

Edinburgh College

Year 9 Subjects Overview





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Message from the Principal

Mr Tim Borgas

At Edinburgh College, our team of caring, talented and dedicated staff and volunteers endeavour to be the best educators and support possible for your child. We strive to understand each student's individual learning journey; their learning preferences, what inspires them, and how they can turn failure or disappointment into a growing opportunity.

From Early Years right through to Secondary, Edinburgh College provides Christian education with a focus on nurture, service, and the development of character for each student. We instil the core values of our college, demonstrating what it means to be Respectful, Responsible, Resilient and to have a Willingness to Learn.

Our Year 7-12 Curriculum offers a balanced education from the core subjects of English, Maths and Science to the Arts and Health, providing your child with the opportunity to further refine their interests and capabilities through elective subjects in Years 9 and 10.

Our Secondary Campus is a safe and wholesome environment where each student has the opportunity to flourish. Upon completion of their journey at Secondary, our students graduate with confidence, and are ready to meet the needs of a challenging world.

Welcome to Edinburgh College.



Message from the Head of Secondary



Mrs Anastazyia Ferry

Secondary students at Edinburgh College benefit from a broad, and deep education. Deep, in the sense of deeper learning of the existing disciplines, but also broad knowledge in areas such as entrepreneurship and technology. Students will be able to use this knowledge in terms of creativity, critical thinking, communication, and collaboration. Success is anchored in positive engagement with the world outside school, and beyond, via character, values, resilience, ethics and the ability to have a positive influence. A growth mindset and the ability to reflect, adapt, learn, unlearn, relearn and continue to learn is pivotal to ongoing success in the workplace and in further studies.

In addition to the core subject offering, we offer a range of extra-curricular programs available for secondary, including an elite Basketball and expanding sports program, an advanced Science program, Music, Creative Arts program and other electives.

Working in partnership with our parent community, Edinburgh College is proud to produce changemakers, innovators, and disruptors, who are balanced and prepared, ready to take on any new challenge with confidence.



College Support and Services



Library

The library is the learning hub of our campus. It boasts a lecture theatre and discussion room with a welcoming environment of small group spaces and work areas. We have a Teacher Librarian who is available to help locate resources for research assignments or general borrowing.

The library also has an easy access online platform to help students locate information, as well as tutor them in general skills such as referencing.

Careers

Edinburgh College is able to offer career advice to students and their parents. Head of Teaching and Learning - Mrs Cheryl Sonter, can speak with you on appointment. Careers newsletter is produced to provide support to students, linking them to universities and offering advice on career pathways. The Careers Coordinator Mrs Tiana Song is also available to discuss a career pathway moving forward.

Student Wellbeing

Student wellbeing is a priority at Edinburgh College. We know that how a student feels both physically and mentally affects their ability for optimal learning. Our Positive Behaviour for Learning model (PB4L) encourages students to respond to their environment in four focus areas:

Respectfully, Responsibly, with Resilience and Willingness to Learn.

We have a Wellbeing Officer who leads this area and responds to any needs amongst the student body. A Counsellor and Ministerial Pastor are also available three days a week for counselling.

To further support our student wellbeing, we have incorporated within our Health subjects across all year levels, (which includes extra-curriculum incursions), the Keeping Safe: Child Protection curriculum. It has four focus areas; The right to be safe; Relationships; Recognising and Reporting abuse; Protective strategies. The knowledge and skill sets learned within this program contribute to our student's wellbeing, and prepares them for life in and beyond the school community.

Learning Support

Learning Support staff provide support to teachers with strategies and specific adjustments to assist students who are having difficulty. A Learning Support teacher or Education Support Officer may also be timetabled to be in some classes, particularly in the subject areas of English and Mathematics, to offer support.

Subjects Overview 2024



Consider All Options

Whilst some students have an idea of what they would like to do when they leave school, others remain uncertain of their career path. Subject selection in Year 9 allows students to begin making choices in the direction of their career path over the school year, leading to more definite choices in Year 10. At this key stage, talking about subject choice with others is important. We encourage students to discuss their ideas with parents, educators, and staff from the Careers Office on campus.

