

Year 9

Balacclava Campus

Handbook



2019



The Balaclava Campus

Ten years ago CBC made a conscious decision to respond to evidence based research that addressed the academic, spiritual and social development of adolescent boys in Year 9. After extensive consultation with a dedicated Year 9 teaching team, parents and students, a vision for learning was developed which provides us with a strategic direction for all program development. The essence of our vision is that we draw strength and understanding through belonging to a community of learners engaged in mutual discovery. In an innovative learning environment the boys become intelligent, responsible and compassionate young men inspired by envisaging possibilities for the future. They find their place in the world through an acknowledgement of their spirituality, community, identity and future.

Our program provides our boys with inspiration, support and opportunities to make their transition to adulthood by connecting them to their local and wider community and encouraging them to take control of their learning in responsible ways. The key features of our Program include:

- **Quest:** An integrated study that incorporates English and History, set within a real world, student-centred context. Significant to this study is the Balaclava location which provides opportunities for our boys to work with our own and other faith communities, particularly the Jewish community.
- **Focus:** Offers hands on projects based on the boys' interests and encourages them to explore and develop a wide range of practical, environmental and culinary skills. Some examples of the boys' endeavors are Café Balaclava, the edible garden, art murals and a wood fired pizza oven.
- **Fit for Life:** Explores emotional and social wellbeing, health and the physical fitness of the boys and encourages them to make informed lifestyle choices. Some examples of learning activities are indoor rock climbing, sailing and cross-fit. In relation to the transition to adulthood, students build their understanding of gender, masculinity, mental health and emotional wellbeing.
- **Community Service** at Balaclava embraces our responsibilities for community groups and people in need. By serving others our boys deepen their understanding of themselves and of the challenges faced by many of our community groups.

- **Wellbeing:** Teamwork, participation and organisation are key skills that transfer across all aspects of life at the Balaclava Campus. Four mornings a week before the start of Period 1, students engage in thirty minutes of physical or mental activity with the focus of developing these three skills and preparing themselves for learning throughout the day.

Underpinning the Year 9 Program is the certitude that boys can achieve excellent outcomes in an environment that honours student voice, provides relevant and interesting choices and sets high expectations for achievement. Our students use goal setting, self-assessment and reflection as key strategies to build learning confidence.

Instead of traditional parent-teacher interviews, all Year 9 students prepare for and lead two **Learning Conferences** across the year with their parents and a teacher. These student-led conferences provide an opportunity for our boys to take ownership of their progress, present and reflect on their learning, and communicate their successes and challenges.



*Students taking part in the
Year 9 Opening Mass & Smoking Ceremony*

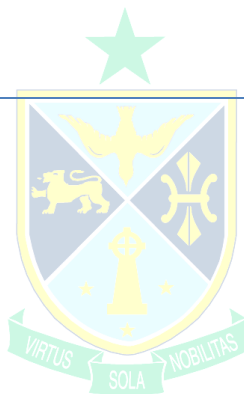
At the very heart of the Year 9 Campus is the firm belief that boys will **learn** and **grow** when they are a part of an **inclusive learning community** that is **stimulating**, utilizes **digital technology**, and that values **positive relationships**, the **student voice** and connected, **real world** learning.

Core Year 9 Subjects

Religious Education

Learning Focus:

- Scripture and Jesus
- Church and Community
- God, Religion and Life
- Prayer, Liturgy and the Sacraments
- Morality and Justice



Quest

Quest is an integrated English and History subject that covers the Victorian Curriculum standards for:

- English
- History
- Critical and Creative Thinking
- Ethical Capability
- Intercultural Capability
- Personal and Social Capability

Topics include Narrative Writing, Creating an Argument, the Industrial Revolution, Careers, World War One, and the study of George Orwell's 'Animal Farm' as an allegory of the Russian Revolution.

Science



Science at Year 9 aims to build a genuine excitement in the world around us, a keen appreciation for the scientific method and the history of scientific discovery, and to develop key science inquiry skills.

Science covers the Victorian Curriculum standards for:

- Science as a Human Endeavour
- Physical Sciences
- Chemical Sciences
- Earth Sciences
- Biological Sciences
- Science Inquiry Skills

Topics include Ecosystems, Plate Tectonics, The History of Atomic Theory, Chemical Reactions and Electricity.

Mathematics

Mathematics at Year 9 aims to develop mathematical thinkers who can use this thinking flexibly and can apply their understanding in authentic ways. Students work within the following Victorian Curriculum Mathematics content strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three strands.

Students, following discussion between the school and parents, may undertake 'Life Skills Maths' in place of core mathematics. This subject aims to develop fluency in everyday mathematics, such as financial mathematics and measurement. Students who undertake Life Skills Maths typically do not continue on to do VCE Mathematics.

Fit For Life

Fit For Life is a core Health and Physical Education subject that is designed to improve understanding of contemporary health issues and to improve life-long health outcomes in students. The subject is divided into a practical and theory component.

