



Our Lady of the Sacred Heart Catholic College

Sadadeen Campus

Open House

2021 Year 9 Curriculum Booklet



educational | Transition to Year 12
HOLISTIC AND VALUES BASED EDUCATION

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Year 9 Curriculum 2021

The Year 9 academic curriculum at Our Lady of the Sacred Heart Catholic College continues to offer students a balanced educational experience in a variety of subjects, building on and extending the learning from Years 7 and 8. Students, as lifelong learners, will experience different learning strategies, which will provide the opportunity for them to achieve their potential and more than they thought possible. Furthermore, the curriculum is linked by a number of key competencies, which provide academic and personal goals for all Year 9 students.

The transition from Middle Years to Senior Years is a major step in the life of each student. Having successfully completed Year 8, the student now embarks on a four-year program designed to enable him or her to complete the requirements of the NTCET to graduate successfully with a high school certificate. This certificate is most important as it will determine to a large extent the students post school options for employment and further education. In Year 9 students study both core subjects and elective subjects.

Each student will study the core program below.

- **English**
- **Mathematics**
- **Religion**
- **Science**
- **SOSE (Studies of Society & Environment)**
- **Physical Education**

Music can be either taken as a semester or a full year subject and other electives are semester subjects; further details are contained later in this booklet. A maximum of four elective modules can be chosen (two each semester).

Year 9 students continue to be assisted in their studies by a homework and study centre, offered in the library from Monday – Friday 3-4.30pm and the diary system. There is an expectation that all students will complete regular homework. A diary is used to help students organise their time, and to facilitate communication between parents and the School. Subject teachers will closely monitor the progress of each student. Parents are encouraged to communicate any concerns they may have through the diary. Parents will receive regular reports that outline the progress of their sons and daughters. The Snapshot reports will show a “snapshot” of student progress in weeks 5 and 9 of terms 1, 2 and 3 and week 4 of term 4. Student reports show both academic performance and attitude to the work requirements of the subject. Students will be given recognition for academic achievement.

The elective subjects available in Year 9 are below. Details of the programs can be found under each subject heading.

- **Dance**
- **Design, Technology & Engineering: Metal**
- **Design, Technology & Engineering: Wood**
- **Digital Technologies**
- **Drama**
- **Food & Nutrition**
- **Multi Media**
- **Music**
- **Science, Technology, Engineering and Maths (STEM)**
- **Visual Art**

Before choosing, it is suggested that you consider these points:

- interest, ability and enjoyment are all important factors when choosing subjects
- most of these elective subjects are currently offered through to SACE Stage 2 at Year 12
- there is no prior knowledge assumed in Design, Food Technology, Art, Music or Drama

Remember to investigate each subject, ask questions of teachers and other students and make up your own mind about your subject selection.

THE AUSTRALIAN CURRICULUM

For information about the Australian Curriculum please visit www.australiancurriculum.edu.au or make an appointment to speak to Penny Reid, Curriculum Coordinator. Further, very comprehensive information can be found on the above link to the ACARA (Australian Curriculum) website under the Information for Parents tab (Information Sheets).

Elective Subject Descriptors

DANCE - This subject is a one semester course

Students explore the elements of dance through both practical and theoretical work. They practise and refine technique skills, using Safe Dance practices, to develop proficiency in a variety of dance styles. They rehearse dance work for performance (formal or informal), using expressive skills to communicate a choreographer's intent. In developing their own choreographic skills, students experiment with improvisation to find new movement possibilities, and explore elements of dance composition and choreographic devices. Students analyse dance from contemporary and past times, and consider the impact of dance from different cultures on Australian dance today. They evaluate their own choreography and performance, and that of others, to inform and refine their dance-making practice.

Assessment Tasks:

Class performances
Dance Reflections
Technique/Classwork
Dance Composition
Safe Dance Theory booklet

DESIGN, TECHNOLOGY & ENGINEERING: METAL - This subject is a one semester course

This Design and Technology (Metal) course seeks to develop students' abilities in the design and manufacture of physical projects. Through a project based curriculum students will learn by a hands-on approach, which involves scope for personal expression within specified design parameters. Students are introduced to OH&S, basic manufacturing processes and possible career paths in the metal and engineering industry. By applying reflective and critical thinking styles students should become good judges of craftsmanship leading them to become discerning consumers.

Assessment Tasks:

Chainmaille Bracelets
Fire Poker
Candle Stick Holders
BBQ or Sculpture
Safety Poster

DESIGN, TECHNOLOGY & ENGINEERING: WOOD - This subject is a one semester course

The Design and Technology Department seeks to develop students' abilities in the design process and manufacture of physical projects. Through a project based curriculum students will learn by a hands-on approach, which involves scope for personal expression. Students are introduced to OH&S, basic manufacturing processes and possible career paths in the wood and construction industries. By applying reflective and critical thinking styles, students should become good judges of craftsmanship leading them to become discerning consumers.

