



# ANTONINE COLLEGE

A CATHOLIC CO-EDUCATIONAL COLLEGE F-12



YEAR 9 INFORMATION BOOKLET



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# WELCOME

Dear Parents,

Year 9 is a significant time of development and self-awareness as students navigate emotional, physical, social and intellectual changes in the process of transitioning from childhood to adulthood.

The Year 9 theme is Bridges. The image of this structure that provides access from one place to another symbolises the transitional journey of this cohort. The bridge can also be viewed as a metaphor of improved relationships and reaching out to discover more about themselves, their communities and the role they play in society. The social justice program is an example of this.

Rites of passage have been carefully developed to facilitate essential critical thinking skills and promote the concept of social responsibility.

Subject selection provides greater opportunities to explore interests and consider future pathways. Students are expected to show an improved sense of autonomy as their level of self-discipline and independence increases. The elective options expand and there is opportunity for extension programs.

As a College, we have a responsibility to sustain student motivation and engagement and support students and teachers to continue their learning journey. This must also translate to their individual and collective learning needs. The Year 9 program needs to engage students as they progress towards their senior years.

It is with this aim in mind, that the College is shaping a program that will engage students and equip them with new skills that will help shape their adult selves.

It is important that students participate in all the opportunities that are presented for them in Year 9. It is crucial that students select subjects that are based upon interests and talents, thus contributing an individual pathway to their future career.

The Year 9 teaching and learning program includes a Macbook Laptop. Please see the link to the Digital Technology Handbook for further information. <https://bit.ly/DigTechHandbook24>

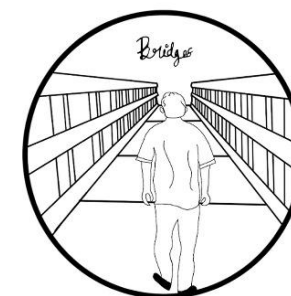
Yours in Education

Ms Diane Farah  
Year 9 Learning Coordinator  
[dfarah@antonine.catholic.edu.au](mailto:dfarah@antonine.catholic.edu.au)



## ANTONINE COLLEGE

Year 9 Theme **Bridges**



*Give careful thought to the paths for your feet and be steadfast in all your ways.*

*Proverbs 4:26*

**Goal:** On their journey to adulthood, students will be invited to be or build a bridge to overcome obstacles and challenges.

# IMPORTANT INFORMATION

## 2025 VICTORIAN Term Dates

**31 January:** Year 7 and VCE classes commence  
**3 February:** Foundation - Year 12 Classes Commence

**Term 1:** 3 February to 4 April

**Term 2:** 22 April to 4 July

**Term 3:** 21 July to 19 September

**Term 4:** 6 October to 19 December

## CONTACT US

**Telephone:** 03 9354 1377

- **Option 0:** St Joseph Student Services & All Bus Enquiries
- **Option 1:** Enrolment
- **Option 2:** Accounts & Fees
- **Option 3:** St Joseph Campus – General Enquiries
- **Option 4:** Cedar Campus

**Email:** [enquiries@antonine.catholic.edu.au](mailto:enquiries@antonine.catholic.edu.au)

**Correspondence:** PO BOX 197, Moreland VIC 3058

## OFFICE HOURS

The office is open Monday to Friday, 8:00am-4:30pm during school and a week of each term holiday.

## DAILY ORGANISATION

Before School	08:00am
Period 1	08:35am
Period 2	09:38am
BREAK 1	10:38am
Period 3	11:17am
Period 4	12:20pm
BREAK 2	1:20pm
Period 5	2:00pm
After School	3:00pm

