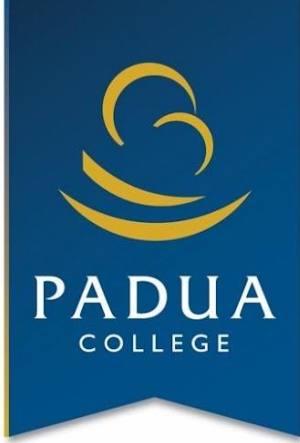




PADUA
COLLEGE

YEAR 9

2025 Curriculum Handbook



NORTH STAR

Our 'Why' at Padua College



Core Values

We welcome and affirm
We inspire growth of the whole person
We create a love of learning
We build positive relationships
We embrace diversity
We show compassion for those in need
We reconcile and forgive
We work for a just and peaceful world

Mission Statement

Our College was founded by the Sisters of Mercy and is named after St Anthony of Padua.

In partnership with our students, staff, parents, parishes and the wider community, Padua College gives witness to the Christian faith in our Catholic tradition.

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PRINCIPAL'S MESSAGE

Dear Students

I welcome you as you prepare to begin your educational journey into Year 9 at Padua College. This is an exciting time as you embark on the Aspireg program, which is designed to help you grow academically, personally, and spiritually. This handbook provides essential information, resources, and guidance to help you navigate the important decisions ahead.

As you consider your subject choices and begin to shape your educational journey, I encourage you to reflect deeply on the feedback and advice offered by your teachers. Their insights are invaluable in helping you understand your strengths and areas for growth. Don't hesitate to ask questions and seek clarification whenever you are uncertain. Engaging in conversations with both your teachers and your family will help you make informed decisions about the subjects you select and maximise your learning experience.

I challenge you to be ambitious and to challenge yourself. Step out of your comfort zone and seize opportunities that will allow you to grow academically and personally. It is through embracing these challenges that you will discover your true potential and build a strong foundation for your future, not only for your future years at secondary school but beyond.

Your time in Aspireg is not solely about academic success; it is also about developing as a whole person. Nurture your character, engage actively in the school community, and strive to be a positive influence on those around you. Embrace the Aspireg program's goals of fostering innovation, collaboration, communication, critical thinking, and creativity. These skills are essential for your future and will open doors to countless opportunities.

Believe in your potential and trust that you have the talents, knowledge, skills and understanding to achieve great things. Let our North Star guide you towards a future where you can make a meaningful and positive impact on the world.

Wishing you all a fulfilling and successful year ahead as you embark on this significant chapter in your educational journey.

Peace and blessings,

Ms McGurn
PRINCIPAL



Ms Kelly McGurn
PRINCIPAL



Mark De Fazio
Director Aspireg



Ms Andrea Cummins
Leader Aspireg
Rosebud



Ms Chelsea Holmes
Leader Aspireg Tyabb



Mrs Charlene Smith
Leader Aspireg
Mornington



Mrs Angelina Ranson
Vice Principal
Learning & Teaching



Mr Andrew Ferguson
Learning & Pedagogy
Mornington Junior



Mr Chris Ryan
Learning & Pedagogy
Mornington Junior



Mrs Melissa Kenyon
Learning & Pedagogy
Tyabb



Mr Sonny Voss
Learning & Pedagogy
Rosebud

YEAR 9 CURRICULUM

Students in Year 9 undertake a combination of core and elective subjects as well as two Focus Weeks and Aspire Days.

They can select **six** electives to study over the course of the year – **three** electives per semester.

CORE LEARNING AREAS (Core subjects are completed for the whole year; Humanities subjects are semester-based)

Religion	English	Mathematics	Science	Health & Physical Education	Humanities: Geography	Humanities: History
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ELECTIVES (Semester based; students select three per semester)

Italian (whole year)	Child Development	Forensic Science	Catholic Action Program	
Commerce	Mathematics Inspired	Enterprise Jewellery	Music	Food Around The World
Introduction to Product Design - Wood	STEAM	Fashion & Textiles	Digital Technologies and Programming	Systems and Engineering
Drama	Visual Art & Design (VAD)	Media Arts	Plant & Animal Studies	

Students in Years 9 at all campuses complete a balanced curriculum with compulsory subjects covering the Victorian Curriculum key learning areas. They choose three electives per semester to complete from an extensive list across all learning areas.

