



**KOLBE**  
Catholic College

# ***Year 7-9 Handbook***

## ***2025***

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**Year 7- 9 Ignite Extension and Enrichment Program**

The Ignite Program provides students with the opportunity for formal extension. Students are provided a foundation to engage in higher-order thinking, skill development and learning practice beyond that of the core Year level curriculum. It offers students challenging learning experiences with open-ended tasks that involve multidisciplinary learning and high-order thinking skills. Throughout the program, students learn to think critically and creatively as they engage in the curriculum. Students remain as a class for all core subjects and are integrated with mainstream classes in later year electives such as Technology and The Arts. This allows for the development of social relationships with a broader range of peers. Entry into the program is based on academic data. The purpose of such testing will be to track student progress and measure growth, ensuring the suitability of the program for the individual.

**EAL****Year 7- 9 EAL Program (English as an Additional Language)**

The EAL curriculum holds a central role in the education and growth of young Australians who do not have English as their first language. This focused program enhances students' ability to communicate with confidence and effectiveness by teaching them how to use and adapt language in different situations. By doing so, EAL learners establish connections with their peers and the broader world around them. Studying EAL equips students with lifelong learning skills, critical thinking abilities, and active and informed citizenship. Within the EAL curriculum, students develop proficiency in Speaking and Listening, Reading and Viewing, and Writing. Entry into the program is based on criteria which includes date of arrival into the country and previous study of English. Students undertaking this are often removed from LOTE.

# Year 7

At Kolbe Catholic College, our Year 7 curriculum program introduces students to a plethora of subjects, both core and specialist, whilst also helping them transition into their secondary schooling.

## YEAR SEVEN LEARNING SCHEDULE 2025

|  |
|--|
| <i>Pastoral Care</i>                                     |
| <i>English</i>   |
| <i>Mathematics</i>                                       |
| <i>Science</i>   |
| <i>Journey in Faith</i>                                  |
| <i>Humanities</i>  |
| <i>Health and Physical Education</i>                     |
| <i>LOTE: Italian</i>                                     |
| <i>Semester One: Drama/Music</i>                         |
| <i>Semester Two: Visual Art/Materials<br/>Technology</i> |

## ***Year 8***

The Year 8 curriculum program continues to allow students an opportunity to be exposed to a range of subject areas to help them develop a wide range of knowledge and skills for secondary school and beyond.

### YEAR EIGHT LEARNING SCHEDULE 2025

|   |
|---|
| <b><i>Pastoral Care</i></b>                       |
| <b><i>English</i></b>                             |
| <b><i>Mathematics</i></b>                         |
| <b><i>Science</i></b>                             |
| <b><i>Journey in Faith</i></b>                    |
| <b><i>Humanities</i></b>                          |
| <b><i>Health and Physical Education</i></b>       |
| <b><i>LOTE: Italian</i></b>                       |
| <b><i>EXPLORE</i></b>                             |
| <b><i>Semester One: Food Technology/Drama</i></b> |
| <b><i>Semester Two: Music/Visual Art</i></b>      |

The Year 8 EXPLORE program is an alternative program designed especially for Year 8 students. The program is tailored to meet the needs and interests of the incoming cohort and increase the prevalence of student engagement and satisfaction in learning. This dynamic program provides students with the opportunity to participate in classes that build knowledge of STEM (Science, Technologies, Engineering and Mathematics). It prepares students for academic success and allows them to learn practical and real-life skills that can be applied to outside of the classroom setting. Incorporating STEM in IMP acknowledges that there are opportunities for learning to be delivered in an integrated manner that facilitates greater engagement in each of these learning areas.