# ST JOSEPH CAMPUS LEADERSHIP STAFF



## ANTONINE COLLEGE *Staff Leadership Team 2025*



**MS JOANNE BACASH**  
Principal



**MR ROBERT FOMIATTI**  
Deputy Principal  
Business Manager



**MR ABRAHAM DIAB**  
Deputy Principal  
Cedar Campus



**MS RIA COFFEY**  
Deputy Principal  
Learning and Teaching



**MRS HELEN DIAB**  
Deputy Principal  
Student Management and  
Wellbeing



**SR VERONIQUE KARAM**  
Office Manager



**MS CHRISTINA  
STAUNTON-BURKE**  
College Mission and Staff  
Faith Formation



**MS FRAN COMETTI**  
College Instructional  
Practice Leader



**MR DANIEL FILIPPINI**  
7-12 Learning Diversity Leader



**MISS JESSICA HINE**  
F-6 Learning Diversity Leader



**MS MORI MILHOLLAND**  
F-6 Learning Leader



**MS TANYA KHATTAR**  
F-12 Religious Education Leader



**MS INDIRA NATOLI**  
Year 7 Learning Leader



**MS STEPHANIE HARTNUP**  
Year 8 Learning Leader



**MS DIANE FARAH**  
Year 9 Learning Leader



**MS ISABELLA ATHAIDE**  
Year 10 Learning Leader



**MS AYESHA GUIDO**  
VCE Learning Leader

# MISSION STATEMENT

As a Maronite Catholic learning community inspired by the Antonine Sister's charism we strive to:

## **Enhance our Education in Faith**

Provide a comprehensive education in a secure and caring environment in which every person can grow and develop spiritually, intellectually, socially, and physically. Gospel values are reflected in our daily practices. Differences are welcomed and the value of every individual as a child of God is affirmed.

## **Enhance Teaching and Learning**

Provide a curriculum that caters for individual needs through a range of experiences suited to diverse learning styles.

## **Promote Student Wellbeing**

Foster respectful relationships among students, staff and others associated with the College in a spirit of co-operation, trust and responsibility.

## **Strengthen School Community**

Our College is committed to the continuous growth in learning outcomes for students and to develop the skills for lifelong learning. Partnership between home and College is promoted.

Opportunities for engagement in a deeper awareness of our cultural heritage, especially through the study of languages are provided.

## **Build Leadership**

All individuals are considered to be leaders demonstrating relationships and processes which are supportive, consultative and guided by a clear moral purpose.

It is intended that students graduating from our College will:

- have developed a personal relationship with God
- be competent, skilled, lifelong learners
- be effective powerful communicators
- be creative critical thinkers
- be happy, confident, self managed individuals
- be socially and environmentally responsible citizens

# VISION STATEMENT

Antonine College will commit to building a faith-filled learning community where:

- every student and staff member takes ownership of and responsibility for continuous improvement and life-long learning
- students develop as autonomous, self managing, resilient and responsible learners

## We Value

- **Spirituality**  
Nurturing spirituality as an essential part of human life
- **Respect**  
Respecting each other and God's creation
- **Support**  
There is always someone to help
- **Learning**  
A curriculum that provides a range of experiences and caters for individual needs
- **Community**  
Partnership between the College and home is promoted and encouraged
- **Tradition & History**  
Affirming and upholding a Christian identity within the Maronite tradition



# DAILY PROCEDURES AND IMPORTANT INFORMATION

The school day begins at 8:30am. By this time students should have unpacked their bags and be ready for the first two periods of the day.

## **Attendance**

Students are required to attend 90% of classes to gain a satisfactory understanding of the knowledge and skills taught in the classroom.

## **Late Arrivals**

Students who are late must report to Student Services to receive a late pass.

## **Early Departures**

If a student needs to leave early, parents must contact Student Services. Students are only permitted to leave at the end of a period and not once class has started. Please check the bell times carefully when planning this.

## **Student Absences**

If your child is absent from the College due to illness, appointment or any other circumstance, parents need to notify Student Services preferably by 8:20am and provide a medical certificate for their absence.

## **Ongoing Absences**

To ensure your child's education and wellbeing are supported, we encourage parents to communicate openly with the College where a child has an ongoing health, medical or wellbeing condition which may result in ongoing absences or medical appointments during school hours.

