) and Cross-Curriculum Priorities (Aboriginal and Torres Strait Islander Histories and Cultures; Asia and Australia's Engagement with Asia; and Sustainability). Emphasis is on developing skills and strategies for lifelong learning.

Differentiation

To facilitate each student's learning, we offer a differentiated curriculum. Teachers plan strategically to cater for the diverse learning needs of students who differ in their readiness for learning, their interests, and their learning profiles. This enables us to deliver specifically targeted programs which cater to a range of ability groups within each class and provides opportunities to extend learners.

English Language Development Program

Students who are learning English as a second or additional language or dialect are provided with two lessons per week to support their ongoing language development. ELD classes give our EAL students opportunities to collaborate with their peers on subject specific classwork and assignments and seek one-on-one assistance from their teacher. ELD teachers work closely with curriculum teachers to provide targeted support where needed.

Formal Academic Program

In Year 9, students study a core curriculum consisting of English, Mathematics, Science, Humanities, Health and Physical Education (HPE), and Religion and Values Education (RAVE). Students also choose four electives (two per semester), which are studied for a semester.

Students should choose elective subjects that they find most interesting and to which they are most suited to study. When choosing electives students should keep in mind that these may form the basis for subject selection in their future years of schooling.

Core Subjects

English
Mathematics
Science
Humanities
Health and Physical Education (HPE)
Religion and Values Education (RAVE)

Elective Subjects

Languages	Arts	Technologies	HASS
Chinese	Visual Culture	Design Technologies	Business
Japanese	Music	Digital Technologies	
	Drama	Food Technologies	
		Food & Textiles	

Subject Overviews

Business

Course Rationale: Business at St Paul's School offers an introductory business and citizenship course. This incorporates the fundamental principles of entrepreneurship, as well as a foundation of Australia's political system.

Course Structure:

Elective #1 - *Semester 1*	Elective #2 - *Semester 1*
Influences in Australia's Political System *Students explore:* • The role of political parties and independent representatives, including the formation of governments; • How citizens' political choices are shaped, including the influence of the media; • Strategies used to persuade citizens' electoral choices; and • How and why individuals and groups participate in and contribute to civic life.	**Innovation Revolution** *Students:* • Students engage with design thinking and problem-based learning through the Business • department's own entrepreneurial program, Innovation Revolution. They will: • explore the concept of social enterprise and ideate solutions to real-world problems; • work to their strengths by selecting ideas they are passionate about and choosing who they wish to explore these with; and • develop practical, real-world business skills such as writing and delivering a pitch and promoting an idea at an expo-style event.

Assessment: Students will be assessed in a variety of written and oral forms. These include:

- **Investigation: report;**
- **Multimodal presentation; and**
- **Showcase event.**

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in both the Year 7-10 Economics and Business and Year 7-10 Civics and Citizenship content and achievement standards relevant to this subject.

Design & Technologies

Course Rationale: Design plays an important part in our daily lives. It determines the form and function of the products we use and wear. Designing transforms ideas into drawings and plans for the creation and manufacture of useful products. Designers use processes to develop products that fulfil human needs and wants. The combination of design and technical skills is vital if we are to create and use sustainable products and add value to these products through commerce. In Design Technologies students assume the role of a designer and develop knowledge and skills to produce effective and creative responses to design challenges.

Students acquire and apply knowledge of a range of design factors and fundamentals to develop solutions to meet specific requirements. They draw upon knowledge and methods associated with determining human needs and wants, product purpose and function, visual and aesthetic factors, properties and characteristics of materials, production processes and technologies, economic, environmental and ecological impacts, and innovation through design and technology. The study of Design Technology can provide a pathway to a range of related fields such as industrial, product and interior design, engineering, fashion, furniture, jewellery, textile and ceramic design. An understanding of design and its application can provide opportunities for students interested in undertaking further study in related fields in vocational education and training.