Semester 1 2024		Semester 2 2024	
Term 1	Term 2	Term 3	Term 4
Religious Studies Chapel	Religious Studies Chapel	Religious Studies Chapel	Religious Studies Chapel
English	English	English	English
Maths	Maths	Maths	Maths
Science	Science	Science	Science
Humanities	Humanities	Humanities	Humanities
HPE/Sport	HPE/Sport	HPE/Sport	HPE/Sport
The Arts: Visual Performing	The Arts: Visual Performing	The Arts: Visual Performing	The Arts: Visual Performing
Technologies: Design Tech Food Studies Digital Tech	Technologies: Design Tech Food Studies Digital Tech	Technologies: Design Tech Food Studies Digital Tech	Technologies: Design Tech Food Studies Digital Tech
Challenge	Challenge	Challenge	Challenge
Elective 1		Elective 1	
Elective 2		Elective 2	
Electives			
Industrial Technology Home Economics	Visual Art Performing Arts	Business & Entrepreneurship Advanced Science	Basketball Coaching Chinese language and culture



Religious Studies

The Bible is a collection of books written by many different people in different times in history, is incredibly unified and has stood the test of time and criticism. No other text can compare to its longevity and cultural relevance. One of the reasons for its survival could be the simple fact of its being just what it claims to be - the Word of God. This fact alone would explain exactly why it has survived as the flame of truth in our dark world. This area of learning explores the validity and endurance of the Bible throughout history as the Word of God that can be trusted and made central in our belief system today.

Chapel

Chapel services are at the very heart of our school community. Once a week, a dedicated period is set aside for this. Having a weekly Chapel program enables the school to follow the year through celebrating the flow of events together. Our Chapel service programs are inclusive and participatory, and therefore all students are encouraged to be a part of the program.

Areas of Study

- T1: God the I Am: The Reality of God; The Character of God; A God Worth Knowing
- T2: God's Gifts: The Gift of Creation; The Gift of Sabbath
- T3: God on a Cross: God on Earth; The Week of the Cross
- T4: God on a Cross: God from Death to Life; The Gift of Grace

Assessment

- Discussion within and contributions to group assignments
- Analysis and journal entries
- Oral presentation
- Individual assignment of student choice
- Interviews and reflections
- Formative evaluations of Biblical text and research analysis

Relevance to Further Study

Students who would like to continue to follow this strand through to VCE can pick up the subject of Religion and Society at the Year 10 level.

English



The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Using the texts

- The Wave by Morton Rhue
- Runner by Robert Newton

Students create a range of imaginative, informative and persuasive types of texts including narratives, reports, discussions, literary analyses, and reviews. There is also a strong focus on vocabulary extension and the utilisation of standard English grammar and punctuation.

Assessment

- Persuasive devices written tasks
- Novel Analysis
- Creative Response Writing
- Comprehension
- Spelling
- Text Response Writing
- Spoken: reports, debates

Relevance to Further Study

All aspects of English are designed to prepare students for VCE English which is a prerequisite for University entrance.

Mathematics



The Year 9 program covers Number and Algebra, Measurement and Geometry, Statistics and Probability, and introduces the study of Trigonometry. Students use appropriate strategies to solve problems and link mathematical ideas and the relevant terminology and notations to explain their thinking processes.

At this year level:

- understanding includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions and explaining the use of relative frequencies to estimate probabilities and of the trigonometric ratios for right-angle triangles
- fluency includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments, developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms
- problem-solving includes formulating and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry and collecting data from secondary sources to investigate an issue
- Reasoning includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs.

Assessment

- Formative assessment at all stages of learning
- Testing of each module / unit for proficiency and understanding
- Mathematical thinking and working
- Goal setting and individual progress checks
- Rich learning tasks
- Times Tables consolidation
- Problem solving

Relevance to Further Study

Students following these pathways may choose Maths Methods or Maths General at the VCE level.

Science



Science is a fascinating subject with many skills to learn and inquiries to pose. New knowledge is used to apply to our world for the purpose of investigation, to explain natural phenomena in our environment. Students learn to think like a scientist; control and measure variables, identify inconsistencies, hypothesise and identify. They use scientific language to communicate ideas and results.