The EXPLORE program demonstrates the importance for young people to learn or pursue:

- Practical and real-life skills
- Healthy relationships and prosocial behaviour
- Social development
- Emotional development
- Resilience
- Teamwork and relationship building
- Current and relevant skills needed to thrive in the 21<sup>st</sup> century
- Opportunities outside of the classroom setting
- Explore different areas of interest in a diverse range of settings
- Contemporary literacies

### **Core Units (compulsory):**

- Stop Motion Animations
- Castle Siege Challenge
- Marble Run
- STEM - Making A Difference Showcase

### **What is EXPLORE?**

EXPLORE reflects the initiative for STEM teaching at Kolbe Catholic College. Using the method of Inquiry students are exposed to the process of posing their own unique questions and answering them as a means to understand, communicate and solve a problem individually and collaboratively. Inquiry is designed to give students ownership over their own learning by being the driving force behind their questions, while the teacher works to help facilitate the students throughout this process. Students are encouraged to take action in their final stages in order to ensure that their work has real-world effects.

Students are given the opportunity to be enriched through their curiosity and imagination with the use of various technologies. Students design and build a marble run, integrating Science, Numeracy and Design. Students also take part in the STEM MAD (Making a Difference) project, where they will use the Design Process to design a product, service or innovation to make a difference to others or the environment. Students work collaboratively together to create a stop-motion film where they were asked to research a question related to our futures on Earth or Mars. They also designed and tested catapults and connected this to their studies in Humanities.

# Year 9

The Year 9 curriculum program allows students an opportunity to choose their own electives and participate in a wider range of experiences to deepen their understanding and knowledge to progress in their senior years.

## YEAR NINE LEARNING SCHEDULE 2025

|                                      |
|--------------------------------------|
| <i>Pastoral Care</i>                 |
| <i>English</i>                       |
| <i>Mathematics</i>                   |
| <i>Science</i>                       |
| <i>Journey in Faith</i>              |
| <i>Humanities</i>                    |
| <i>Health and Physical Education</i> |
| <i>EXPLORE</i>                       |
| <i>Semester One: Electives (2)</i>   |
| <i>Semester Two: Electives (2)</i>   |

### Notes:

- At least 1 of your top 4 elective choices must come from 'The Arts' section.
- If LOTE is not chosen as a Year long elective, students must choose 1 semester of LOTE as a compulsory subject

If you select LOTE: Italian, both Italian One and Italian Two must be selected (This means that you will do Italian for a whole year.) In this case, only 1 elective choice from 'The Arts' section is compulsory. Reserves: Students must pick two subjects as a second option if their first preferences are not available.

**Chemistry and Physical Investigation**

This elective is an integrated Science elective composed of strands of Chemistry and Physics. In this elective, students delve deeper into investigations through extended projects. They conduct practical experiments on galvanic cells and hydrogen fuel cells to create an energy efficient electric car. Students explore water-based rockets and the concepts of center of gravity and center of pressure. Students also design and test their own thermoses, and evaluate the effectiveness of their designs, presenting their findings in a scientific poster. In completing hands-on investigations, students develop and hone their science inquiry skills as a process of inquiry and apply the scientific method of observing, formulating and testing a hypothesis, collecting and classifying data, and interpreting results.

**Digital Technologies and Computing**

Students will study the control and management of networked digital systems and the data security implications of the interaction between hardware, software and users. Students design and evaluate user experiences and algorithms, and develop and test modular programs, learning the programming language Swift. Students evaluate their solutions in terms of risk, sustainability and potential for innovation. For Electronics, students will learn basic programming of arduino and micro:bit and construct a number of electronic projects. They learn the basics of electronics and mechanics and apply their learned skill to plan, design and construct projects and evaluate. They learn about series and parallel circuits and construct different circuits and measure the voltage and current by using a multimeter. They learn about six different types of simple machines and construct mechanical projects.