## **Overseas Travel**

Students should not miss more than two weeks of school in total. Missing more than two weeks may have a negative impact on progress at school. Please take this into consideration before making your decision to travel and discuss travel plans with the Year Level Coordinator.

## **Medical**

If your child requires medication to be taken at school, please note the following:

- Medication for students with ongoing medical conditions such as Asthma, Anaphylaxis or Diabetes is kept in the College Sick Bay. A Medical Action Plan must be provided from a doctor.
- Other medication may be stored in the College sick bay and administered when/if required.
- Parents are required to update medical records in PAM regularly.

## **Treatment for Sick and Injured Students**

It is recommended not to bring your child to school if they feel sick in the morning. Students must remain at home and a medical certificate for their absence must be provided to Student Services.

If your child feels sick or gets injured at school, parents are contacted for the child to be picked up.

It is therefore important for the College to have accurate details of where parents or a friend can be contacted to arrange for collection of your child.

## **Lockers**

Every student has their own locker with a combination. Students are to put all belongings in the locker and keep it locked. Students should not tell anyone their combination. A record of student locker numbers will be kept by the Year Level Coordinator.

Students are not permitted to carry their bags to class or at break time.

# DAILY PROCEDURES AND IMPORTANT INFORMATION

## Mobile Phones

Mobile phones and other personal electronic devices are a distraction to learning, they must be switched off and in lockers during the school day. Under no circumstances are phones to be brought to classes or in the yard during breaks.

Parents are asked to call the College Office if there are urgent messages to be passed on to their child.

## SIMON - Learning Management System

Year 7-12 students are expected to use the SIMON Learning Management System (LMS) to check their timetable, subject requirements, important dates, and daily messages. The learning resources for subjects are made available through SIMON, with assessments and class tasks being assigned and assessed through SIMON. Students are encouraged to be autonomous in their learning with the use of SIMON.

## PAM - Parent Access Module

It is necessary for all parents to use the Parent Access Module (PAM) of SIMON. Using the calendar to check important dates, reviewing assessment and class task results, permission for excursions, medical records and bookings for parent/teacher interviews are all completed by parents through PAM.

## Excursions

Educational excursions provide a broader range of experiences than those given in the classroom. Parents will be notified in advance of any planned excursions with no additional charge. Parents must provide permission for any excursion via the PAM online parent portal. All students are expected to attend College excursions and incursions.

## Assemblies

Assemblies are held regularly throughout the year and students are involved in the preparation and delivery.

## Liturgies

During the year, there are opportunities for students to participate in mass, spiritual retreats, and other liturgical celebrations both as an individual class and as a college.

The College conducts regular liturgies and prayer services, with notice given in the Newsletter/Calendar where possible. Parents are welcome to attend the Opening Year Mass and the Antonine Day Mass.

## College Photos

Individual and family are taken annually. Photographers are booked in advance, and you will be notified as the date approaches.

## College News

Please visit the College website and newsletter for latest news and information [www.antonine.catholic.edu.au](http://www.antonine.catholic.edu.au)

## Lost Property

It is essential that all possessions be named clearly so lost property can be returned. If any item is lost, please check with Student Services.

## Canteen

The College canteen is open and operates daily with a range of food options.

# DAILY PROCEDURES AND IMPORTANT INFORMATION

## **Saint Joseph Campus Library**

The library at Saint Joseph Campus is open to students daily from 8am. The library provides a comfortable space that accommodates students for silent reading, private study, classes and quiet leisure activities such as chess.

The library catalogue, Access-it, provides all day access from any location to online digital resources including eBooks and audio books.

The library at Saint Joseph Campus is a place for productive activity and is an essential resource which supports students and their learning requirements.

- During Break 1 Year 10 to 12 students have access to the library.
- During Break 2 Year 7 to 9 students have access to the library.

## **READ - Reading for English Acceleration & Development**

Students in Year 7, 8 and 9 participate in READ sessions in conjunction with their English class. Book reviews are shared, new books are promoted, and information literacy skills are taught. Students are shown how to manage and access their loans and make book purchase suggestions. Students are also encouraged to write book reviews to publish and share with the community.