The content of Science in Year 9 is arranged in themes as follows:

- 'Bond, Chemical Bond...' - atomic theory, isotopes, electron shells and ions, radioactive decay of atoms, chemical bonding, specifically metallic, ionic and covalent bonding, chemical reactions and writing equations for various chemical reactions such as acid-base, endo- and exo-thermic as well as photosynthesis and respiration.
- 'Flight or Fight Science' - nervous and endocrine systems, co-ordinating body systems.
- 'The Immune System' - looking at our lines of defence against disease.
- 'Hot Waves - thermal energy and the laws of thermodynamics, sound energy, light energy and the electromagnetic spectrum, electrical energy, creating circuits and measuring electricity.
- 'Wild Planet' - ecosystems and interactions that occur within them.
- 'The Dynamic But Don't Panic Earth' - plate tectonics and the Australian continent.

Assessment

- Weekly topic revision tasks.
- Summative topic testing.
- In-class experiments.
- Scientific report written tasks.
- Semester exams.

Relevance to Further Study

The study of Science builds pathways to Biology, Chemistry, Physics, and other VCE subjects in the areas of Health and Physical Education or Technologies.

Advanced Science Elective



This elective subject develops the student's skills and understanding of Science by leading the student through extended experimental investigations, discussion and research. This optional subject will introduce the interested student to above year level practical and theoretical investigations. Students will have an opportunity to undertake group and independent investigations into topics such as:

Do mobile phones release enough radiation to be dangerous to humans? Would adding golf ball dimples to aeroplane wings reduce turbulence and resistance during flight? How can I improve the yield of a crop on a farm? Can I change the speed of light? Why do lemons work as a battery? Are natural antibiotics as good as synthetic medicines at killing bacteria? Which fruits contain the most vitamin C? What percentage of our rubbish can be recycled? Can you test products for contaminants like cadmium or lead? What effect will increased carbon dioxide concentration have on plant germination and crop yields? Do phone batteries work better on cold days? Where in your house would you find the most bacteria? Is regular sugar better than artificial sweeteners? Can I make fuel from waste? How do I design an energy-efficient house? Do organic fertilisers work better than inorganic fertilisers? Is Lilydale Lake water contaminated?

Furthermore, students will be encouraged to develop their own research questions and extended experimental investigations.

Assessment

Scientific posters, scientific reports, digital presentations of work, quizzes.

Relevance to Further Study

The study of this Advanced Science Elective builds pathways to Biology, Chemistry and Physics, and other VCE subjects in the areas of Health and Physical Education or Technologies.

Humanities



History

Students will study a broad field of Australian History in Semester one, looking at Aboriginal life, how Australia was settled and the various issues and themes of our past. Importantly, students take a critical look at the way history is remembered and forgotten, as well as what actually happened as acknowledged in our History books and the conclusions that we have come to. World War I is the point at which we close our study, and again, a close examination of the various stories occurs. Students research topics of their choice, and work on analytical skills as well as learning how to communicate historical ideas.

Geography

Students study globalisation throughout the second semester. Students learn the significance of space and place, and how both concepts influence population distribution nationally and internationally. In an ever-evolving technological age, students study how digital geographies and platforms affect space, place, and global interconnections. 'Geographies of Interconnections' focuses on how the choices and actions of people impact on places and environments. Local and global connections and interconnections are examined using studies from Australia and across the world.

Economics and Business

Students become more aware of business and commerce in our society and the roles they play. Students see the impacts and challenges these areas present to groups and organisations.

Students look at their role as consumers in our society and how they can become entrepreneurs. They learn to manage personal finances and gain an understanding of how a business would run both financially, including elements of employing personnel.

Civics and Citizenship

Students are encouraged to understand Australia's political system. Political parties are examined and the media is looked at to see how they influence our decision making. The legal system is also examined.

Assessment

As this area covers several major areas, an assortment of tasks will be chosen from the following options:

- Formative growth modelling discussion and group work
- Case studies
- Written responses
- Fieldwork tasks
- Major study both written and presentation style

Relevance to Further Study

The study of Humanities builds pathways to Legal Studies, Business Management, Accounting and Australian History.

Business & Entrepreneurship Elective

(2 days excursion)



Economics helps students discover how business and society connect. In this component students will gain a greater understanding of the different economic theories and how they impact the business, society and natural environment. In the Entrepreneurship component of this course, students will learn innovative & creative thinking strategies that will teach them new ways of solving problems. Entrepreneurship uses practical assessment tasks including PYOE (Plan your Own Enterprise competition - by Business Educators Australasia), or Entrepreneur's Challenge: Making the world a better place (by Victorian Commerce Teachers Association), Business plan, Research and case studies.