Fit For Life covers the Victorian Curriculum standards in Health and Physical Education of:

- Personal, Social and Community Health
- Movement and Physical Activity

Central to Fit For Life is providing students with new and exciting experiences that aim to build an appreciation for physical activity and health. Some key activities include sailing at Albert Park Lake, indoor rock-climbing, ice hockey and cross-fit.



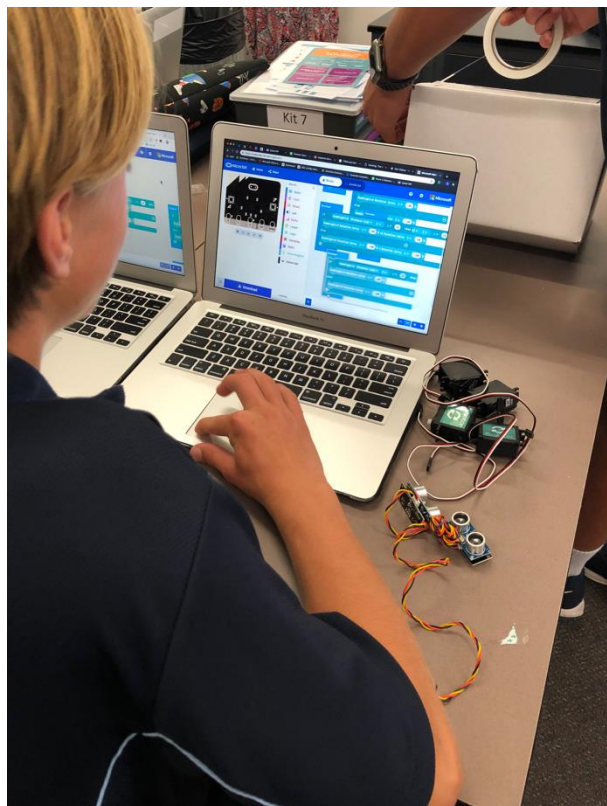
Fit For Life: Sailing at Albert Park Lake

Focus

Focus is an authentic, collaborative, hands-on subject. It aims to provide an opportunity for students to contribute in concrete ways to the campus community while developing teamwork and other important life skills.

Focus is divided into two areas – indoor cooking and outdoor cooking. Students in indoor cooking work together to create a menu each week that they prepare, cook and serve to the rest of the campus at lunchtime. Students in outdoor cooking build and maintain the campus veggie garden, and prepare and cook pizzas in the campus pizza ovens using fresh ingredients.





Creating Digital Solutions

Creating Digital Solutions is a digital technologies subject focusing on hands-on, project-based learning. Students learn computational thinking and focus on the real-world applications of digital problem solving.

Topics include coding with Python and block-based programming, designing and building machines using Hummingbird robotics kits, HTML coding and web design.

Year 9 Interest Studies

Interest Studies at Year 9 may be best described as 'choices' within the program. They cover a wide range of subject areas which engage the enthusiasm of the boys. Year 9 students select two Interest Studies in each semester, making a total of four studies for the year.

Artists and Designers

This subject is a combination of both Visual Arts and Visual Communication and Design (VCD). The Visual Arts component asks students to assume the role of a 'practising artist' by engaging in the creative process, learning new ways to gather inspiration, producing work that is an extension of themselves and exploring the concept of community art. The VCD component focuses

on Design Thinking; the process of exploring creative solutions to a range of problems from the perspective of the 'end user'. Students will use creative skills to draw and plan designs and transfer ideas to ICT programs for rendering and modification ready for presentation.

Students should choose this subject if they :

- Are interested in creating art and design solutions for real purposes.
- Are interested in analysing the work of expert artists.

The Body in Motion

This study engages students in an awareness of their body whilst involved in physical activity. The students will examine and investigate how the body responds to particular types of activities. Assessment of different components of physical fitness will be undertaken as a means of explaining physical performance. Students should have a deeper understanding of how their bodies respond to the stress of exercise, with the goal of commencing a lifelong commitment to physical activity. It should be noted that involvement in some strenuous activity is an essential part of this subject.

Students should choose this subject if they:

- Enjoy playing sports and engaging in physical activity.
- Are interested in learning about the body and physical fitness.

Everybody's Business

In this subject students will develop knowledge, skills and values that enables them to make sound decisions about consumer, financial, business and employment issues. Students will also investigate real life case-studies of successful entrepreneurs, analyse entrepreneurial behaviours and apply these in the creation of their own innovative business model.

Students should choose this subject if they:

- Are interested in how businesses operate.
- Are interested in learning how successful entrepreneurs think and behave.

LOTE: Italian and Japanese

These studies continue the development of second language skills taught in Year 8 and prepare students for senior school studies. Students will practice writing, reading, listening and speaking skills.