Students additionally complete a period of **eXcel** (a pastoral program) each fortnightly cycle in their homeroom with their homeroom teacher.

Students complete a whole day each cycle of **Aspire9** – a practical based experiential learning program, providing the opportunity to learn outside the regular classroom.

Information correct at September 2024



ASPIRE9 DAYS	Work Ready	Think Global, Act Local
	Project-Based Learning	Intensive Electives
FOCUS WEEKS	Camp	City Experience



FOCUS WEEKS

Focus Weeks are an integral part of our academic and pastoral program at Year 9. During these two week-long units, all regular timetabled classes will cease, and students will be fully immersed in the learning experience. The units have been specifically designed around the needs of Year 9 students and are aimed at developing a range of 21st-Century skills. The Focus Weeks will also cover some of the key skills and knowledge from a range of learning areas within the Victorian Curriculum.

Focus Weeks will run in House cluster groups and students will have the opportunity to bond with their peers on other campuses. We see this as an important part of the transition into the Senior school and an opportunity to build lasting relationships between students that will share a common senior House.

CAMP

All Year 9 students will participate in a 4-day outdoor journey-based camp. There will be a range of camp experiences on offer with varying degrees of challenge. Students will be guided in preparing a suitable menu for camp and will work in small groups to purchase and prepare all their meals. There will be a significant focus on caring for self, others, and the environment and how we contribute to our community. Camps include Canoeing on the Murray River, Bushwalking in the Victorian Alps, Horse riding and Mountain biking at Howqua, Sea kayaking on the Gippsland Lakes and many others. More information on Aspire9 camps can be found on the College website.

KEY ATTRIBUTES: Initiative, Leadership, Persistence/Grit, Self-awareness, Communication

CITY EXPERIENCE

Students will develop independence and confidence as they explore the cultural and historical sites of Melbourne. The week will involve a day of planning, followed by a three-day city experience where students will be accommodated in the city for two nights. Students will focus on inquiry-based learning, giving them an opportunity to think independently, gather information on their own whilst also developing their interpersonal and social skills. The City Experience will also link into the Core curriculum at Year 9.

KEY ATTRIBUTES: Collaboration, Social and Cultural Awareness, Critical Thinking, Communication



ASPIRE9 DAYS

Students will spend one day a fortnight (Day 8) involved in a practical-based experiential learning program, providing the opportunity to learn outside of the regular classroom.

Our Aspire9 Days are structured in four areas:

- *Work Ready*
- *Think Global, Act Local*
- *Project-Based Learning*
- *Intensive elective units*

During these days we will encourage our students to engage with their local community and challenge them to consider their place in the wider world. Like our Focus Weeks, students will be given the opportunity to work with students from other campuses and develop a range of 21st Century skills. *Our Place by the Sea (Boat dive and marine science)*, *Our Place on the Land (Indigenous and local history)* and *Our Place in the Future (Sustainability)*



INTENSIVE ELECTIVES

At the beginning of 2025, students will have the opportunity to select two elective units to complete as part of the Aspire9 days in 2025. These units complement the semester-long electives and will provide learning opportunities in the areas of Design and Technology, Visual and Performing Arts, Health and Physical Education, Science, STEAM and Commerce.



CORE SUBJECTS

OMNIA PERSEVERANTIA VINCIT



RELIGIOUS EDUCATION (MYLIFE)

Students delve into engaging topics designed to foster hope, understanding, and a deeper connection to their faith and will explore the following thought-provoking themes:

Hope

Through a blend of faith and personal action, students will examine the concept of hope, exploring how it manifests in their lives and communities. Through discussion and reflection, they will discover the power of hope in navigating life's challenges.

Prophets

From the ancient voices of the Old Testament to modern-day prophets and the teachings of Jesus, students will explore the role of prophets in guiding society and promoting justice. By studying various prophetic figures, students will gain insight into their relevance in today's world.

Early Australian Church

Discover the rich history of Catholicism versus the Church of England during the 19th century in Australia. Students will learn about the arrival of Catholic priests, nuns, and brothers who played pivotal roles in establishing Catholic education. They will also examine the influence of Archbishop Daniel Mannix on the Australian Church and the evolution of the modern Catholic Church following Vatican II.

Dignity of the Person

Through an exploration of personal relationships, students will reflect on the inherent dignity of every individual. By examining the importance of respect, empathy, and understanding in their interactions, students will gain a deeper appreciation for the value of each person.