## **SunSmart Policy**

College hats are recommended to be worn each day in Terms 1 and 4, during break time and other outdoor activities, such as physical education, sports, and excursions. Students are also encouraged to wear hats when travelling to and from the College. It is recommended students use SPF 30+ sunscreen each day.

## **Visitors to the College**

All visitors must report to the College Office. They are required to provide appropriate ID, sign-in, Working with Children Check (if applicable) and will be provided with a lanyard for emergency and safety reasons. Upon exiting, visitors are required to return the lanyard and sign out.

# WELLBEING AND ENGAGEMENT POLICY

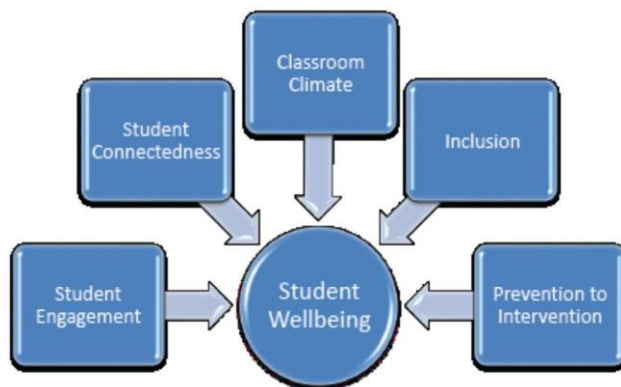
## GUIDING PRINCIPLES

Antonine College seeks to ingrate faith, life and culture in a safe, affirming and supportive environment where Gospel values are reflected in our daily practices.

Catholic schools are rich places involved with young people during their most formative years and as such the College recognises its position in fostering the positive development of students that emphasises and builds on their capabilities.

The outcome and benefit of promoting positive behaviour in schools is to create safe, supportive learning environments which lead to increased student engagement and improved academic outcomes. Research concerned with student health and wellbeing emphasises the relationship between academic achievements of students and the promotion of wellbeing.

Antonine College is committed to enhancing the wellbeing of its students through a whole school and tiered approach in the following areas:



## COUNSELLING

The College provides wellbeing support for students who may be experiencing ongoing or short-term issues that could affect their learning outcomes.

If you are concerned about your child and would like to make a referral, please contact:

- Year 9 Coordinator - Ms Diane Farah
- Deputy Principal - Student Management and Wellbeing – Ms Helen Diab
- School Counsellor – Ms Lidia Tanski

Families are also able to get support from the College Chaplains and Antonine Sisters. The College is affiliated with Youth Workers and other Catholic and government services.

# UNIFORM POLICY

Uniform Policy applies during school hours (including travelling to and from the College) and when students are engaged in school activities out of school hours. Parents should ensure their child's uniform is being worn correctly.

The Antonine College Uniform Policy aims to:

- Accurately reflect the values of the Antonine Sisters and College community
- Create a sense of collective and individual pride in students and their identification with Antonine College
- Promote a positive College image within the wider community

## Uniform Requirements

All students are required to own and wear the prescribed Antonine College uniform daily and for all official school occasions. Uniforms should be kept clean, pressed and mended, with shoes cleaned and polished.

School contact is required when circumstances arise causing children to wear non-uniform attire. After 3 uniform infringements within each semester, students may be removed from classes and sent home.

Uniforms are purchased from Academy Uniforms - 238 Wolseley Place, Thomastown or online: <https://academyuniforms.com.au/>

## Hair Grooming:

The College expects students' hair to be neat, clean and kept off face.

- Long hair must be tied back and not cover the eyes. No hair extensions permitted.
- Short hair styles must be neat.
- No extremes in hair colour and styles permitted
- All boys to be cleanly shaven.