Course Aims:

- **Acquire understanding and expertise through the process of design and manufacturing;**
- **Awareness of man's technological development and its impact on the environment and society;**
- **Opportunity to use a wide range of materials and equipment, including new and emerging manufacturing technologies;**
- **Help develop a logical thought process in developing innovative design solutions; and**
- **Develop the ability to retrieve information and make critical value judgements.**

Course Structure: Throughout the course the students can utilise several new and emerging technologies associated with the design, development and manufacture of responses to design challenges. These new and emerging technologies include but are not limited to:

- **Vacuum Former**
- **Laser Cutter**
- **Computer Controlled Router and/or Vinyl (Sticker) Cutter**
- **3D Printer**

The emphasis is on the design process and problem solving in a real-world context or environment. The structure of the course may involve students embarking on Design Challenges based around the following materials, processes, and systems:

Elective - *Semester 1*

Learning Experiences potentially include:

- Laser Cutter
- Vacuum Former
- Electronics
- Plastics (Acrylic, High Impact Polystyrene, PVC etc.)
- CADD – Computer Aided Design & Drafting Software, includes3D Modelling Software
- 3D Printing
- Skills in Design Thinking
- Graphic Design Software – CorelDraw
- Manufactured Timber
- Safety
- Projects may include the design and prototyping of an LED lighting solution to a given context

Assessment: A variety of assessment instruments will be used to assess students including: Design Folios/journals and Producing Practical Products.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Design and Technologies content and achievement standards relevant to this subject.

Digital Technologies

Course Rationale: The Digital Technologies courses that are offered focus on both computational thinking and creativity. Students are introduced to computer science concepts from the course in Year 7 and this is built upon to develop student's logical thinking and problem-solving abilities, as well as their ability to use tools effectively to express information digitally.

The course covers a maker curriculum and covers building digital devices, coding them, along with apps and games. The curriculum has been developed to provide continuity for students who choose to study Digital Technologies in Year 10 and Digital Solutions in Year 11 and 12, though it can be picked up in any year level. The study of Digital Technologies continues through the senior curriculum, resulting in two subject choices for students entering Year 11. All courses extensively utilise the schools' online learning environment, giving students access to resources and materials. The courses are founded on the Digital Technologies national curriculum framework.

Course Aims: The Digital Technologies curriculum in Year 9 aims to further develop the knowledge, understanding and skills of students to ensure that individually and collaboratively, they:

- **Design, create, manage and evaluate digital solutions to meet current and future needs;**
- **Frame problems and create solutions using computational thinking concepts; and**
- **Use digital systems to transform data efficiently and effectively into information and to creatively communicate ideas.**

Course Structure:

Elective - *Semester 1*

Learning Experiences include:

- Programming and piloting drones
- Utilising Python and sensor data

This unit provides students with the opportunity to apply their conceptual and algorithmic thinking skills by programming drones to complete a series of real-world challenges.

Students will explore programming constructs such as sequence, selection, and iteration, while also being introduced to events such as changes in sensor input (e.g., temperature, battery, air pressure, and gyroscope). They will learn how to detect and respond to these inputs through purposeful coding.

Through a design-thinking approach, students will design, prototype, and refine drone flight paths and tasks, building their understanding of automation, control systems, and digital problem-solving in an engaging and hands-on context.

Assessment: The students undertake a design project (includes a design folio and in developing their drone experience where it captures and presents their idea and progress of thinking. As a part of this the design project the students evaluate their own game to evolve it further.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Digital Technologies content and achievement standards relevant to this subject.

Drama

Course Rationale: The study of Drama teaches students to learn to think, move, speak and act with confidence. In making and staging drama, they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations. They are excited by exploring their imagination and taking risks in storytelling through role and dramatic action.

Students develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

Course Aims: Individually and collaboratively students develop:

- **confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama;**
- **knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning;**
- **a sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences;**
- **knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences; and**
- **The dramatic styles and texts studied in Years 9 are flexible and continually revised considering current and emerging trends, and to meet student interest and experience level.**

Course Structure: The dramatic styles and texts studied in Years 9 are flexible and continually revised considering current and emerging trends, and to meet student interest and experience level.

Below is a sample of how the course of learning is structured.