This course involves exploration of:

- Economics in contexts and making economic decisions
- Sustainable development and the global economy
- Enterprise and innovation
- Starting a business and business feasibility study
- Business structure, financing strategy and legal considerations
- Develop entrepreneurial skills - Market research, idea generation, presentation

Assessment

Assessment tasks are designed to assess students' knowledge and practical application of learnt skills & strategies.

Relevance to Further Study

Economics & Entrepreneurship provides a broad entry point for any students interested in studying Business & Economics further or practically experimenting with starting their own business or inventing solutions to real-world problems.

Health & Physical Education



The Health and Physical Education course is based on the Australian Curriculum and encompasses the content areas of Personal, Social and Community Health, (which includes the Health program 'Keeping Safe, Child Safe Curriculum) and Movement and Physical Activity.

In this subject, students develop knowledge, understanding and skills in enhancing their own and other's health and wellbeing, as well as participate in various physical activities and sports, in varied and changing contexts.

Edinburgh College is a part of the Christian Schools Events Network (CSEN), which partners with 20 member schools throughout Victoria to participate in sporting and cultural events. Over the course of the year, the students will take part in the following areas:

- Athletics, Swimming and Cross Country Carnivals. These carnivals all culminate in Championship Carnivals where the best-performing students will compete.
- Senior Rally Days (1 day a term). Multiple sports are offered on the day. These sports are 'pick and choose' on the day.
- Term Sport (each fortnight on a Wednesday). Schools can 'pick and choose' what they would like to be involved in considering the teams they have. Options include Badminton, Tennis, Cricket, Basketball, Volleyball, Boys and Girls Football, Netball, Super 8's, and Table Tennis Singles and doubles.
- Cultural Activities (allocated at different times over the year). These activities include Chess, Debating, Public Speaking, Theatre, Music, Masterminds, and Wordplay.

Another new and exciting part of our Physical Education Program is the inclusion of the VET *Certificate II in Sport and Recreation*, developing students with the skills to pursue *Certificate III in Sport and Recreation* in Year 10. Obtaining the Certificate III qualification can also contribute toward a student's Year 12 VCE results.

Integrating with the Australian Curriculum and partnerships with Christian Schools Events Network and VET studies, gives Edinburgh College students an experiential curriculum that is competitive, relevant, challenging, enjoyable and physically active.

Assessment

- Practical assessment of performance and fundamental sport skills
- Theory covering Health topics which combines written tests, workbook tasks, presentations and assignments
- Sportsmanship, Interpersonal Relationships
- VET Certificate II in Sport & Recreation online assignments

Relevance to Further Study

The Health units will provide students with the opportunity to investigate areas of mental, social, physical and emotional health. The Physical Education Units create the basis for the VCE subject of Sport, Health and Recreation Units 1-4, Certificate III in Sport and Recreation and Certificate III in Fitness. Career options include Pool Lifeguard, Sports Retail, Sports Trainer, Swim Teacher, Recreation Officer, Leisure Services Officer.

Basketball Coaching Elective



Edinburgh College has a specialised basketball elective program, available to both boys and girls in Year 9 who wish to pursue excellence in the sport of basketball.

Supplementing the holistic education provided by the College, the basketball elective aims to develop physical skills and fitness, teamwork, leadership, designer workout programs, nutrition, interpersonal skills and knowledge of sports officiating and coaching.

Students enrolled in the Specialised Elective Basketball Program will play for the Edinburgh Comets College teams entered in the Victorian College Basketball Championships, as well as the Australian Schools Basketball competition hosted by different Australian states annually. Continued development through club and association basketball competitions is encouraged. Teams will also be entered into inter-school competitions. Students are highly encouraged to participate in the after-school Basketball Academy.

Students receive expert coaching from our coaching staff through practical, theoretical and strength and conditioning sessions in the following key areas:

- **SKILLS:** Advanced Fundamentals. Ball handling, footwork, shot creation.
- **DRILLS:** Game Situations. Pick and rolls, Pin downs, Pinch Post, Wing/Corner/Elbow.
- **APPLICATIONS:** Live Action. Making reads, Basketball IQ, Applying skills and drills.