## PERMITTED ITEMS

- Small ear studs or sleepers (only one per ear)
- Wristwatch
- One religious bracelet and/or necklace

## ITEMS NOT PERMITTED

- Make up, including artificial eye lashes
- Coloured nail polish
- Artificial nails/gel nails/long nails
- Visible body piercing/tattoos

*Only uniform items authorised by the College are to be worn during school hours.*

*Items not listed on the College dress code are prohibited.*

*All items of clothing and equipment must be clearly marked with the child's full name. The College cannot accept any responsibility for the loss of jewellery or other personal belongings.*

# UNIFORM ITEMS

## Academic Uniform



## Sport Uniform



## House Top



## Bags



### Academic Uniform

All students are required to wear full Academic uniform, including the school shirt and leather black school shoes daily.

### Sport Uniform

Students enrolled in Outdoor Education, Fit for Life and/or Dance are permitted to wear full Sport uniform on days they have these classes. It is mandatory that the blue sports shirt is worn.

### House Top

During specific times of the year (Swimming Carnival, Athletics Carnival and House Days), students must wear their house top with school shorts/pants.

# HOUSE SYSTEM

At Antonine College we have established four House groups. As each student joins the College, they are allocated to one of the College's four Houses.

The House system provides opportunities for students to:

- Develop their leadership capabilities and interact with students outside their class and year level
- Participate in a variety of activities (sporting and cultural)

Each year a House Shield is presented on 'Antonine Day' to the House that has accumulated the most points over the twelve month period. Points are awarded for achievement and participation in all levels of College life.

*MacKillop (Red)*



MacKillop House is named after Saint Mary MacKillop, the first Australian Saint.

*Maroun (Gold)*



Maroun House is named after Saint Maroun, the patron of the Maronite Church.

*Nassar (Blue)*



Nassar House is named after Sister Marie Nassar, the first Principal of Antonine College.

*Paterson (Green)*



Paterson House is named after Andrew Barton 'Banjo' Paterson, famous Australian poet. Paterson's more notable poems include 'Waltzing Matilda'.

# YEAR 9 RITES OF PASSAGE

	Title	What makes this a Rite of Passage?
<b>Term 1 - 4</b>	Faith Development and Formation.	Students participate in the Retreat, liturgies, daily reflection and prayer with their year level.
<b>Term 2</b>	Environment and Sustainability	Students participate in an outdoor experience whilst away from the College and recognise their responsibility to care for Creation.
<b>Term 3</b>	First Nations Perspectives	Students develop a better understanding and appreciation for Aboriginal people and their need for healing and students take responsibility personally and as part of society to acknowledge and help facilitate this process.
<b>Term 3</b>	Forum for Change	Students consider how they can make a difference.
<b>Term 4</b>	Performance Evening	Students overcome and set aside any fears and anxiety to perform in the end of year performance.

## Important Events:

- End of semester exams
- Outdoor Experience Camp
- Faith Retreat
- Participation in Premier League – girls & boys basketball, volleyball and soccer
- Subject specific excursions and incursions
- NAPLAN
- Athletics Carnival
- Forum for Change – City Experience
- Antonine Day
- Book Week, Science Week, Literacy & Numeracy Week
- Feast Days
- Production Showcase

## Year 9 Camp

The focus for the Year 9 Outdoor Education Experience is sustainability and environmental appreciation as our students embed themselves in an outdoor experience. One key aspect of the camp is to experience the Australian bushland where they can learn new skills and bond with the beautiful nature around them. Camp activities will be conducted in the great outdoors as students cross the bridge from city to country. Lead by outdoor education staff, students will be exposed to bush walking, challenging tasks and problem-solving scenarios while learning important and potentially life-long skills



# CORE SUBJECTS

All Year 9 students participate and study the following Core Subjects:

## **Religious Education**

In this subject, students study Wisdom and Prophetic Literature in the Old Testament. They explore teachings around Mary, as the Mother of God and the Church. Students also reflect on ethical dilemmas facing the local and global community and the foundations on which people base their ethical and moral stance. Students study the complexities involved in developing moral maturity and responsibility within relationships by exploring the teachings of the Catholic Church. Students investigate the key figures and groups that contributed to the development of the Catholic Church in Australia.