Assessment Task:

Safety Poster
Hand Tools – Boat
Foot stool
Toy or similar design
Design Folio

DIGITAL TECHNOLOGIES - This subject is a one semester course

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

Assessment Task:

Computer System Build Project
3D CAD Project
Lego Robotics
Micro: Bit Project
Scratch Coding

DRAMA - This subject is a one semester course

Students explore the elements of drama through both practical and theoretical work. They practise and refine drama skills to develop confidence and proficiency in presenting to an audience. They rehearse work for performance (or a chosen off-stage role), to tell a story or communicate an intent. They practice the skills of characterisation, voice and movement, and learn the tools of improvisation. Students work as a member of a team in group-devised play-building, and reflect on their own performance work to encourage articulation and analysis of their ideas. They explore drama from contemporary and past times, and consider the impact of different cultures, places and times on Australian theatre.

Assessment Task:

Group performance
Theatre review
Reflections
Practical classwork

FOOD & NUTRITION - This subject is a one semester course

Home Economics addresses the role of food and nutrition in enhancing health and wellbeing. The course supports students to develop knowledge, understanding and skills to make healthy, informed food choices, and to explore the factors that influence eating habits. Knowledge and skills gained support students to develop the capacity to make decisions, solve problems and respond critically to food concerns of individuals and families. They continue to develop their skills and knowledge in nutrition through planning and preparation of meals that address healthy eating practices, food safety and hygiene, contemporary health issues in today's society and food trends. To enhance their awareness on food trends, students have the opportunity to visit cafes and restaurants in the local community.

Assessment Task:

Food Safety and Hygiene
Healthy Eating Practices
Diet Related Diseases
Multicultural Cuisine

MEDIA STUDIES - This subject is a one semester course

Students develop knowledge, understanding and skills in the creative use of communications technologies and digital materials to tell stories and explore concepts for diverse purposes and audiences. Media artists represent the world using platforms such as television, film, video, the internet and mobile media. Produced and received in a number of contexts, these communication forms are important sources of information, entertainment, persuasion and education and are significant cultural industries.

Assessment Task:

Media Portfolio: Video & Photoshop
Photoshop: Movie Posters
Podcasts
Intro to Video

MUSIC - This subject is a one semester course

Students develop an understanding of Music in various historical and cultural contexts, with a focus on pioneers of the Rock genre. They learn and develop skills on an instrument of their choice. Students explore and manipulate musical elements in order to compose and arrange musical works. They develop knowledge and understanding to visually and aurally identify and notate music.

Assessment Task:

Performance
Rock Music
Composition
Musicianship

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHS (STEM) - This subject is one semester course

Students explore aspects of science, technology, engineering, industry and mathematics. They develop a range of practical and cognitive skills that will help them become innovative, productive and globally aware citizens of the future. Students test their engineering design skills and manage a building project. Students work together to use their investigative skills in analysing evidence found at crime scenes. They learn the basics behind how food is tested and why this is important in regards to dietary requirements. Students build a personal portfolio of scientific reading material and share their findings with others. The achievement of students is based on their performance in these various tasks.

Assessment Task:

Building a Amusement Park ride model and STEM journal
Forensic Science Practical Journal
Food Science Poster and Practical Journal
Science Article report folio

VISUAL ART - This subject is a one semester course

Students explore historical and contemporary ideas and forms to compile a documented Visual Study of Lino Printmaking and Portraiture. They experiment with a range of materials, skills, techniques, processes, technologies, conventions and art terms to determine the possibilities for application. Students apply relevant arts terminology to identify, analyse and interpret artworks. Through the process of creating and reflecting, students discuss different viewpoints, styles and interpretations of artworks.

Assessment Task:

Journal Documentation
Experimentation
Resolved Artwork
Reflective Writing

2021 Subject Selection

Elective availability will depend upon the pattern of selection. Hence students must select reserve preferences. All other subjects should be considered and then entered electronically into the Web Preferences system. A guide to this is provided below.

Whilst every effort will be made to accommodate the selections made by each student, the allocation of students to subjects will depend upon the availability of resources, the pattern of student selection and the priority assigned to each preference. Working in this manner allows us to develop greater flexibility in our scheduling, which in turn allows more students to study the electives they have chosen as higher priorities. Students joining a class in Semester 2 will not be disadvantaged if the class also contains students who are seeking a year-long experience in those subjects offered.

Guide to Web Preferences:

- Students receive all required information in their email
- Web Preferences explains the process in detail
- Instructions are emailed to students.
- Email address is: <https://webmail.ntschoools.net>
- Students should make all decisions with their parents
- Compulsory subjects are selected automatically

Every effort will be made to grant students their first choice dependant on class sizes. In the event of more applicants than the class size allows, students will be placed according to the submission date of their receipt. ***Please print and drop off your receipt to the Traeger Front Office ASAP to avoid disappointment.***

Vocational Education and Training (VET)

OLSH works in partnership with Charles Darwin University to offer an extensive range of VET opportunities to OLSH students. These additional courses add flexibility to the curriculum and provide alternative pathways that can complement students' subject selection. Students obtain practical work experience, develop employability skills and, expand their interpersonal skills by participating in this option. VET courses also allow students to explore potential career paths. In Year 9, students can explore VET skillset options, before selecting Certificate I or II Level courses from a wider range in Year 10.