Relevance to Further Study

This program allows young male and female student-athletes to develop their sporting talent while receiving their secondary education concurrently. The College has links to highly qualified coaches with connections into the American College Basketball scene.

The Arts - Visual



Visual Arts influences how we see the world and what we think about it. Art is a subject that encourages people to form opinions and think in more meaningful ways about what we perceive. Students choosing Art in Year 9 can be assured of a curriculum suited to their individual needs and will use a wide variety of art techniques and media.

The activities include

- Making: including painting, drawing, photography, design, printmaking, clay sculpture and other 3D explorations. About 70% of the course involves this personal creative expression or making.
- Technology using computers.
- Responding: viewing the artwork of inspirational artists is a source of fresh ideas for students. Approximately 30% of the course involves art appreciation with written responses required for some of these visual sessions.

Throughout Year 9 students will be expected to become increasingly self-motivated and to develop their own ideas and areas of special interest. Students will also be required to complete essential core activities. A minimum of 1 hour per week Art homework will be expected in Art.

Assessment

Assessment is continuous and thus provides regular feedback to show students how they can improve performance. Throughout the course, student's process work in their folios or sketchbooks will indicate the ways they have explored, developed and resolved ideas. Student work will be exhibited regularly at school and teacher/student discussion as well as self and peer assessment and evaluation will provide further feedback on learning development. The various research methods employed in Art and historical, cultural and social investigations will indicate the level of understanding, through written and visual presentations, reviews, reports and assignments.

Relevance to Further Study

Art provides general educational benefits, vocational possibilities and recreational interests for all people. Studying Art in Years 9 and 10 is advantageous for students deciding to continue the Art and Visual Art Studies into Years 11 and 12. Knowledge and skills learned through the Arts are beneficial for entering a variety of University and TAFE courses, apprenticeships and employment situations.

The Arts - Performing Music



At this level, this subject is a performance-based elective. Students will have the opportunity to pursue their chosen instrument but they may elect to try something else within reason and ability. The musical arrangements chosen will be taken from genres including jazz, blues, world and pop. This hands-on practical work will be used to reinforce general music theory appropriate for this level. Students will have the opportunity to perform within school and record their performances.

Students are encouraged to continue with private tuition on their various instruments in order to work on technical growth with a view to choosing music at VCE level.

Each year, Edinburgh College hosts a School Production where students are involved in various performances and where they have the opportunity to either participate in a dramatic role or a support role in the orchestra.

Instrumental students who are committed to after-school rehearsals may also wish to join the Senior Band and attend the 2024 Band Tour and other performance opportunities.

Assessment

The assessable elements allow students to demonstrate their knowledge, understanding, and skills in the fields of Performing, Creating, and Responding through a variety of individual and group projects, both practical and written. Students are also asked to reflect on their learning through self-assessment and peer evaluations.

Relevance to Further Study

This course provides a number of pathways for students interested in all aspects of music whether vocational, for future tertiary study or to enjoy as recreational pursuits. Years 9 and 10 Music are recommended to students who are interested in further study of Music at senior levels.

Chinese Language and Culture



The Year 9 Chinese course builds on the skills developed at Year 8. The level focuses on developing students' capacity to take part in practical conversations such as food ordering and business negotiation and to interact in familiar situations. It also enables students to express preferences and plan activities using simple structures and routines. Students' capacity to speak is consolidated and extended as is their capacity to write linked, meaningful sentences. Students will also be given an opportunity to participate in an excursion to further explore Chinese cultures.

Areas of Study

- **Food in China:** How to pick an authentic Chinese restaurant in Australia?
- **Sports in China:** What sports do Chinese people do?
- **Doing business with Chinese people in Australia:**
How are business deals closed in China?
- **Travelling in China:** What are the places to visit to see the diversity of China other than the Great Wall of China?
- **Arts and music in China:** Shall we try Chinese chess and Chinese Shadow Play?

Achievement

- Use communication strategies to maintain oral interaction in culturally appropriate ways
- Listen for specified items of information and use this information in activities such as ordering food in Chinese restaurant
- Display knowledge of the social and cultural context of familiar situations
- Identify the main linguistic and cultural features of familiar text-types
- Write short texts of a few linked sentences based on known language
- Adapt known language to write stories, postcards and letters.