Aligned with the scope and sequence guidelines recommended by MACS (Melbourne Archdiocese Catholic Schools), our Religious Education curriculum emphasises the exploration of our world through the lens of gospel values. By engaging with these topics, students will not only deepen their understanding of their faith but also develop valuable skills for navigating their lives with compassion, integrity, and purpose.

ENGLISH

In Year 9, students engage with a variety of texts for enjoyment and to build their confidence in the study of English. They interpret, create, analyse, compare, and discuss literary texts, including various types of media, ranging from creative fiction to multi-modal and non-fiction texts. They will explore themes of human experience and cultural significance, interpersonal relationships, and social and global dilemmas within real-world and fictional settings. These texts will facilitate the development of the whole student and encourage them to develop a deeper understanding of literacy, literature, and the language we use to communicate.

Students develop a critical understanding of the contemporary media and the differences between media texts. They develop their ability to express their own voice, through the creation of imaginative, informative, and persuasive types in a range of formats. Students are encouraged to develop and apply their literacy skills in all areas of learning, as collaboration, collegiality and communication are fundamental skills for success at school and beyond.

Students develop their skills in writing, reflection, and analysis of text. They build upon the language skills from previous years through further study and exploration into the way that authors use text, language devices, and creative tools to create meaning. They consider the purposes of different texts, and the audiences of written, spoken, and visual mediums.

Students create a range of imaginative, informative, and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

At Padua College, we have designed and implemented an instructional model that focuses on evidence-based teaching strategies to provide students with optimal learning opportunities. Along with the differentiated learning that takes place within the mathematics classes, students are challenged through problem solving tasks, tests, review checklists and collaborative tasks, all of which build upon mathematical skills with a focus on literacy.

Students will complete Progressive Achievement Testing, such as PATM and NAPLAN which provides a detailed insight into student capabilities, allowing teachers to differentiate tasks for students. Students study Mathematics across 6 strands: Number, Algebra, Measurement, Space, Statistics and Probability.

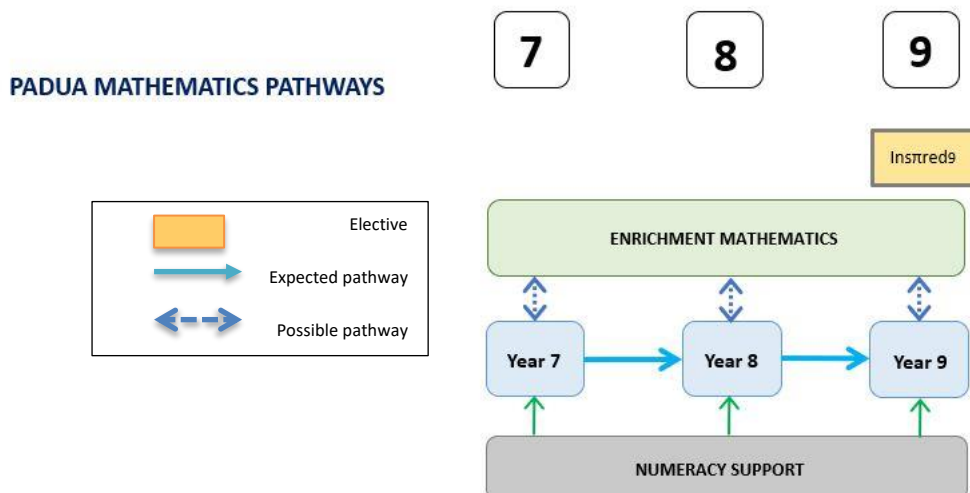
Content covered:

- **Integers and Indices:** Understanding exponents and operations, applying a range of strategies that can be used when working with integers and rational numbers
- **Linear Equations and Algebra:** Using variables in algebraic expressions and equations. Identifying and describing relationships and functions while also representing and interpreting them
- **Measurement:** Converting units of measurement using formulas and strategies to estimate and calculate area, surface area and volume
- **Probability:** Making judgements based on theoretical or experimental probability.
- **Statistics:** Demonstrating how data can be displayed in various ways and analysed to make inferences and generalisations.
- **Geometry:** Using geometric conventions to describe, represent, construct and manipulate a range of complex geometric shapes
- **Pythagoras and Trigonometry:** Using mathematical rules to calculate the missing properties of triangles.
- **Finance:** Manipulating formulas to calculate interest and other financial properties in real life scenarios

Assessment:

- Problem solving and application tasks.
- Collaborative tasks
- Review Checklists
- Tests
- Classroom learning tasks with a focus on differentiation across our curriculum.
- Semester 1 and 2 Examinations

Academic performance in Year 9 steers students towards appropriate pathways for success at the Year 10 level. Hence, in Year 10 the cohort divides into four pathways towards VCE.