Unit: *Challenge, Choice, Change*

In Drama, students work in the style of realm to explore the world of dystopian futures. They examine and experiment with a published play text to analyse and interpret how dialogue, dramatic action and narrative structure has been used to communicate the playwright's intention. Collaborating with our Artist in Residence, they will create a student-devised script designed to explore a contemporary socio-political issue in the style of dystopian fiction. The unit culminates in a planned, rehearsed, and polished student devised class performance. The unit provides opportunities for students to draw on the creative dispositions of being open to experiences, working collaboratively and empathetically as part of a group, to create and convey a novel idea relevant to the context provided.

Assessment:

Learning in Drama involves students making, performing, analysing and responding to drama, drawing on human experience as a source of ideas. Students engage with the knowledge of drama, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts.

Making in Drama involves improvising, devising, playing, acting, directing, comparing and contrasting, refining, interpreting, scripting, practising, rehearsing, presenting and performing. Students use movement and voice along with language and ideas to explore roles, characters, relationships and situations. They learn to shape and structure drama including use of contrast, juxtaposition, dramatic symbol, cause and effect, and linear and episodic plot forms.

Responding in Drama involves students being audience members and listening to, enjoying, reflecting, analysing, appreciating and evaluating their own and others' Drama works.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Drama content and achievement standards relevant to this subject.

English

Course Rationale: In Years 7-9 students engage with a range of both literary (i.e. contemporary and traditional texts, which use language in aesthetic, imaginative and engaging ways, such as in novels, plays, poetry, short stories and feature films) and non-literary texts (i.e. those that use language, both written and spoken, in precise and accurate ways, for a range of purposes, such as popular culture, documentaries, emergent technologies of hypermedia, and media and multimedia).

Through the study of a range of texts and types of texts, students learn that they can use language for a variety of purposes (to entertain, inform, persuade, analyse, reflect) and communicate in a variety of modes (written, spoken, signed) to various audiences and in various situations. Through engaging in and with a range of quality texts, we anticipate that students will develop an understanding that using words and language, one is able to experience other times, places, cultures, values and ideas in real and imagined worlds, which will ultimately broaden their understanding of the world and their place in it, now and in the future.

Course Aims:

- **To promote higher-order thinking**
- **To take an innovative, dynamic and contemporary approach to study of English**
- **For students to connect with and thus value learning experiences and assessment tasks**
- **To stimulate students to experiment with language by taking risks and challenging themselves**
- **To inspire students to make confident choices about using language to empower them**
- **To facilitate and enhance students' control, manipulation, and use of language (written, spoken/signed and visual), whilst using a range of correct grammar, punctuation, vocabulary, and spelling**
- **To promote independence and responsibility for language learning and development**

Course Structure: Below is a sample of how the course of learning is structured, however unit topics may vary from year to year.

Term 1 - *Semester 1*	Term 2 - *Semester 1*
It's Often a Case of Life and Death *Students explore:* • Analytical Essay Writing • Novel study (The Hunger Games or Tomorrow When the War Began).	**How Does the Media Influence Society?** • How are we persuaded through advertising? (Persuasive texts)

Assessment: Students will be assessed in a variety of written and oral forms. These include:

- **Persuasive and descriptive writing**
- **Dramatic presentations**
- **Creative short stories**
- **Multi-modal presentations**
- **Text analysis**
- **Analytical essay**

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 English content and achievement standards relevant to this subject.

English Language Development

Course Rationale: The Year 9 English Language Development program provides an opportunity for second language learners to continue the development of their English language skills. Through a range of age-appropriate and level- appropriate material on a variety of topics, students are introduced to new vocabulary and provided with opportunities to practise their reading and writing strategies. Students also complete grammar activities and participate in group and class discussion to improve their confidence communicating in English. Developing these skills is important for success in the mainstream classroom.

The lessons also provide an opportunity for students to work collaboratively with their peers or individually with their teacher to better understand their classroom work and assessment. Students have opportunities to ask questions, clarify task instructions and seek help with planning and drafting for subject specific assessment. This course is highly recommended for all second language learners. According to Cummins (1979) Cognitive Academic Language Proficiency takes a second language learner a minimum of 5-7 years to develop intermediate fluency.