**Dance**

Dance students learn to use improvisation skills to build on their movement vocabulary. They choreograph dances using the elements of dance and choreographic devices for a purpose. They further develop their dance skills to explore the technical aspects of different dance styles. Students are given opportunities to present dance to an audience, further developing their performance skills of retention and clarity of movement, projection, focus and expression. They discuss how dance can communicate meaning and how dance genres/styles differ. Students study both Hip Hop Technique and Jazz Dance. Students also study Indigenous dance and its place within its traditional culture, as well as current, contemporary society.

**Drama**

Through a series of acting activities and exercises, students learn to express emotions, convey stories, and develop their performance skills. The unit involves improvisation sessions, script readings, and the creation of original scenes. Drama elements and conventions will be explored, and students will use a variety of expressive skills and techniques in movement and voice to convey status, relationships, and intentions. In small class groups, students will analyse, rehearse, and present a script interpretation based on guided reading. Through this process, students will learn to think, move, speak, and act confidently. They will also evaluate directors' intentions, expressive skills used by actors, and actor-audience relationships through a written reflection.



### **Food Technology: Cafe Culture**

This elective will provide a pathway for students leading into year 10 Food Technology and VCE Food Studies and VET Hospitality. It will have a modern food technology focus on current food trends in the industry providing an engaging and relevant curriculum. Healthy eating is a current food trend that will be a focus of this course. This subject will teach valuable life skills and transferable employability skills that could help students work in a cafe/restaurant environment in the future. Basic cafe cookery techniques are explored with the possibility of espresso coffee training included in the curriculum.

### **Food Technology: International Foods**

Students better understand the design process by investigating and designing solutions to a design brief. This is achieved through implementing design ideas and by using some complex equipment and processes to evaluate the efficiency of their food design. They will complete a range of sensory evaluations from various taste-testing activities. Students regularly participate in a range of practical classes including, but not limited to, chocolate self-saucing pudding, Singapore noodles, Mumbai meatballs, and Laska. Assessments will include the Hawker food assignment, where they have the opportunity to show their understanding of international street foods, and a Test reflecting the skills and processes they have learned in the practical sessions.

### **Forensic Science**

This elective is an integrated Science subject composed of the three strands of Physics, Biology and Chemistry. It focuses on the practices involved in the analysis of physical evidence found at a crime scene and emphasizes critical thinking and problem-solving. Students work cooperatively and use real-world forensic science methodologies to solve a mock crime. Forensic science will allow students to practice Science as a process of inquiry and apply the scientific method of observing, formulating and testing a hypothesis, collecting and classifying data, looking for relationships between variables and making inferences.

### **Geography**

The study of Geography allows students to explore, analyse and come to understand the characteristics of places that make up our world. Geographers are interested in key questions concerning places. In this elective, students will explore the changes to the environment through research and fieldwork. Students will understand the different types of environments and how they are categorised. They will explore the man-made impacts and the short and long-term effects they have on our lives. Through fieldwork, students will have hands-on experiences where they will learn about sustainable practices and the environment around us. The subject will allow them to be immersed in learning about global connections through technology, trade and tourism.

### **Gameplay and Health Promotion**

Game Play and Health Promotion has been designed to allow students to gain an understanding of the importance of exposing students to new and interesting sports. Students are encouraged to try new games and activities they might not have been exposed to previously. Individually or in pairs, they design games and modify them to suit the needs of others. They investigate sports they are not usually involved in and are given the opportunity to learn tactics and rules. The practical aspect is moderate-vigorous participation in physical activity and challenge students' agility, endurance and team building skills.

### **Basketball Academy (invitation only)**

Sports Academy & Gameplay has been designed to allow students to gain a deeper understanding of the knowledge and skills required for Basketball development. Students will be given the opportunity to demonstrate leadership skills by running basketball drills, tournaments and fitness testing within their group. They also take part in a strength and conditioning weights program which will enhance their basketball abilities. It is highly recommended that any student involved in the Basketball Academy select this subject.