## **English**

In this subject in semester one students read 'The Simple Gift' and short media texts, analysing the themes of identity, society and conflict as well as exploring the construction and use of language to persuade. In semester two students study the play "Stolen" and explore the language, context and performance aspects of this play. They also compare the themes, issues and ideas presented in the anthology, 'Growing Up Asian in Australia' and the film, 'Looking for Alibrandi.'

## **Mathematics**

In this subject, students study a range of topics in the strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. In the first semester, students apply algebraic processes in linear and simultaneous

equations, Pythagoras' theorem and trigonometry, and linear relations. In the second semester, students apply problem-solving skills in measurement, indices and surds, and probability and statistics. Across these topics, students are required to identify and relate formulas to various problems, to interpret different representations of information, and to apply and evaluate theorems.

## **Science**

In this subject in semester one students study Biological Sciences (Disease and Homeostasis) and Chemical Sciences (Atoms & Chemical Reactions). In semester two students study Physical Sciences (Heat and Electricity) and Earth and Space Sciences (The Dynamic Earth). Within all of the topics, students complete a variety of practical investigations, explore current scientific issues and participate in numerous inquiry-based activities.

## **Physical Education**

In this subject, students learn about how to make good choices regarding their lifestyle and the impact poor health choices can have on them. Students focus on different fitness components that influence a person's ability to complete day-to-day activities. Students participate in a range of sports offerings.

## YEAR 9 ELECTIVE SUBJECTS - Block 1 - The Performance Arts Electives

In the Production Arts Electives students participate in subjects that are centred upon contributing to and producing the Year 9 Performance Evening in November. The subjects offered are full year subjects:

Subject	Semester	Subject Description
<b>Music</b>	<b>ALL YEAR</b>	In this subject, students extend their musical ability by focusing on instrumental skills through analysis and refined practice. They will continue to explore the elements of music in pieces they listen to, create and perform. Throughout the year students will perform to their peers and the wider school community, including a Soiree and the Performance Evening.
<b>Drama</b>		In this subject, students learn about style of theatre, with a focus on the Italian street performance style Commedia dell'Arte. They perform a monologue of a chosen character in this performance style. Students then begin the Production process, including planning and scripting, experiencing the rehearsal process, refining skills in drama and performance and using individual and class ideas to work towards the Year 9 Production, which is performed as part of the Performance Evening at the end of the year.
<b>Costume &amp; Set Design</b>		In this subject, students develop skills for using a sewing machine in order to successfully produce garments and textile pieces. Students will investigate, design, produce and evaluate a range of designs and production methods. Students' develop skills in order to create the set, props and costumes for the Performance Evening. Students strengthen their skills in sewing and design through organising and managing aesthetics.
<b>Dance</b>		In this subject, students are exposed to the professional world of Dance. Students will build on their knowledge of safe dance practices, stage etiquette, backstage processes, and rehearsals. In addition, students learn new dance practices and perform dance routines with their peers for the Performance Evening.
<b>Visual Communication &amp; Design</b>		In this subject, students are exposed to the professional world of Dance. Students will build on their knowledge of safe dance practices, stage etiquette, backstage processes, and rehearsals. In addition, students learn new dance practices and perform dance routines with their peers for the Performance Evening.
<b>Photography &amp; Film</b>		In this subject, students explore a range of ways to take digital photographs by utilising the camera manual settings, which allows the students to adapt and challenge themselves in different environments. Adobe Photoshop will be used to enhance and manipulate photographs. In semester 2 students explore a range of marketing and promotion techniques to promote the Performance Evening to the school and the wider community. Students will use skills learnt in photography to record and support the Performance Evening.

## YEAR 9 ELECTIVE SUBJECTS - Block 2

In Electives students are invited to learn and develop skills and gain an insight into a range of different learning areas. Students must select a different elective in each semester.