Food & Textiles Technologies (Food)

Course Rationale: The focus of Food & Textiles Technology (FTT) – Food Technologies is using design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities within the context of food and textiles.

Course Aims: Students will develop knowledge and skills in the preparation, selection and presentation of food for a range of situations. They will learn the important role of food and food photography in the success of running a business and engaging social media.

Course Structure: In Year 9 students may select the subject as an elective and have seven lessons per fortnightly cycle for one semester. At the end of Year 9, students may then elect to take the subject in Year 10.

Students learn through "doing" - Food & Textiles Technology is a highly practical subject, which involves students practising and performing the skills that they have learnt in class. Below is a sample of how the course of learning is structured, however unit topics may vary from year to year.

Elective - *Semester 1*

Instagram-able Food

- Kitchen procedures/Safety and Hygiene
- Cookery Methods and Techniques
- Australian Guide to Healthy Eating
- Plating and presentations skills
- Food photography
- Food costing
- Designing a menu item for a social enterprise

Assessment: Practical cookery sessions and completed design briefs are used to measure student performance and final overall standard.

In Year 9 students' assessment will include practical cookery performance with a completed design brief.

Health & Physical Education (HPE)

Course Rationale: Health and Physical Education (HPE) offers experiential learning, with a curriculum that is relevant, engaging, contemporary, physically active, enjoyable and developmentally appropriate. Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to participate in a range of physical activities confidently and competently.

Course Aims: In Health and Physical Education students develop the knowledge, understanding and skills to support them to be resilient, to develop a strong sense of self, to build and maintain satisfying relationships, to make health- enhancing decisions in relation to their health and physical activity participation, and to develop health literacy competencies to enhance their own and others' health and wellbeing.

Students use their interests in and experiences of health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent. They develop the knowledge, skills, processes and dispositions to promote health and wellbeing, actively engage in physical activity and enhance personal development. They recognise that capabilities in health, movement and personal development can provide career opportunities and improve quality of life. Opportunities for team and group as well as individual activity encourage social as well as physical development.

Course Structure: The course is designed to be as physically active as possible, integrating personal, social and community health content into movement and physical activity.

Term 1	Term 2	Term 3	Term 4
The Health Benefits of Physical Activity Students will sample a variety of exercise and wellbeing techniques to investigate the effects they can have on health. They will produce a podcast to advocate for change to our activity levels at St Paul's.	**Volleyball** Students will investigate how to be a successful team, exploring the ideas of team cohesion and dynamics to collaborate successfully. Students will develop their volleyball skills and showcase them in a Year 9 tournament.	**Heptathlon** Students adapt and transfer movement strategies across the seven athletics events of 200m, 80m Hurdles, 800m, Long Jump, High Jump, Shot Put and Javelin. They select three of these events for a class carnival trying to attain set goals.	**Heptathlon** Students will work in small groups to develop a routine using the required dance elements. They will be given a theme centered around relationships, to choreograph movements to tell a story. Additionally, students will explore the concepts of respectful relationships and develop strategies to keep themselves and others safe.

Assessment: Each unit is assessed separately using one of a variety of methods and pre-set criteria that relate to the subject matter or activity. Semester reports reflect the student's accomplishment in each of the units covered. Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Health and Physical Education content and achievement standards relevant to this subject.

Humanities

Course Rationale: The study of Social Science incorporates the disciplines of History and Geography. These disciplines teach students to appreciate how complex most situations really are. Students explore how individual motives and perspectives combine with multiple influences in shaping both our past and the future. They appreciate how unpredictable the future may be, given unexpected and unintended consequences. In a changing world, the understanding of change is ever more relevant. Social Science sharpens our hindsight, which must be clear if we expect to wisely judge current challenges and issues.

Inquiry is central to the study of History and Geography, employing analytical and problem-solving techniques to help students analyse historical and geographical issues. Students will research, analyse data and evidence from primary and secondary sources to evaluate local, global and historical issues. The courses require students to plan investigations, using discipline-specific inquiry models and processes. Students will reflect on different perspectives and recognise and evaluate the influence of values and beliefs in relation to, social justice, periods of historical significance, sustainability and peace.