### **LOTE: Italian (Semester One and Semester Two)**

In Year 9 Italian, students consolidate the fundamentals of written and oral communication. The course also expands student knowledge and understanding of Italian culture and offers some practical experiences in an Italian environment. The course aims to develop a sound knowledge of basic Italian grammar and the ability to use it effectively in conversation. Students also receive a geographical overview of Italy. They study several cities and regions, learn how to describe different places, talk about the weather and their holidays, and are required to research and produce a tourist brochure on an Italian place. This prepares students for senior studies and possible travel overseas in the future.

**Benchmark:** Students must **achieve At Expected Level in 8 Italian. It is recommended that they study two semesters of Italian to progress into Year 10 Italian and beyond in VCE.**

### **LOTE: Italian (One Semester only)**

**In Year 9 Italian, students** consolidate the fundamentals of written and oral communication. The course also expands student knowledge, and understanding of Italian culture and offers some practical experiences in an Italian environment. The course aims to develop a sound knowledge of basic Italian grammar and the ability to use it effectively in conversation. Students also receive a geographical overview of Italy. They plan to order food in restaurants and create a passport in Italian for a trip around Italy. Students also study the vocabulary, grammar and useful phrases required to travel around Italy. This subject is studied for the semester. This subject is not to be chosen if the student intends to study Italian into VCE.

### **LOTE: Arabic [Semester One and Semester Two]**

In Year 9 Arabic, students consolidate the fundamentals of written and oral communication. The course also expands student knowledge and understanding of Arabic culture. It offers some practical experiences in the target language. The course aims to develop a sound knowledge of basic Arabic grammar and the ability to use it effectively in conversation. Students study Arabic cities; learn how to describe different places, talk about the weather and their holidays. They are then required to research and produce a tourist brochure of an Arabic country. This prepares students for senior studies and possible travel overseas in the future. **Benchmark:** Students must have prior knowledge in the language, that is, one speaks Arabic at home or are exposed to the language. **It is recommended that the study of two semesters of the Arabic language is required to progress into Year 10 Arabic and further into VCE Arabic.**

### **LOTE: Arabic [One Semester only]**

In Year 9 Arabic, students consolidate the fundamentals of written and oral communication. The course also expands student knowledge and understanding of Arabic culture. It offers some practical experiences in an Arabic environment. The course aims to develop a sound knowledge of basic Arabic grammar and the ability to use it effectively in conversation. Students also study vocabulary, grammar and useful phrases for travelling purposes. This subject is studied for the semester and the prerequisite is that you do not have any prior knowledge in the Arabic language. This subject is not to be chosen if the student intends to study Arabic in VCE. It is for students who are beginners in the Arabic language.

### **Materials Technology**

This course aims to introduce students to the knowledge and skills of wood technology and metalwork. Students develop an understanding of the characteristics and uses of various timbers. They will test timbers and produce items using a range of hand tools, learning safe and correct use of hand tools and equipment in order to develop effective woodworking and metal techniques. Students develop their ideas in design briefs. They then analyse and evaluate their products using a range of criteria. Students investigate issues affecting the use and production of timber, timber products and metal products. Practical sessions are designed to link with and reinforce aspects of work covered in theory classes.

### **Media**

Media encourages students to develop both understanding and skill in a range of media processes and technologies. In Media Arts, students create visual representations that communicate, challenge and express their own and others' ideas, as both artist and audience. Students learn about the role of the artist and designer, their contribution to society, and the significance of the creative industries. They recognise the significance of Media Arts histories, theories and practices, exploring and responding to artists, craftspeople and designers and their artworks. Students build confidence in developing critical and creative thinking skills through the study of Media arts language and theories using a diverse range of approaches and technologies to develop their creative pursuits and encourage excellence in all aspects of design.

## **Music**

Students work individually and collaboratively to develop and extend their theory and performance skills. Students learn to play a song on different instruments (drums, guitar, keyboard), learning song structure, chord shapes, timing, and chord progression. Students then work as members of a band to practice and present this song on an instrument of their choice. After learning about song structure, students experiment with music technology by creating their own song using loops in GarageBand. Students expand their knowledge by learning how to read/write/play basic notation. This culminates in a theory test at the end of the semester.