Year 9 Extension Mathematics

Students are selected for this course based on work ethic, effort, and prior achievement in Mathematics. Students are extended in Algebra and undertake more open-ended problem-solving tasks in preparation for the higher level of Mathematics required in Mathematical Methods and Specialist Mathematics. In Year 9 students will be given an individual recommendation from their Mathematics teacher, based on assessment data, on the best future VCE pathway for them.

SCIENCE

In Year 9 the curriculum focus is on explaining phenomena involving science and its applications. Students consider both classic and contemporary science contexts to explain the operation of systems.

Students explore a variety of science disciplines including Biology, Chemistry, and Physics. In the Biology units, students investigate the human body as a system responding to its external environment and diseases.

During the Chemistry unit, students consider the atom as a system of protons, electrons, and neutrons. Students then explore chemical reactions, with focus on different types of chemical reactions.

While studying Physics, students develop a more sophisticated view of electricity by applying concepts related to the study of static electricity and current electricity in series and parallel circuits.

As an extension activity, students may study Geology and explore natural phenomena of folds, faults, earthquakes, and volcanoes in relation to plate tectonics and investigate how the intensity of each is predicted and measured.

HUMANITIES

Geography

In Year 9 Geography, students will focus their studies on the following topics:

- **Biomes and Food Security**
- **Geographies of Interconnections**

Biomes and Food Security focus on investigating the role of the biotic environment and its role in food and fibre production. Students examine the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. As part of this study students will participate in fieldwork that will form part of their assessment.

Geographies of interconnections focus on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.

History

The Making of the Modern Australia (1750-1918)

In Year 9 History, students investigate the history of Australian society in the period 1750 – 1918 and Australia's role in World War I (1914-1918). The study of Australian society includes the key social, cultural, features, and the intended and unintended causes and effects of contact and extension of settlement of European power(s), including Aboriginal and Torres Strait Islander peoples. As a part of this unit students will investigate significant events and influencing ideas, including different perspectives of the events at the time and different historical interpretations and debates, as well as the position of the Australia in relation to other nations in the world by 1918. Students study of World War I by considers the causes and consequences of war, the significant places where Australians fought and explores their perspectives and experiences in these places, as well as the changes and continuities brought to the Australian home front and society because of wars. Throughout, the focus will be on developing the students' historical skills and conceptual knowledge. At the end of the unit, students complete a research essay evaluating the contribution of an Australian individual or group to World War I.

HEALTH & PHYSICAL EDUCATION

In Year 9 theory topics such as Sports Injuries, Drug Education and Mental Health & Wellbeing.

For the practical component, students participate in a variety of activities including:

Invasion sports – Court Invasion – Basketball, Handball, Netball, Floor Hockey and Field Invasion – Soccer, AFL, Lacrosse and Touch Rugby.

Net Court sports – Volleyball, Badminton, Tennis & Table Tennis.

Striking & Fielding sports – Cricket & Baseball. Other activities may include – Mountain Biking, Fitness classes & Weights/Cardio sessions.

All students also engage in a three-week Sports for Life Unit, which may include leisure activities within the community involving but not limited to Ten Pin Bowling, XGolf & Bounce during their normal class time (*activities subject to change*).



ELECTIVES

OMNIA PERSEVERANTIA VINCIT



Catholic Action Program (CAP)

Welcome to the Year 9 Catholic Action Program (CAP) elective, a unique opportunity for students to engage with issues pertaining to the dignity of the human person while actively serving their community. Throughout this course, students will have the chance to participate in a variety of meaningful activities, including:

Local Nursing Homes

Students will interact with residents through social activities, fostering connections and companionship.

The Briars Farm

Students will contribute to gathering fruit and vegetables for disadvantaged locals, experiencing firsthand the value of sustainable food production and community support.

Local Primary Schools

Students will assist children with reading and math, supporting their educational development and fostering a sense of mentorship and solidarity.