Course Structure:

History	Geography
World War 1 *Students:* • investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history. • explore the personal stories behind the men and women who fought for Australia's freedom during WWI, whilst analysing both primary and secondary sources.	**Interconnectedness - Toursim** *Students will:* Study how peoples' activities change the characteristics of a place through Tourism. They will investigate the effects on places of people's travel, recreational, cultural or leisure choices, and the strategies for managing the impacts of these places. Students will develop their questioning and research skills using geographical methods related to this challenge.
The Industrial Revolution Throughout this unit students will explore the making of a modern world through the Industrial Revolution. They will expand their source analysis skills by examining primary and secondary sources and developing an understanding of how this momentous time in history, helped to shape the world we live in today.	**Biomes and Food Security** *Students will:* • Study a semester of Geography, specifically related to interconnections, biomes and food security. • Investigate the role of the biotic environment and its role in food and fibre production. Students will examine the biomes of the world, the alteration and significance. • Explore challenges and constraints relating to food production and availability.

Assessment: Students will be assessed in a variety of written and oral forms.

These include:

- **In class tests (Extended Written Responses, Response to Stimulus); and**
- **Research Tasks (Investigations, Essays, Seminars, Field Reports.**

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in both the Years 7-10 History and Years 7-10 Geography content and achievement standards relevant to this subject.

Languages: Chinese & Japanese

Course Rationale: Australia is an ethnically diverse nation in a globally connected world. We must prepare students to live and work in a multicultural and multilingual society and must assist students to relate positively to the richness of human diversity. Languages are an essential component of such an education. Learning additional languages widens horizons, broadens cognitive and cultural experiences, develops communicative and intercultural competence, and opens new perspectives for learners, not only in relation to other cultures and languages, but also to their own language and cultural practices. It develops and fosters literacy skills, ethical and responsible behaviour, the use of ICT, critical and creative thinking, personal and social competence, and intercultural understanding.

Course Aims: Through Languages, students develop knowledge and practical understanding of another culture through the target language. Acquiring adequate communicative ability and understanding in an additional language, students experience other ways of thinking and knowing. Noticing, analysing, and evaluating cultural and linguistic differences help students to draw conclusions about how they see events from their own and others' perspectives.

The study of Languages contributes to general literacy and 21st Century thinking skills. There is a focus on analysis, interpretation, using vocabulary appropriate to context, risk taking, recall and remembering and deductions of meaning from context - all invaluable skills. This course dovetails neatly with student exchanges with sister schools, and In-Country Learning Experience programs to China and Japan. Learning additional languages is a developmental skill which is increasingly desired by employers in Australia and overseas.

Course Structure: Students entering Years 7 & 8 choose an additional language – either Modern Standard Chinese (Mandarin) or Japanese. Students can continue their additional language studies beyond the compulsory Year 8 level into their senior studies.

The subject matter of Languages is divided into Communicating, Understanding, and Intercultural Competency. Students complete Listening, Reading, Speaking and Writing tests/tasks over a range of topics with some tasks using more than one macro-skill. Even though topics vary between the two additional languages, they both fall into the macro-organisers: Myself, People around Me and The World. Various incursions and excursions will be held throughout the course to complement classroom learning.

Term	Chinese	Japanese
Term 1	Celebrating Festivals	Day in the City
Term 2	Giving Gifts	Festivals and Celebrations
Term 3	School Life	What Character Are You? Creating Manga
Term 4	Where We Live	Which Way?

Assessment: Students will complete a range of Listening, Reading, Speaking and Writing tasks each semester, with at least one assessment task per skill. Speaking and Writing assessment will incorporate open-ended tasks where the students are encouraged to work creatively, independently, and collaboratively to demonstrate their individual level of language development and intercultural knowledge and understanding.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Languages content and achievement standards relevant to this subject.

Students are also invited to attend the In-Country Learning Experiences to Japan and China. These are held in alternate years and learning from these tours feeds back into improving student learning outcomes.