Assessment

- Oral presentation
- Poster using Canva (manual/ICT)
- Infographic using Canva (ICT)
- Excursion report (e.g., excursion in a Chinese restaurant)

Relevance to Further Study

This course will not only equip students with practical language skills but also provide students with opportunities to explore different cultures. This will enable students to be more culturally aware and to thrive in a multicultural workplace in the future. Students who are committed in language learning are also recommended to participate in the China Bridge Competition and study Chinese as a second language in senior levels.

Technologies

Design Technologies



In this subject, students follow the technology process of investigate, design, produce and evaluate as found in industry. The course is aimed at developing skills in a wide range of tools and materials. Several projects will be produced throughout the year.

Excursions in this subject will be to our partner school - Yarra Ranges Tech School in Lilydale, and will be up to 2 days over the year.

Semester 1

In the first Semester, the students continue to expand their skills in a CAD program called Onshape and CNC machinery. The first project involves making a name plate puzzle for the prep students. This project focuses on using communication to make a product for someone else. The next project is aimed at honing the skill of accuracy by making a sheet metal project such as a toolbox or dustpan. The semester finishes by creating and programming a robot using the EV3 lego robotics kits focusing on understanding systems thinking and problem solving. Throughout the course, students consider the use of materials and their sources, and work independently and collaboratively. They use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration. Students create a range of graphical representations to communicate their designs and ideas and identify the steps involved in planning for production. They apply management plans, changing direction when necessary, to successfully complete design tasks. Students learn to transfer theoretical knowledge to practical activities across the phases of production.

Semester 2

In the second Semester, the students make two larger projects. The first is a choice between a grazing board using resin and timber or they can choose to make a metal fire pit using the CNC plasma cutter to create their design. For the second project, they can choose between a small table or hairpin stool. These projects aim to broaden the materials and processes that students are exposed to and increase the range of skills that students can develop. A design brief is used to research and explain the project they intend to make. They research different ideas that inspire them and comment on their design features and style. They draw their own ideas using a variety of methods from hand sketching to Computer-Aided Design. They investigate the safe use of the machinery that they are going to use, then produce their project using a variety of specialised tools from welding to machining on lathes and mills. Once finished they evaluate their work and check it against their original design.

Assessment

- Investigation and analytical research
- Drawing skills
- CAD design
- Production processes
- Evaluation

Relevance to Further Study

This subject prepares students for success in subjects such as VCE Product Design and Technology. It also provides skills to continue into TAFE courses such as *Certificate II in Building and Construction Pre-apprenticeship* (Specialising in Carpentry).

Home Economics



The aim of the Home Economics subject is to provide learning experiences through which the student will acquire knowledge, understanding and skills related to the Design and Technology curriculum. Home Economics builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed, by understanding the functions of food ingredients, basic complex food processes of food along with fibre skills in basic textiles construction while utilising heavy-duty fabrics. Students also get the opportunity to design and dye fabric for future projects. Students will work independently and collaboratively.

Semester 1

In the first Semester, the students undertake cookery units only with a focus on breads and pastries where they will learn to make food items that are often never cooked at home but rather brought commercially. Students will undertake several major design brief tasks.

Semester 2

In the second Semester, the students will continue the cookery units which will include a cooking competition focussing on Australian diary as well as starting the textiles unit where they will make reusable grocery bags two ways.

Assessment

- Drafting and design skills
- Portfolios
- Analysis tasks
- Practical activity skills
- Research assignments
- Workbook tasks

Relevance to Further Study

This subject provides an ideal grounding in the senior subjects of Food Studies, Health and Human Development. This course assists students in preparing for a career in any of the following fields: Social Work; Public Relations; Nursing; Teaching; Industry (Food Science, Hospitality, Catering and Food Industries); Tourism; Food Marketing and Food Styling; Fashion Design and Related Industries; Marketing and Consumerism; Textile Science; Health based careers; Retail and Interior Decorating.