Community Cleanup

Students will participate in initiatives such as cleaning up rubbish on Main Street beach at Mornington, promoting environmental stewardship and community pride.

Special School

Students will engage with physically and mentally handicapped adults, promoting inclusivity and understanding while offering support and companionship.

St. Vincent de Paul Op-Shop

Students will contribute to the operation of the shop, assisting in serving the needs of those experiencing hardship and promoting the spirit of charity and compassion.

In line with the Gospel message and Catholic Social Teaching, Year 9 CAP aims to empower students to actively serve the poor, the sick, and the vulnerable in their community. The focus of the course is on action, providing students with opportunities to translate their faith into tangible deeds of service and compassion.

Through their participation in Year 9 CAP, students will develop essential skills such as empathy, maturity, trust, and an understanding of social structures within the Mornington locale. By engaging with real-world issues and actively serving those in need, students will not only deepen their understanding of Catholic values but also become more compassionate and engaged members of their community.

Note: The Year 9 Catholic Action Program classes take place during four periods every fortnight.



Commerce

Money does not grow on trees, so how can you make the most of what you have and avoid the scams that are out there? Many students in Year 9 begin to take on part-time jobs, so they have the cash – but what should they do with it? In Year 9 Commerce we will look at 2 key areas:

- Managing my money, including personal budgeting,
- Spending smart and avoiding consumer scams

Students will develop skills to make informed consumer decisions and use money wisely. Learning activities will include presentations, the production of information pamphlets, budget preparation using computer software programs and displays.

DESIGN AND TECHNOLOGIES

Food Around the World

The 'Food Around the World' semester unit explores the diverse and delicious cuisines of various cultures from around the world. Information relating to current customs and food habits, cooking techniques and equipment unique to those countries will be explored throughout the course. Various regions of the world will be covered including Europe, the Mediterranean and Asia, along with a focus on Indigenous foods and culture. Students will complete a combination of hands-on cooking experiences, sensory evaluations and a design task assessment to gain a deeper understanding and appreciation for food from all over the world. This course will not only enhance students cooking skills but also broaden their cultural awareness and sensitivity.

Introduction to Product Design -Wood

Students design and manufacture functional and creative projects from locally sourced and sustainable timber. The Design Process is followed, and problem-solving scenarios are developed through detailed folio work. Students design with a high consideration of ethical and environmental issues.

In the workshop safe practices are maintained whilst students continue to develop and refine their practical skills by using a broader range of hand and power tools and basic machinery. More complex processes and techniques are used when constructing projects which may include a small furniture item.

Fashion & Textiles

This course aims to develop new skills in machine and hand stitching, design, construction, and fabric embellishment techniques. Research involves fabric characteristics and environmental considerations. Students will be able to develop their creativity by producing their own garment through the modification of patterns and the design of their own decorative techniques. They will develop skills in documenting and analysing their own design process and in evaluating their finished product, using a range of considerations such as environmental, functional, and aesthetic criteria.

Plant and Animal Studies

These elective plans to equip students with the skills to grow edible and ornamental plants and care for animals. In this course students have an opportunity to grow plants from seed, propagate plants, identify edible and non-edible plants for animals and humans, and learn about different farming methods. They will examine sustainability and food miles creating a meal using the produce they have grown. In the Animal Studies component students will raise day old chicks, learning about their growth and housing requirements. Studying Animal and Agricultural studies can lead to a variety of pathways in the Agricultural, Horticultural and Animal Studies areas.

Design and handcraft unique jewellery pieces for an identified target market. In this course students will be given the opportunity to work with a range of materials to produce and package jewellery items suitable for sale in a selected market place.

This is a cross -curricular course and is intended to introduce students to concepts associated with small business management, sustainable and ethical sourcing of materials as well as manufacturing concepts, collaborative design, production, and marketing.

- Skills learnt in the workshop may include silver smithing, laminating, casting, and packaging.
- Materials may include acrylic, silver, wood, resin, and copper.
- Skills learnt in the design studio may include drawing and conceptualising, CAD, CNC Router, Web Design and Laser Cutter.

Systems and Engineering

This unit looks at the interaction between mechanical and electronic systems.

Many household appliances combine mechanical devices that contain electrical or electronic control systems. In this unit students will investigate the use of electrical and electronic devices used in automation technology. They will design and build a system that will incorporate automatic control. Simple robotic devices are introduced, and students will be required to program these to meet provided design scenarios.

