Lakeside
COLLEGE

YEAR 9 HANDBOOK

2026

Welcome

Curriculum Overview

On behalf of all members of the Lakeside College community welcome to Year 9. This is a very exciting stage in your educational journey. The Lakeside College Secondary School program provides you with an opportunity to experience an exciting range of new subjects, meet new teachers and develop solid friendships. We value respectful relationships between students, teachers and parents and our programs are designed to help our students grow into resilient, life-long and curious learners. There has been much research about the importance of Year 9 as a crucial stage in a child's educational journey. Year 9 students are becoming more and more independent and this is a time where students are encouraged to take up different opportunities for learning and pursue their interests and passions.

Year 9 students are given numerous opportunities to learn outside of the classroom. We have an extensive sporting and co-curricular program that engage students in a variety of interesting and challenging activities. Taking part in co-curricular activities gives students access to new experiences, helps them develop new skills and allows them to meet students from different classes and different year levels. It also allows them to investigate different interests and new ways of learning.

We encourage all of our students to embrace all the opportunities available to them. Our aim is for all students to better understand themselves as learners and embrace opportunities to grow academically, physically, spiritually and emotionally. Our learning and teaching programs are designed to challenge all students appropriately and we use various sources of data to inform our practices and approach to learning.

Head of Middle School (7-9)
Mrs Joanne Rothwell

Year 9 at Lakeside College

At Lakeside College, our curriculum is designed around the learning outcomes identified in the Australian Curriculum. At Year 9, all students experience a range of subjects across different disciplines with specialist teachers as well as accessing an extensive Elective Studies Program. Some key features of the Year 9 program include:

- Core studies in English, Maths, Science, Health and Physical Education, German (Languages), Christian Studies, Humanities

- Our Christian Studies Program is based on the Christian Studies Curriculum Framework produced by Lutheran Education Australia

- An extensive Elective Studies Program which enables students to complete up to four semesterised units throughout the year. The Elective Studies Program is designed to give students an opportunity to try different subjects from a variety of disciplines. It also enables them to indulge their passions by selecting more than one elective from the same discipline.

- Year 9 students participate in a comprehensive Pastoral Care program which takes place for 50 minutes a week. The program focuses on the development of resilience, peer relationships, leadership as well as individual health and wellbeing.

Year 9 at Lakeside College

- All Year 9 students participate in a camping program. The program is designed to help students build resilience, set achievable goals and learn the value of challenging themselves through the development of a growth mind-set.

- All students belong to a Homeroom and the Homeroom Teacher plays an important role in supporting our students. All students are expected to engage in Homeroom based activities including taking part and organising devotion/prayer.

The Role of the Homeroom Teacher

The Homeroom teacher plays a significant part in how we educate young people. In the early years of secondary school students require a class environment of security, nurture and warmth. As students grow through their teenage years into adolescence they experience a number of physical, emotional and social changes. For some students, this can be a very unstable, stressful and anxiety provoking time.

This instability affects the wellbeing and learning of students. We recognise that students who do not feel safe, secure and protected will struggle to learn and this has been backed by a significant amount of research.

It is through homeroom that we provide stability and nurture through:

- Daily connection with a teacher and check in space,
- One main point of communication between home and school, and
- A place to help develop spiritually, emotionally, and interpersonally.

At Lakeside it is our desire that each student is known as an individual by every teacher, and that they develop a particularly strong relationship with their Homeroom Teacher. The Homeroom Teacher is the first point of contact for parents/guardians and will often be the liaison point for any school related matters.

Inclusive Enhancement

Inclusive Education at Lakeside College allows for the coordination, service and provision of learning support for students. It is relevant to all students and of particular importance to those with specific identified needs. Our approach at Lakeside College is founded on the belief that every child has the ability to reach their developmental potential underpinned by equitable and inclusive practices.

The individual differences of students, their strengths and challenges, are recognised and acknowledged through the provision of individualised or modified programs. Individual differences may relate to students who need support in their learning by a specialist teacher or students who need to be further challenged and enriched in their learning.

The Inclusive Education Coordinator assists staff in catering for the individual needs of students by creating individual plans, supplementing and augmenting the provisions of the classroom in a supportive and caring environment. The Inclusive Education Coordinator or Student Support Officer may provide resource support, classroom support or withdrawal support, either individually or in a small group according to needs identified.