## **Systems Engineering**

This course aims to introduce students to the knowledge and skills of Systems Engineering. This elective will provide a pathway for students leading into year 10 Systems Engineering and VCE Systems Engineering programs. Students will learn how a range of mechanics work, such as gears, pulleys and basic hydraulic systems and use mechanics to calculate speed, force and velocity. It will provide students with the foundation knowledge of mechanics and electronics through a combination of theoretical and practical activities. Students will also experience the use of motors and circuit boards, and use power sources such as batteries to complete electrical experiments to investigate how things work.

## **Visual Arts**

In Year 9 Visual Art, students will develop their knowledge of materials, techniques and processes through the creation of individual artworks. Students will be involved in the processes of planning and experimenting with materials to develop intriguing artworks in their own authentic style. . . They will apply the required techniques to produce their final presentations in a range of art forms including digital and manual painting, drawing, sculpting and printmaking. Also, Students will develop their skills to analyse and interpret the content, structure and characteristics of artworks through the study of specific artists and art styles.

## **Visual Communication Design**

Visual Communication Design explores the communication of ideas and problem-solving across the design fields of environments, messages, interactive experiences, and objects. Students will engage with the design process to produce designs that correlate to various design fields. At Year 9 there is a focus on the messages design field which involves the development of graphics for everything from posters and billboards to packaging, logos and marketing materials. Within the environment's design field, students will learn digital skills from the Adobe Suite and 3D modeling programs such as Google Sketch Up, along with technical drawing skills like linear perspective, that assist with the drawing of objects and buildings to show depth and realism. Visual Communication Design promotes problem-solving, creative thinking and an understanding of the social, environmental and cultural impacts and considerations of design.

Year 9 students are at a significant crossroad in their student life during the middle years. For this reason, research was conducted to determine the most effective way to cater for the learning needs and developmental stage of these students. This dynamic interdisciplinary program also known as the EXPLORE Program provides a holistic learning environment in which students can grow and develop physically, emotionally and spiritually. There is a large focus on the development of critical and creative thinking skills through STEM (Science, Technology, Engineering and Mathematics) and inquiry-based learning. It demonstrates direct connections between the classroom and real life, giving students the ability to apply their knowledge in different contexts. It helps young people build resilience, self-confidence, and responsibility and develops vocational skills that will better prepare students for the workforce or for further study. Students will also be required to participate in Year 9 Camp.

**Our specialised Year 9 program, EXPLORE, offers:**

- A strong bond between the staff and student group
- Opportunities for off-campus, community-based activities
- A curriculum structure that promotes deep engagement within learning
- Opportunities for students to engage in adult like experiences and responsibilities
- Special events or programs that are of particular interest
- Differentiated opportunities within the curriculum to accommodate advanced learning and specialised learning needs

**Components of the EXPLORE program**

- **Core:** Students develop their critical and creative thinking through a range of topics and experiences. This is compulsory for all students.
- **Electives: Student Choice (2 per year):** These are semester-based electives for students to explore areas of interest. Choices may include the following:
  - Drones
  - Gardening
  - Jewellery Making
  - Media and Film
  - Mission to Mars
  - Music
  - Performing Art
  - Robotics