DIGITAL TECHNOLOGIES AND PROGRAMMING

Digital Technologies and Programming

This subject is designed to develop skills in a variety of different digital areas. Students will cover the fundamentals of a range of exciting applications and create innovative technical solutions that can be used in a range of other subjects, and further study.

Additionally, this subject covers fundamental skills for several different career paths such as game developers, programmers, web developers, software engineers, and more.

This unit covers the following:

- *Image Editing with Adobe Photoshop* - Embark on a fun and creative journey into image editing, file types and manipulation including using AI to create fun and exciting images.
- *Programming (Python)* – gain experience in the basics of computer coding by creating simple but fun programs.
- *Web development* - students create their own fun and interacting website that will be published online.
- *Spreadsheet Development* - use spreadsheets to tell stories about data, display content and embark on learning these lifelong skills.



Child Development

Child Development is the study of physical, social, emotional, and intellectual development from conception to adolescence. The first five years of a child's life are critical for development and students will gain an insight into personal, social and community aspects of health during these years.

Students investigate topics such as:

- Reproduction and prenatal development
- Birth and newborn adaptations
- Nutrition for wellbeing
- Immunisation and health services
- Infant mortality and morbidity globally
- Physical development in early childhood, particularly gross and fine motor skills
- Language development and communication
- The process of socialisation, play and cultural variations
- Social and emotional health
- Health promotion and support networks

Students develop the knowledge, understanding and skills to access information to enhance personal health and well-being throughout the lifespan.

LANGUAGES

Students are advised that Languages are semester-long. Should students wish to continue with the Language in Year 10 they must complete Semester 2.

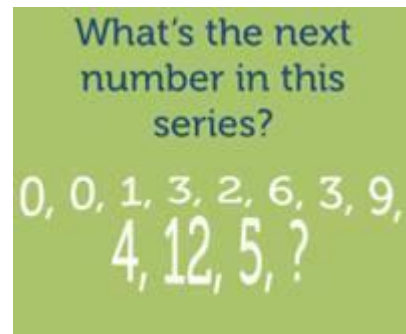
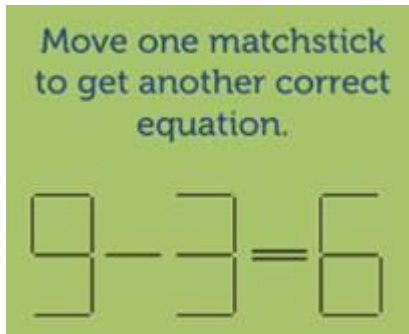
Italian

In Year 9 students study Italian for two semesters. They reinforce and extend their linguistic skills learned in Years 7 and 8 by listening, speaking, reading, and writing in Italian and continuing their work on language structures using reading & listening techniques. They are encouraged to communicate in Italian in class as much as possible. Students use a variety of techniques to learn new a language, such as problem-solving, reasoning, explaining, and applying knowledge. They ask and answer questions in Italian. They devise and perform role plays and carry out research on the internet. They present their work in the form of brochures, media presentations, e-mails, diary entries and presentations to the class.

Topics include:

- Clothing and fashion OR Sport (focus on cars or soccer)
- Daily routines including leisure activities, shopping and sport
- Parties, films, and festivals
- Daily routine
- Health and fitness

Mathematics Inspired⁹



Are you inspired by problems similar to this? Do you enjoy being challenged to work in groups to solve real-life problems using your mathematical and logical skills? Do you enjoy the thrill of solving a complicated mathematics problem? If the answer is yes to any of these, then **Insπred⁹** could be the elective for you. Read on!

This elective is to extend and challenge advanced students and aims to better prepare them for the higher mathematics pathways in later years. There is a focus on problem-solving, application tasks and investigations, aiming for students to develop a variety of strategies that could be used to solve a variety of real-life problems. Students may practice these problem-solving skills by competing in events such as the Australian Mathematics Challenge or the Maths Talent Quest.



Drama

Prerequisite - Year 7 Drama.

Please note - This subject is only offered for one Semester in Year 9. This may take place in either Semester 1 or 2.

During this unit the focus is on fun and building confidence for students whilst developing their expressive and performance skills through improvisation, workshops, group-devised and scripted performances. The students research and develop characters by experimenting with various Theatre styles and exploring issue-based theatre presenting performances on relevant themes and stimulus.