Mathematics

Course Rationale: In Year 9, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Course Aims: Through the teaching of Mathematics, teachers strive to develop students who can:

- **become confident and effective users, critical thinkers, and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and make choices as active, numerate citizens.**
- **develop capabilities for mathematical concepts, skills and processes and use them to pose and solve problems and reason with number, algebra, measurement, space, statistics, and probability.**
- **make connections between the areas of mathematics and apply mathematics to model situations in various fields and disciplines.**
- **appreciate mathematics as an accessible, equitable, applicable, and enjoyable discipline to study.**
- **acquire the specialist knowledge and skills in mathematics that underpin numeracy development and lead to further study in the discipline.**

Course Structure: Students studying Mathematics are involved in 8 lessons per fortnightly cycle. In Year 9, learning is centered on the content strands Number, Algebra, Measurement, Space, Statistics and Probability. Integral to this content are the proficiency strands Understanding, Fluency, Problem Solving and Reasoning.

As the student competencies increase, so too does the complexity of the work and content studied. On the completion of Year 9, students will have experienced a diverse and challenging range of Mathematics. The rigorous preparation provided for students allows them to make informed decisions when selecting Mathematics or Mathematics Advanced for their entry into the Senior School. .

Assessment: Students will complete a variety of assessment pieces, ranging from modelling and problem-solving tasks, mathematical investigations and supervised written exams. Assessment tasks will allow students to demonstrate their proficiencies of understanding, fluency, problem solving and reasoning of the core concepts.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Mathematics content and achievement standards (developed by ACARA) relevant to this subject.

Required Equipment: This course requires students to use a scientific calculator, Casio FX-82 Plus II.

Music

Course Rationale: Music is an integral part of modern life. In an increasingly busy and complex society, music provides opportunities for reflection and self-expression and acts as a vehicle through which students can make sense of and express their feelings about the world around them. Through classroom Music, every student has access to a highly personalised musical experience, regardless of their current ability level.

Given the advancements in technology in recent years, music making is now a highly accessible art form and one in which students can engage using laptops, iPads, and other devices at home regardless of prior musical knowledge. These musical experiences form part of a student's informal musical education and, as such, are highly valued and integrated into classroom Music practices where possible and appropriate.

Course Aims: Through activities designed to be in line with the new Arts Curriculum students will be engaged in both **Making** and **Responding** practices and processes. **Making** involves the rehearsal and performance of music, as well as the creation and arrangement of new works. **Responding** to music involves reflecting on the intentions of composers and performers, as well as understanding the seven musical elements in the context of existing works through analysis. Central to both practices is the process of self-reflection, through which personal observation is used to inform and refine student practice.

The study of Music allows students to work collaboratively with others in both self-directed and teacher- guided situations. Students are encouraged and expected to take ownership of the creative process and use problem-solving, decision-making, and creative and critical thinking skills when navigating through the rehearsal process to create a successful performance.

While it is not compulsory for students in Years 7, 8 and 9 to learn an instrument through private lessons, the Music course is also designed to allow students involved in the Instrumental Music program opportunities to both consolidate and develop knowledge and skills learned in instrumental lessons and ensemble rehearsals. Classroom teachers and Instrumental tutors work closely to ensure continuity and consistency between the two programs.

Course Structure: The musical styles studied in the Music course are flexible and continually revised considering current and emerging technology and trends in the Music industry, as well as student interest and experience level.

Currently the following topics are being covered:

- **Music for the screen (movies, video games, advertising etc); and**
- **Recording and performance techniques.**

Students are taught fundamental keyboard, percussion, guitar, bass and vocal skills which they then use to rehearse and perform in small groups.

Assessment: The areas of assessment are **Making** and **Responding**. These are assessed using several methods such as performances, compositions using both notation and recording software on laptops and iPads, rehearsal workshops and analysis of musical works. An emphasis is also placed on students critiquing both their own work and that of their peers.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Music content and achievement standards relevant to this subject.