The Challenge



Year 9 is an exciting year for our students. Year 9 marks the half-way point for secondary school, and while each student embarks on the journey of adolescence, they also begin to find his or her place in the world. The 'Challenge' program aims to teach and support students to facilitate personal growth at this key development stage of their lives. Purposefully designed and research-based that correlates with adolescent growth, the Challenge program covers themes of service, independence, environmental and cultural awareness, understanding of self, spiritual growth, critical thinking and risk-taking. (20 days out of the classroom)

The program is outlined as follows:

Term 1: Identity and Character

Term 2: Teamwork and Communication

Term 3: Exploring Values

Term 4: Christian Behaviour

Activities

A wide range of activities are offered by this program aimed at developing resilience and confidence. These include:

- Hiking.
- Canoeing.
- Rogaining.
- Visits with the elderly.
- Exploring youth homelessness.
- Amazing race event exploring the city of Melbourne.
- Etiquette day.
- Abseiling.
- Survivor camp.
- Solo camp.
- Presentation evening.

Assessment

A variety of assessments take place over the course of the program:

- Journal reflections for each activity.
- Term challenges.
- Participation in the various activities.

Relevance to Further Study

This course provides our students with personal challenges that are not in competition against others. It pushes them to their personal limits and encourages higher-order thinking and communication skills. These experiences will begin to prepare them for the adult workplace and tertiary studies. The Duke of Edinburgh Award can be completed as part of this course which is recognised as a character reference for university entrance and gives those who complete the Award an edge on university placements.

Extracurricular Programs



Duke of Edinburgh Award

This Award is a leading structured youth development program, empowering all young Australians aged 14-24 to explore their full potential and find their purpose, passion and place in the world, regardless of their location or circumstance. To earn an Award, each young person must learn a skill, improve their physical well being, volunteer in their community and experience a team adventure in a new environment. Key elements include:

- Three levels: Bronze, Silver, and Gold – each progressively more challenging.
- Four Sections: Physical Recreation, Skills, Voluntary Service, Adventurous Journey plus Gold Residential Project (Gold Level only).
- Achieving an Award recognises individual goal setting and self-improvement through persistence and achievement.

Time Requirements:

Bronze – minimum 6 months

Silver – minimum 6 months if completed Bronze otherwise 12 months for direct entrants

Gold – minimum 12 months if completed Silver otherwise 18 months for direct entrants

Private Tennis Coaching

Private tennis lessons are available each week, (utilising the college tennis courts), for interested students to become involved in. Our excellent coaches help to develop the innate potential of their students to develop players who are strong and resilient. Players who are able to problem solve in high pressure situations, show strength of character, self-control, persistence and respect for others.

Maths & Science Enrichment Classes

Maths enrichment classes are targeted at students with an interest and/or talent for mathematics. These programs will improve student study skills, help develop confidence in their academic abilities and foster an enjoyment in mathematics. These classes are offered as an adjunct to their normal classes.

Science enrichment classes are targeted at students with an interest and/or talent for Science. These programs will improve student study skills, help develop confidence in their academic abilities and foster an enjoyment in Science. These classes are offered as an adjunct to their normal classes.

Senior Band

Edinburgh College boasts its own Senior Band. The band rehearses after school every Wednesday during the school term from 3:30pm - 4:30pm and performs at a variety of venues; local primary schools, nursing homes, school Chapel, Churches and school Band Showcases. An exciting and rewarding component of the school band is touring - taking the Senior Band 'on the road'. The Senior Band toured New Zealand in 2018, Tasmania in 2019, South NSW in 2022, and is returning to South Island, New Zealand in 2023.



Production

Each year, secondary students at Edinburgh College are given the opportunity to embrace the power of the stage and discover countless benefits of being part of the secondary school production. Joining the production creates a world of opportunities for students to grow personally and artistically. From building self-confidence and effective communication skills to fostering creativity and team-work, joining production nurtures a diverse set of talents. Students learn self-discipline, time management and resilience while forging lifelong friendships and creating unforgettable memories. The main cast rehearse during sport each Wednesday and ensemble join them Thursday's after school from 3:30pm - 5:30pm. There are two dress rehearsals at Karrylyka Centre leading up to show week in the first week of October.

Basketball Academy

The Edinburgh College Basketball Academy is an optional, fee-based program offering professional coaching on-site after school. The Academy is a partnership between Amelite Hoops and Edinburgh College.

Amelite coaches are highly engaging and professional and motivated to conduct training sessions that incorporate skill development and personal fitness. The academy also has a strong mentoring component and is designed to complement the student's academic activities and goals of the school curriculum.

Private Music Tuition

Edinburgh College offers private music tuition before, during and after-school hours from Prep to 12. Private tuition is offered in the areas of Voice, Piano, Guitar, Strings, Brass and woodwind.