Throughout the semester, the students not only complete practical & performance tasks they also document their play-making processes through analysis and evaluation of their work.

This subject may lead on to Year 10 Drama, VCE Drama and VCE Theatre Studies.



Music

Students choosing Music in Year 9 may choose to study Music for two semesters.

In this unit students will focus on developing their own performance skills and musicianship. The course offers a practical approach for students of a variety of different musical backgrounds and all levels of experience. Students will have an opportunity to pursue their own preferred musical styles.

Examples of Learning Activities:

- Group and/or solo development and performances on a range of instruments and styles.
- Use music technology to create a variety of works incorporating a range of styles and eras.
- Create music
- Study music theory and apply this in practical work.

This subject leads firstly to the option Music 9 in Semester 2, Year 10 Music, VCE VET Music Unit 1 & 2 in Year 10. If planning to do VCE Music Performance, it is recommended, to take Music 9 in Semester 2 as well as Semester 1 & 2 of Year 10 Music.

Forensic Science

This unit of Science will run in addition to the compulsory Year 9 Science course. Forensic Science is a predominantly “hands on” science that blends multiple science disciplines including Biology, Chemistry and Physics and focuses on scientific process and techniques used to identify criminals and explain crimes. Examples such as DNA processing, fingerprinting and blood analysis are modelled in the laboratory. Students discuss and investigate fascinating case studies. They participate in a global classroom project using technology to solve a forensic science crime.



Steam

Research indicates that 85% of the jobs in 2030 have not yet been invented! What we do know is that the future is looking for innovative people, problem-solvers, critical and creative thinkers, and can use digital platforms with proficiency. The global world will no longer be asking people “What do you know?”, but rather “What can you DO with what you know?”

There are three rules in the STEAM Classroom

1. Take Risks
2. Make Mistakes
3. Get Messy

STEAM is an acronym that represents how all topics in subject areas relate to each other and to the real world. The sentence that defines this is Science and Technology, interpreted through Engineering and the Arts, all based in Mathematical elements.

STEAM allows us to dare to make mistakes (you will be encouraged to make mistakes!), experiment with multiple ideas, listen to differing opinions, and create a knowledge base that is applicable to real life.

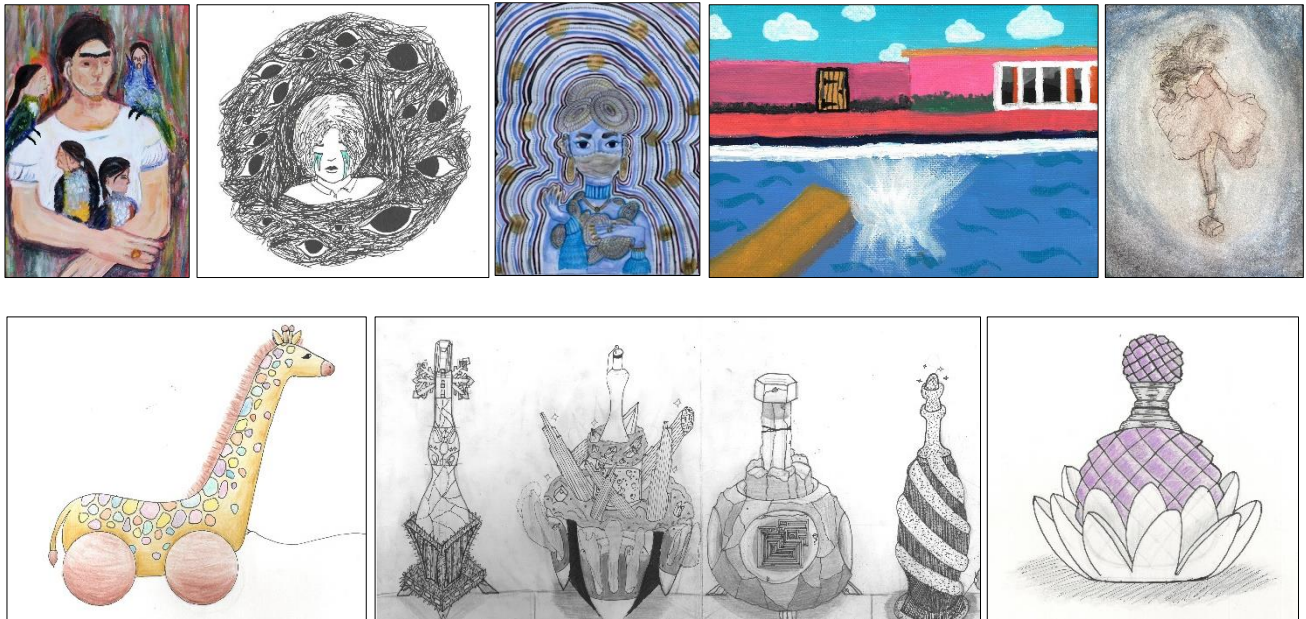
STEAM is an integrated curriculum where information is created, shared, explored, and moulded into new ways, through collaborative risk-taking and creativity.