Religion & Values Education (RaVE)

Course Rationale: At St Paul's School is an Anglican school founded in the Christian faith. At St Paul's School we believe that each person can have a relationship with God, through Jesus Christ, demonstrated by trusting and modelling one's life on Christ, serving others and participating in the traditions and practice of the Anglican Church. Of course, all students are on a journey of discovery in this relationship, having many questions to ask and consider. In Year 9 students are encouraged to consider these questions and seek answers that help them make sense of the world in which they live.

Course Aims: The Five Strands approach used in RAVE integrates and develops five essential dimensions progressively through the Secondary School years. The approach includes:

- **An appreciation of the role of the Bible and the Christian tradition within our culture and heritage;**
- **Engagement with an applied Ethics and Values education that is both theoretically based, and issues related;**
- **An introduction to the central ideas of philosophy of religion and spiritual growth;**
- **Cultivating the emotional and affective practices of silence and reflection.**

Students are encouraged to think critically, to reflect on their own beliefs and to respect the diversity of beliefs that exist in the community. Students engage in learning about and learning from religion.

This course supports the development of the general capabilities of the Australian Curriculum.

Course Structure:

Unit	Topic	Unit Description
Unit 1	*Finding Your Way*	This unit acts an overview of the biblical narrative so that students can understand the historical and theological aspects of the Christian faith.
Unit 2	*Exploring Faith and Spirituality*	Students are encouraged to think beyond the material and superficial aspects of life to explore the deeper meaning and reality of their own existence.
Unit 3	*Youth Alpha – Part 1*	Students discuss, question, and challenge the foundational aspects of the Christian faith through Youth Alpha. Teachers guide respectful and healthy dialogue to help students consider their own beliefs.
Unit 4	*Amazing Grace*	Students examine the life and achievements of William Wilberforce by watching, analyzing, and responding to the movie 'Amazing Grace'.

Assessment: While the Year 9 RaVE program is not formally assessed, students receive feedback on their participation, engagement, and attitude in class. This includes how they reflect the values and ethos of St Paul's. Teachers also consider students' involvement through their workbooks and classroom activities.

Science

Course Rationale: Science is a process for constructing new knowledge. In studying Science students should understand and recognise its place in our culture and society and use it in their daily lives. The study of Science as a way of knowing (scientific knowledge) and a way of doing (learning through inquiry) and should enable students to connect with and understand the world in which they live.

The world in which we live is rapidly changing socially, economically, culturally and technologically. A study of Science empowers students to understand the natural world around them, the ability to engage in discussions about science, question claims made by others and draw conclusions based on evidence. In doing so they make informed decisions about the environment, the future, and impacts on themselves and others.

Course Aims:

To provide a:

- **Range of opportunities for students to engage with and understand the different strands of science; and**
- **Learning environment that promotes higher order thinking and challenging pieces of assessment that allow students to reach their full potential.**

To encourage students to:

- **Become problem-solvers, using higher order thought processes to solve problems;**
- **Become active learners, being an active participant in their own learning;**
- **Become effective communicators;**
- **Become skilled collaborators, working well with others to create a product or learn from each other;**
- **Become critical researchers, ability to make connections between the real world and scientific concepts;**
- **Understand the importance of science as a human endeavour;**
- **Foster a love of science and its connections to the world in which they live; and**
- **Identify problems and issues, and design and conduct scientific investigating into these.**

Course Structure: The science course is based around three interrelated strands; Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. These strands contain the following sub-strands:

- **Science Understanding – Biological sciences, Chemical sciences, Earth and space sciences, Physical sciences;**
- **Science as a Human Endeavour – Nature and development of science, Use and influence of science; and**
- **Science Inquiry Skills – Questioning and predicting, Planning and conducting, Processing, Modelling and analysing, Evaluating, Communicating.**

Assessment: In an increasingly image-led and image-conscious society, the study of visual culture helps students understand their visual surroundings and interpret their visual world. Over the course of Year 7, Year 8 and Year 9 students will explore theories and practices from art, photography, digital media, and other visual practices, while understanding the social and historic backgrounds that inform the culture around us. Students will combine an interest in visual culture, culture, and the wider visual world to explore the broad spectrum of visual creativity that permeates contemporary life making images and engaging in experiences that respond to, reflect and reinterpret their experiences and that of arts professionals.