As students with identified needs move into their senior years, additional educational planning is suggested to ensure that choices and pathways are considered to match a best-fit pathway. You can make an appointment with our College Careers Counsellor to help you identify what possibilities are available.

If you would like to engage further with inclusive education at the College please contact your child's Homeroom teacher or our Inclusive Education Coordinator.

Home Learning

Home Learning is, indeed, an important aspect of our learning and teaching programs. We stress, however, the importance of the time allocated to Home Learning tasks at each year level. Parents are encouraged to help their child adhere to the time allocated for completing Home Learning tasks as a way of ensuring that their child does not spend an unreasonable amount of time on Home Learning. Teachers support this process by encouraging the use of the student diary and the planning of a study timetable. The use of the student diary also allows students to keep track of assessment tasks they are required to complete and when assignment work is due.

In the media recently there has been much said about the issue of Home Learning, especially amongst students in both the Early and Middle Years stage of learning. The issue surrounding the debate seems to centre on the amount of Home Learning given to students and the value of completing Home Learning when measured against specific learning outcomes.

As a College we believe that Home Learning should:

- Consolidate classroom learning
- Foster and sustain lifelong learning skills
- Encourage students' responsibility for their own learning
- Enhance students' capacity to manage their personal learning

Research has shown that home learning is important because:

1. It improves your child's thinking and memory
2. It helps your child develop positive study skills and habits that will serve him or her well throughout life
3. Home Learning encourages your child to use time wisely
4. It teaches your child to work independently
5. Home Learning teaches your child to take responsibility for his or her work
6. It allows your child to review and practice what has been covered in class
7. It helps your child to get ready for the next day's class
8. Home Learning helps your child learn to use resources, such as libraries, reference materials, and computer Web sites to find information
9. It encourages your child to explores subjects more fully than classroom time permits
10. It allows your child to extend learning by applying skills to new situations
11. It helps your child integrate learning by applying many different skills to a single task, such as book reports or science projects
12. Home Learning helps parents learn more about what your child is learning in school
13. It allows parents to communicate about what their child is learning
14. It encourages parents to spark your child's enthusiasm

We have also designed our curriculum and learning programs so that Home Learning should be:

- Age and stage appropriate
- Interesting, challenging, and where appropriate, open ended
- Balanced with a range of activities
- Purposeful, meaningful, and relevant to the curriculum
- Assessed by teachers with feedback and support provided

Outlined below is the recommended Home Learning time for students in each stage of learning.

Year 9

Home learning is allocated on most week days. It is expected that students will spend between 1-2 hours on homework per evening from Monday to Thursday:

Given that many students are actively involved in activities on the weekends, it is preferable that home learning not be set over the weekend. However, it is expected that home learning not completed during the week should be finalised on the weekend.

Year 9 Home Learning could include:

- Daily independent reading
- Revision and preparation for tests and assessment tasks
- Projects and assignments as discrete tasks
- Reinforcing key learning and develops skills further
- Extension of class work

Year 9 Core Subjects

At Year 9, all students will complete the following core studies for the entire academic school year:

- English
- Mathematics
- Science
- Health
- Physical Education
- Christian Studies
- Humanities
- German

Year 9 Electives

A variety of subjects form part of the Elective Studies Program. Students select up to four semester length units of study and complete two elective units per semester. The following elective studies are offered to all Year 9 students in 2026:

- 3D Art and Design
- Art
- Bake and Decorate
- Be Your Own Boss
- Cafe Culture
- Coding and Software
- Environmental Science
- Fashion Art
- Forensic Science
- Graphic Design
- Media
- Music
- Sports Science

The following pages outline the course content, learning outcomes and possible assessment tasks for each subject taught in Year 9.

Core Studies

English

Students will interact with their peers, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss and expand on ideas, shaping meaning and providing evidence. Students will read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They will analyse representations of people, places, events and concepts, and how texts respond to contexts. Students will analyse the effects of text structures, and language features including literary devices, intertextual references, and multimodal features. They will create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing and expanding ideas, shaping meaning and providing evidence.