STEAM brings reality into the classroom and connects the different subjects together in the way that they would relate to the business world and each other.

It encourages students to think, innovate and create, and equips them with the 21st Century skills that our students need.

Topics include:

- Innovative – LEGO Masters Mega City 10 Hour Build Challenge, Mars Habitat Design, Prototype & Build
- Problem-Solving - Tiny Houses
- Critical and Creative Thinking - Little Bits Entrepreneur Design Challenge
- Digital Literacy & Computational Thinking – Robots and Coding, Sphero Coding, and Lego Mindstorms

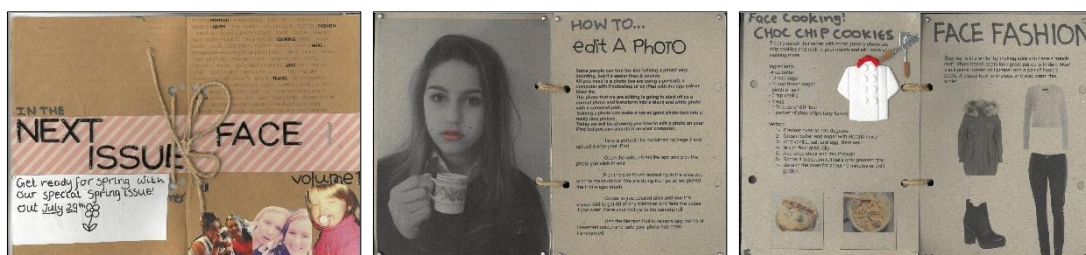


VAD (Visual Art & Design)

Students in 9 Visual Art & Design continue to develop skills in Visual Art and Visual Communication Design and undertake two distinctly different folio projects – one art-based and one design-based.

Within their Art unit, students refine their personal aesthetic through working and responding perceptively as an artist. They identify and explain how artists and audiences interpret artworks and respond to artworks from a range of cultures, times and locations. Students reflect on the development of different traditional and contemporary styles of art. They adapt ideas, visual images and practices from selected artists and use them to inform their own personal aesthetic when making artworks and presenting them to an audience.

Within their Design unit, students build on their awareness of how designers communicate ideas with a specific purpose, to a targeted audience, using different visual communication design practices. Students critically reflect on different design movements and adapt ideas and practices to inform their own use of aesthetics when producing a range of visual communications.



In this unit, students explore elements of mass media, in particular print media, television, radio, and film industries, to gain an understanding of their significance, structure, and production. Issues within the media are addressed, and students use starting points such as observation, experience, and research to express their ideas and opinions. Students produce media presentations, using appropriate skills, techniques, and processes, for particular purposes and in a variety of styles. Students gain an understanding of the way in which media products are made, within particular cultural and historical contexts, comparing those of the past with modern day.

Examples of learning activities:

- The production of a print and/or digital publication
- Photography exercises
- Production of a sound narrative
- Class activities including discussion, small group work and written responses

IMPORTANT SUBJECT SELECTION CONSIDERATIONS

1. Whilst the College intends to offer all courses listed in this guide for 2025, the provision of courses and programs is subject to viable student numbers and timetabling constraints. Please note that there is a MINIMUM CLASS SIZE required for a class to be run.
2. It cannot be assumed that all students will receive all their requested selections. Given timetabling constraints, in some instances student subject combinations may not be viable. In these cases, students and their parent/guardians will be advised and given a chance to reassess their selections.
3. Subject preferences will be open for submissions Monday 22 July and closes on Friday 26 July 2024 at 9am. Student's will receive an email outlining how to access the subject selection platform. Students who do not submit their preferences by the due date may not receive their preferences.



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