Subject	Semester	Subject Description
<b>Forensic Science</b>	<b>Semester 1</b>	In this subject, students explore different applications of science in the context of Forensics. Students analyse and investigate how Hair Analysis, Fingerprinting Techniques and Blood and Bone Analysis help solve crimes in real-world situations. Students are presented with a variety of criminal case studies and evidence to evaluate these cases.
<b>Engineering</b>	<b>Semester 2</b>	In this subject, students will complete a wide variety of hands-on engineering challenges. In each challenge, students will identify the problem, investigate ways to solve the problem, plan and design a product, create the product, and test and evaluate the final product. Within these projects, students have the opportunity to solve real life engineering problems..
<b>Art History</b>	<b>Semester 1 &amp; 2</b>	In this subject students study art through a historical lense. Art symbols, styles and techniques will be analysed throughout history and used as inspiration for the creation of students' own art pieces.
<b>Studio Art</b>	<b>Semester 1 &amp; 2</b>	In this subject, students develop and evaluate a variety of art forms, both 2D and 3D. During the semester they will explore painting techniques and different sculpture practices. Students will develop their skills through trying and testing a variety of processes before creating final art installations and displays.
<b>Fit for Life</b>	<b>Semester 1 &amp; 2</b>	In this subject, students engage in a range of practical activities to gain vital skills needed in adolescence such as communication, team building and cooperative skills. Students will undertake a range of activities such as fitness testing, swimming, soccer, and racquet sports to understand how physical activity plays a fundamental role in our wellbeing and aids in the ability to complete schoolwork successfully.
<b>Food Technology</b>	<b>Semester 2</b>	In this subject students will create food solutions for a range of cultural, sustainable and leisurely practices. They will learn about food safety, preparation, preservation and the influences on food choices.
<b>Italian</b>	<b>Semester 1 &amp; 2</b>	In Italian Studies, the focus in year 9 is on fluency and confidence in common Italian phrases. Students develop and extend skills in listening, speaking, reading, writing and viewing in Italian in a range of contexts and develop cultural understanding in interpreting and creating language investigating the Italian culture including food, history and geography

## YEAR 9 ELECTIVE SUBJECTS - Block 3

In Electives students are invited to learn and develop skills and gain an insight into a range of different learning areas. Students must select a different elective in each semester.

Subject	Semester	Subject Description
<b>Computer Programming/ Coding</b>	<b>Semester 1</b>	Computer Programming is aimed at providing students with skills in computer programming. The languages studied will include Swift Programming language through Swift Playgrounds; an educational tool and development environment for the Swift programming language developed by Apple Inc. Investigation of this language will serve to provide students with a basic understanding of the operation and control of computers. Key features of each programming language will be examined including variables, procedures, constants, and user input. Assessment is via a major programming project undertaken by development steps in programming skills.
<b>Advanced Mathematics</b>	<b>Semester 2</b>	In this subject, students develop their skills of linear and quadratic functions, in preparation for an advanced mathematical pathway. Students focus on key areas such as expanding and factorising equations, simultaneous equations (linear relations) and plotting linear and quadratic functions. Students require the Calculator Casio Graphic CAS Class Pad FX-CP400 available on the Champion booklist. They retain this to use throughout VCE.
<b>Outdoor Education</b>	<b>Semester 1 &amp; 2</b>	In this subject field studies provide an excellent opportunity to develop and practise the skills to be safe in the outdoors, create human–nature relationships and develop personal and social capabilities while explicit subject learning also takes place. Students will participate in a range of activities and develop a greater understanding of the environment and nature including.
<b>Creative Writing</b>	<b>Semester 1</b>	In this subject students are inspired by a range of texts studied and discussed in class and respond creatively through a variety of written and spoken forms, including a podcast, poetry and short stories. Students will be encouraged to edit their own pieces and provide feedback to their peers. Students will participate in writing competitions throughout the semester..
<b>Debating and Public Speaking</b>	<b>Semester 2</b>	This subject provides training in the art of public speaking. Students will develop their skills in delivering a speech to an audience. They will develop their knowledge and understanding of the structure of a formal debate and the key role each speaker plays. Students will work collaboratively in teams to plan and deliver a series of debates, discussing topics they have selected.
<b>Media</b>	<b>Semester 1 &amp; 2</b>	In this subject, students explore a range of ways to communicate using different media. Students analyse films and create their own media to communicate messages.
<b>Visual Communication Design</b>	<b>Semester 1 &amp; 2</b>	Visual Communication Design relates to design in the following areas: publishing, advertising, architecture, product design, package and multimedia design. The subject has a drawing and digital focus. Students will complete works across Environmental and Communication design styles. Students will use digital programs such as Illustrator and Photoshop to refine presentations.