**YEAR 9 ELECTIVE LIST 2025**

| <b>Curriculum Area</b>   | <b>Elective</b>  |
|--|--|
| <p><b>The Arts</b><br/>Must choose <b>1</b></p>  | Visual Arts  |
|  | Visual Communication Design  |
|  | Music  |
|  | Drama  |
|  | Dance  |
|  | Media  |
| <b>Humanities</b>  | Geography  |
| <p><b>LOTE: Language Other than English</b><br/>(You must choose one language subject)</p> | Italian or Arabic One and Italian or Arabic Two (Year-long course) |
|  | Italian Or Arabic (One semester only)                              |
| <p><b>Technology</b></p>   | Food Technology: International Food                                |
|  | Food Technology: Cafe Culture                                      |
|  | Materials Technology   |
|  | Digital Technologies and Computing                                 |
|  | Systems Engineering  |
| <p><b>Science</b></p>  | Physical and Chemical Investigation                                |
|  | Forensic Science   |
| <p><b>Health and Physical Education</b></p>  | Game Play and Health Promotion                                     |
|  | Basketball Academy and Game Play                                   |

**Notes:**

- In total students will complete 4 electives for the year (2 each semester).
- At least 1 of your top 4 elective choices must come from 'The Arts' section. This is compulsory.
- **Reserves:** Students must pick four subjects as backup options if their first preferences are not available. Carefully choose these as they may have to be allocated as one of the student's reserve subjects.

**If you select LOTE: Italian or Arabic, both Italian/Arabic One and Italian/Arabic Two must be selected (This means that you will do Italian or Arabic for a whole year.**

# Year 9 2025 Subject Selection: Electives \*\*Fill out only one table: Option One or Option Two.\*\*

Student Name: \_\_\_\_\_ Student No: \_\_\_\_\_ PC Group: \_\_\_\_\_ LG: \_\_\_\_\_

|   |   |
|---|---|
| <b>YEAR 9 ELECTIVES 2025</b>  |   |
| <b>OPTION ONE</b>   |   |
| <i>Year Long LOTE (pick one language: either Italian or Arabic)</i> |   |
| <b>LOTE Choice</b>  | <input type="checkbox"/> Italian<br><input type="checkbox"/> Arabic |
| Arts Elective:  |   |
| Elective 3:   |   |
|   |   |
| <i>Reserves:</i>  |   |
| 1.  | 3.  |
| 2.  | 4.  |

|   |   |
|---|---|
| <b>YEAR 9 ELECTIVES 2025</b>  |   |
| <b>OPTION TWO</b>   |   |
| <i>Single Semester LOTE (pick one language: either Italian or Arabic)</i> |   |
| <b>LOTE Choice</b>  | <input type="checkbox"/> Italian<br><input type="checkbox"/> Arabic |
| Art Elective:   |   |
| Elective 3:   |   |
| Elective 4:   |   |
| <i>Reserves:</i>  |   |
| 1.  | 3.  |
| 2.  | 4.  |



## KEY DATES FOR SUBJECT SELECTION 2025

| Year 9 2025 Subject Selection Timeline |   |
|--|---|
| <b>Thursday, 20th June</b>             | Subject Selection Presentation  |
| <b>Wednesday, 17th July</b>            | Portal Opens at 9am<br>Subject Selections submitted in EXPLORE class. |
| <b>Friday, 31st July</b>               | Elective Selection 2025 portal closes at 4pm                          |
| <b>November</b>                        | Student notified of final subjects for 2025                           |

## YEAR 9 2025 ELECTIVE SELECTION PROCESS

At Year 9, students have the opportunity to pick electives as part of their curriculum. Students pick **four** elective subjects to study throughout the year. **Two** in Semester One and **two** in Semester Two.

### Which subjects can I choose?

When choosing subjects students must pick at least one Arts\* subject and either Year Long LOTE or Single Semester LOTE. Please look at **page 8-13** for a list of all electives.

### What are reserves?

Please do not forget to select 2 reserves in case we are unable to give you your first preferences.

*Please speak to Mrs. Board if you have any questions in regards to subject selection for Year 9. If you have any questions in regards to any of the Year 7 or 8 Curriculum please contact Mr. Micallef.*

**Mr Chris Micallef**  
Year 7 & 8 Curriculum Leader

**Mrs. Amber Board**  
Year 9 & 10 Curriculum Leader