Students can seek advice on future employment, traineeships, school based apprenticeships, university and vocational options by Careers meeting.

Year 9 students in 2020 will have the option of selecting from 4 Skillsets that will be delivered by Charles Darwin University, subject to funding arrangements which should be finalised by the end of September. These courses will run for one week per term in Semester 1. The options are:

Retail and Business Attendant: 1 week finance, 1 week customer service

Café Attendant: 1 week cooking, 1 week barista

Plumber Assistant: 2 weeks - plumbing

Metal Fabrication Assistant: 2 weeks – sheet metal fabrication

Further information will be sent home in Term 4, once funding is finalised.

Pastoral Care and Wellbeing

At Sadadeen campus Wellbeing is paramount with all our students thus our student's pastoral care program is at the forefront. We acknowledge that relationships are a key component of our pastoral care program, their families, and the staff members. We foster an environment that is welcoming, safe and where students are respected as individual members of a larger community. Pastoral care across the Campus is coordinated by the Pastoral Care & Wellbeing Team which consists of Year Level Coordinators and Head of Campus with input from the College Counsellors, Inclusion Support and Indigenous Support Teams.

Each student has a homeroom teacher who meets daily with the homeroom class and remains the first point of contact for parents. Each year level is under the guidance of a Year Level Coordinator. The Year Level Coordinator, as well as being conversant with each student's curricular and co-curricular activities, guides the year level through the many and varied activities and demands that each year brings. The College has developed effective strategies and policies on matters of student behaviour, harassment and bullying, health issues for adolescent students, personal development programmes, and other issues pertinent to students. Pastoral Care can assist students to develop positive self-esteem, healthy risk taking, goal settings, hence enhancing their strengths and resiliency.

Year 9 cohort engages in activities like engagement day, year 9 camp, & sensibility program to further foster positive relationships, friendships & help students develop better decision making skills, through team building activities offered during these events. The college believe that pastoral care is effective when everyone in the school community knows and feels secure and valued.

Counselling Support

Counselling support is available to all students at Sadadeen.

The College has a number of experienced counsellors to provide support and therapy for students as required, following referrals, which are usually made by parents and / or teachers.

Students may experience problems related to self-esteem; anxiety; grief / loss; relationship issues; adjusting to new situations; changes in family structure, emotional regulation, trauma etc.

The Counselling team are happy to discuss with parents any concerns in relation to their children, and discuss support which can be implemented at School, or if necessary, referrals to appropriate agencies outside of the College. Phone any OLSH campus to contact the College counsellors.

Inclusion Support

Inclusion means that all students, regardless of their ability, are given an opportunity to learn and interact with their peers. It is an opportunity to learn and interact with their peers. It is an approach to education where every student is valued, supported and receives access to equal opportunities and learning experiences.

There are processes in place to offer students, with identified special needs, equity of access to the whole school environment. OLSH aims to provide the most appropriate education for each enrolled student. Suitable courses, within a flexible and supportive curriculum, is our goal.

Indigenous Support

The OLSH College Aboriginal and Islander Education Team work hard to support both the academic and wellbeing needs of our students.

In 2018 we launched our Reconciliation Action Plan (RAP) which outlines all of the ways we will continue to build a school community which values relationships, demonstrates respect and seeks opportunities to work with our local Aboriginal and Islander families and communities. This year we have updated our RAP and given ourselves new goals and outcomes to work towards.

We are proud of our partnership with AIME (Australian Indigenous Mentoring Experience). Facilitators from AIME would normally visit OLSH to run workshops with our Aboriginal and Islander students, focusing on leadership and aspirational thinking. With COVID-19, the visits have been suspended this year, but will continue in 2021.

Suzanne Ellem is acting Aboriginal and Islander Support worker based at the Sadadeen Campus. (We are currently in the process of appointing a new AIEW at Sadadeen). Sue is passionate about seeing our students achieve to their full potential, being strong in their culture and identity and sharing this strength with our broader school community. Sue has worked and lived on aboriginal communities in various parts of Australia for about 20 years so is well aware of the needs of young aboriginal people at OLSH. Sue can be contacted via the Sadadeen front office phone number, or at suzanne.ellem@nt.catholic.edu.au

Br Tony Caddy is the Aboriginal and Islander Education Coordinator for 2020. Br Tony works with the AIEW's on each campus and coordinates the RAP and other policies and programs in relation to Aboriginal and Islander Education. Br Tony comes to the position in 2020 with a background of working closely with aboriginal people, especially at Santa Teresa where he spent 5 years as Principal. Brother is based at Sadadeen and can be contacted by phone via the Sadadeen front office. Alternatively, his email is tony.caddy@nt.catholic.edu.au

Current Contacts

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Useful Websites

SACE Board

www.sace.sa.edu.au

SATAC

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Adelaide University

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TAFE SA

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My Future

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Notes

Notes



Our Lady of the Sacred Heart Catholic College

Co Educational | Transition to Year 12

Every Child Counts, Every Student Matters