Visual Culture

Course Rationale: In an increasingly image-led and image-conscious society, the study of visual culture helps students understand their visual surroundings and interpret their visual world. Over the course of Year 7 and Year 8 students learn in and through visual arts practices. They use visual arts processes with physical and digital resources in purposeful and creative ways to develop their connection with and contribution to the world as artists and as audiences. They experience and explore visual artworks created by artists working in diverse contexts, styles and forms, and build understanding of the significance and impact of visual arts practice and culture for themselves and local and global communities.

Course Aims: Through a variety of making and responding experiences, student will be encouraged to develop artistic expression, inquire deeply and create images and objects that challenge accepted ideals.

Problem-solving, decision-making, creative and critical thinking skills along with practical skills, media techniques, processes and technologies will be utilised in the exploration and invention of personal and collective ideas.

Individual and collaborative working practices will be utilised throughout, ensuring students experience and develop the creative artists mindset needed to respond to and overcome the challenges of an unknown and uncertain future.

Course Structure: Throughout Year 9 students will respond to a wide range of creative experiences. Student experiences will be concept directed and process driven, allowing students to develop personalised working practices and individualised responses and resolutions.

The students respond to the concept of Personal, Private, Public with consideration of the Inquiry question - How do artists communicate meaning about the concept of personal, private and/or public through representation of the human form in artworks?

Within this concept students negotiate contemporary notions of ‘The Self’. Students explore how definitions of that which is personal, public, and private have become blurred and look to create artwork that expresses their individual outlook on what is increasingly becoming a relevant and real-world issue.

Assessment: Students will be assessed across two criteria, making and responding supported through the use of regular and targeted kind, specific and helpful feedback.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Visual Arts content and achievement standards relevant to this subject.

Learning Support

Course Rationale: Learning Support works to support and complement the differentiated teaching and learning programmes of the school. This is achieved through collaboration between Learning Support Teachers, Classroom Teachers, and students, operating within the understanding that there are a diverse range of needs and ability levels within classrooms.

Support is planned for students who require additional educational provisions to access learning programmes and may include:

- **Consultation between parents, staff, counsellors and external specialists to identify strategies that best meet a student's educational needs;**
- **Teacher Aides working collaboratively with classroom teachers to enhance individualised and small group learning support in classroom lessons; and**
- **Withdrawal learning programs, which are offered to students with specific learning needs who meet certain criteria. The focus of these programs is on building literacy and numeracy proficiency, providing assistance for the completion of assignments and reviewing strategies to increase a student's ability to plan, research and study.**

Our model of support is designed to allow students to access the appropriate level of support, in accordance with their current development and learning needs.

Subject Selection Process

Subject selection for Year 9 occurs in Term 3 of the previous year.

The process is as follows: Email sent to all Year 8 students and their parents that:

- **Outlines the subject selection process;**
- **Provides a link to the current Year 9 Subject Handbook;**
- **Students and parents consult the Year 9 Subject Handbook for information about the different electives;**
- **Students, in consultation with their parents, choose 4 electives and 2 reserves to include in their Year 9 course of study.**
- **Students will receive an email from *noreply@selectmysubjects.com.au* on their school email;**
- **Students will enter their subject selection preferences online following the instructions in the email.**

Frequently Asked Questions

What if don't receive the email?

Begin by checking your spam and junk mail folders. If you still can't find it, email Mrs Weber at ***t.weber@stpauls.qld.edu.au***.

What If I change my mind about which electives I want to study after I have submitted them?

You are allowed 2 submission attempts before your account is locked.

When will I find out what my electives will be next year?

Timetabling is a complicated process and takes time. Students will be notified by email by the end of the year about the outcome of the elective selection process.

What if I have other questions?

If your questions are related to the subject selection process, then please contact your teacher or relevant Curriculum Leader for more details about your elective choices or the office of the Director of Teaching and Learning about the subject selection process in general.

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