The Moving Image

The Moving Image allows students to express their creativity through the medium of film. With a strong practical focus, this subject extends on knowledge gained in the Year 8 Media program and introduces the necessary skills students will need to complete Media in the senior years. In this subject, students will learn to analyse how 'The Moving Image' is constructed and the purposes it serves within our society, and engage in a collaborative process of creating their own film.

Students should choose this subject if they:

- Are creatively minded.
- Are interested in working collaboratively to produce films.



The Musicians

In Music Production students will engage with the creative process of composing and performing their own individual or group musical production. They may use an instrument that they already play, or they may use digital music production programs to create their own musical piece. This subject will culminate in the performance of their musical creation.

Students should choose this interest study if they:

- Are passionate about music and the creative process.
- Enjoy creating their own music and working with digital technology.

People Power

People Power explores the potential that ordinary citizens in a democracy have to change situations that they believe to be unjust. Students investigate contemporary issues, as well as popular movements through which citizens have joined to seek justice. Students learn about

democratic processes in Australia and around the world, and the growing power and influence of social activism.

Students should choose this subject if they are:

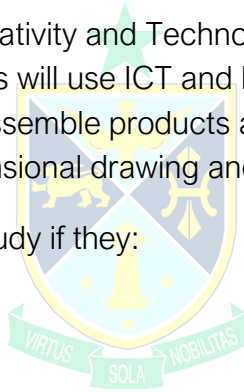
- Interested in current social and political movements that are shaping the world we live in.
- Interested in the democratic process and how governments gain power.

The Producers

This subject is based upon Design, Creativity and Technology. In developing design briefs within open-ended design guidelines, students will use ICT and hands-on work to further develop the capacity to model, assemble, and disassemble products and systems. They will communicate their ideas verbally, and with two-dimensional drawing and three-dimensional modelling.

Students should choose this interest study if they:

- Enjoy the creative design process.
- Enjoy working with their hands.



Windows on the World

This subject explores current global situations and the factors that influence the geographic reality of the world today. Students will study some of the key challenges that our planet and its inhabitants currently face, including food security, climate and globalisation. Students will also develop specific skills such as collecting, organising, and representing geographical data, and using ICT to analyse and evaluate maps and data.

Students should choose this subject if they:

- Are interested in exploring key environmental issues that are impacting the world today.
- Enjoy interpreting and analysing data to produce their own solutions to problems.

Year 9 Camp – Mitchell River National Park

One of the highlights of the Year 9 Program is the white-water rafting camp through Mitchell River National Park. Starting at the top of the park, students spend four days and three nights rafting down Mitchell River and camping on its banks.

In small groups, students are responsible for planning, organising and cooking all meals over the course of the trip, as well as erecting and dismantling their sleeping tarpaulins each day.



This camp provides students with the opportunity to work together in a unique and, at times, challenging natural environment. The development of resilience, responsibility and team-work are skills that central to the Year 9 Program more broadly and will hold students in good stead as they enter their senior years of schooling.

Another key focus of this camp is sustainability and creating an understanding of the the land as a natural resource that must be respected and protected. Students take part in a short hike to the Den of Nargun, a place of great cultural significance to the Gunaikurnai people. Students hear the story of this

sacred cave and reflect on importance of the land to both ourselves and its traditional owners.



CBC

Campus Details



Follow the Year 9 Program on Instagram @cbc_balaclava

Address: 295 Carlisle Street, Balaclava 3182

Phone: (03) 9520 8590

Fax: (03) 9527 9384

Student Entrance: Via Carlisle Avenue OR Reception

Uniform: On the days when Wellbeing is timetabled, students are to wear the College Sport Uniform.

Canteen: There is no canteen at the Balaclava Campus. A microwave and urn are available for student use at recess and lunchtime.

Travel to the Westbury Street Campus: The Year 9 cohort will attend important College assemblies at the main campus. Some students will travel for specialist Interest Studies, such as The Body in Motion.

Sample Timetable:

	Monday	Tuesday	Wednesday	Thursday	Friday
8.40 – 8.50	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8.50 – 9.20	Wellbeing	Wellbeing	Community Meeting	Wellbeing	Wellbeing
Period 1 (55 mins)	Religious Education	Quest	Quest	Science	Mathematics
Period 2 (55 mins)	Science	Science	Quest	Mathematics	Science
Recess					
Period 3 (75 mins)	Interest Studies Block 1	Mathematics	Religious Education	Fit for Life OR Focus Projects OR STEM	Interest Studies Block 2
Lunch					
1.45-2.00	Reading	Reading	Interest Studies Block 1	Reading	Reading
Period 4 (75 mins)	Quest	Interest Studies Block 2		Fit for Life OR Focus Projects OR STEM	Quest
Dismissal at 3:15pm (2:40pm on Wednesdays)					

Students alternate between Fit for Life, STEM and Focus Projects each semester. For example, a student may study Fit for Life in Term 1, then Focus Projects in Term 2, Fit for life in Term 3, and STEM in Term 4.



CBC