## YEAR 9 ELECTIVE SUBJECTS - Block 4

Students select one to complete the full year:

Subject	Term	Subject Description
Arabic	Full Year	In this subject, students apply appropriate pronunciation, rhythm, stress and tone and a variety of language features and complex sentence structures to enhance spoken and written communication. They analyse and explain how and why language use varies according to cultural contexts, relationships and purposes, and develop the language of reflection in Arabic. Students are immersed in Arabic language, initiating and engaging in discussion and debate on topics of interest, and responding to enquiries. They develop translating and interpreting techniques and intercultural awareness in order to mediate between languages and cultures.
Humanities	Full Year	In this subject students study Food scarcity and international sustainability. The Industrial Revolution provides a great source of study leading into WW1. A unit on Civics and Citizenship and India invites an opportunity for students to understand the World around them and the historical perspectives on significant world events.

# HOMWORK POLICY

Students will receive homework in most of their subjects and will need to be organised and prepared for each lesson. The table below describes the homework policy for Year 9 students during term time.

Year Level	Homework	Recommended Time
Year 9	<ul style="list-style-type: none"> <li>• Should include daily independent reading</li> <li>• May extend class work, focus on developing study notes, projects and assignments, essays and research</li> <li>• Should be coordinated across learning areas to avoid unreasonable workloads for students</li> <li>• Could include online programs or Apps</li> </ul>	1.5-2 hours per night



## ANTONINE COLLEGE Wellbeing for Learning



Make our school community safe, inclusive and respectful

Establish and maintain collaborative and authentic relationships

Be motivated, empowered and adaptable learners

Trust in God and love one another

enable + connect + engage + faith = success

# ANTONINE HIGH ACHIEVER (AHA) PROGRAM

Antonine High Achiever (AHA) program is designed to offer students an opportunity to engage in a range of challenging activities including setting learning goals, participating in STEM activities and seeking out independent tasks to extend understanding and develop thinking skills.

## AHA Saint Joseph Campus

### **Part 1: Personalised Learning Plan (PLP) for students who achieve high results.**

1-2 goals to challenge and extend students, identified through close analysis of a range of data as high achieving, will be written for the subject area (either Maths or English) each semester for the year.

### **Part 2: High quality in-class differentiation**

Teachers will continue to provide high quality in-class differentiation to meet the needs of their learners.

### **Part 3: Extension subject opportunities**

From Year 9 students can select to complete extension subjects including electives, VCE subjects, or University subjects that extend students beyond the curriculum.

### **Part 4: Learning Area Extension Certificates**

Each Learning Area will be responsible for creating 2 -3 Extension Certificates. Students who complete these will receive a certificate and acknowledgement of this accomplishment.

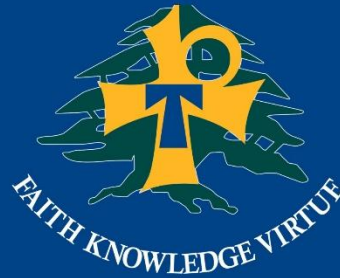


#### **AHA Extension Certificates**

<https://simon.antonine.catholic.edu.au/WebModules/KnowledgeBanks/ViewKnowledgeBank.aspx?KnowledgeBank=58>







# ANTONINE COLLEGE

A CATHOLIC CO-EDUCATIONAL COLLEGE F-12

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