Units covered throughout the year include:

- Text Study: Hidden Figures (2016) directed by Theodore Melfi
- Thematic Unit: Poetry
- Text Study: Mao's Last Dancer (2003) written by Li Cunxin
- Persuasive Unit: Analysing persuasive texts and persuasive speech

Assessment

- Podcast
- Poetry portfolio
- Text response essay
- Language analysis

Mathematics

In Number and Algebra, students solve problems involving integer operations and financial maths. They apply the laws of indices to solving problems. Students expand and factorise binomial expressions and graph quadratic functions. They solve linear and quadratic equations. Students evaluate the gradient, distance and midpoint when given two points on the cartesian plane. In Measurement and Geometry, students calculate the area of composite shapes and the surface area and volume of cylinders and prisms. They apply Pythagoras' Theorem and Trigonometry, to find unknown sides and angles. Students apply the enlargement transformation to images of shapes. In Statistics and Probability, they compare and analyse the distributions of multiple numerical data sets. Students determine the outcomes for compound events and represent these in various ways.

Mathematics Advanced Analysis and Enrichment Program

In Year 9, students have the opportunity to be invited to participate in a Mathematics Advanced Analysis and Enrichment class. This program is designed to provide an exciting and challenging learning experience for students who have demonstrated exceptional aptitude and enthusiasm for mathematics. Through engaging activities, problem-solving exercises, and in-depth exploration of mathematical concepts, students will have the opportunity to expand their mathematical knowledge and skills beyond the regular Year 9 curriculum.

Assessment

- *P*re-tests and post-tests
- Topic Tests
- Investigations and projects

Science

Students explain how body systems provide a coordinated response to stimuli and describe how the processes of sexual and asexual reproduction enable survival of the species. They explain how interactions within and between Earth's spheres affect the carbon cycle. Students analyse energy conservation in simple systems and apply wave and particle models to describe energy transfer. They explain observable chemical processes in terms of changes in atomic structure, atomic rearrangement and mass. They will recognise the importance of First Nations Australians and the role they play in contemporary science.

Assessment

- Research Projects
- Assessed Practicals
- Tests
- Posters
- Analysis of an Issue

Health

The Health curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They participate in the Re-thinking Drinking alcohol awareness program, investigating the impact of alcohol consumption on optimal health and functioning. Students undertake a sports injury and first aid course focusing on the prevention and management of sports injuries. They reflect on the importance of respectful relationships and safe sexual practices and the impact this can have on health and wellbeing.

Assessment

- Action Plan
- Profile
- Projects
- Student workbook

Physical Education

Students' engage in a range of known and new sports in order to develop gross and fine motor skills in areas both recognised and as a new exposure. Students participate in a variety of areas of sport, including Invasion Games: Basketball, Netball, European Handball, Ultimate Frisbee and AFL; Striking Sports: Softball and Teeball; and Net Sports: Tennis and Volleyball. Students develop skills specific to each sport, practice and receive feedback, and apply new skills in modified games. Year 9 students are given additional responsibility in PE, conducting a Sports Education in Physical Education Program (SEPEP). SEPEP allows focus on skills development and the capacity to explore the diverse roles involved in organising and implementing any sporting competition. SEPEP is designed to run over a term and replicate a season of a club competition, providing ongoing and authentic opportunities to embed sports career education into their PE program.

Assessment

- Verbal understanding of skills and rules
- Skill analysis via video
- Assessed Practicals
- Student feedback

German

Students learn how to talk about towns and cities. They learn the names of buildings and places and the names of different modes of transport in German. Students also learn how to ask for and to give directions. They learn ordinal numbers, months of the year and different seasons. They also learn how to communicate when their birthday is, name parts of the body and how to verbalise what they are feeling.

Students learn how to make a medical appointment and discuss a medical issue as well as how to discuss their daily routine. They learn how to use past tense and say what they did over the weekend or during the holidays. They use the topics of house and furniture to recognise and use the key features of the German sound system and to develop their knowledge of the German grammatical system.

Assessment

- Reading
- Listening
- Speaking
- Writing
- Project Work

Christian Studies

In Christian Studies students undertake topics that explore ideas from the following four strands - Christian Beliefs, Christian Church, Christian Living and Christianity in the World. In Christian Beliefs, they focus on the trinitarian nature of God – Father and creator, Son and saviour, Holy Spirit and helper. In Christian Church, students investigate the dynamic and diverse nature of the Christian community and how the Christian community gives expression to belief in worship, prayer, fellowship and sacraments. In Christian Living, students explore Christian teachings about living in relationship with God and how this inspires Christians to live in love and service in the local and global community. In Christianity and the World, students explore the diverse religious and cultural expressions of belief and life. Christians believe that God creates all people to live in relationship with him and recognise that people find expression for their spirituality in different ways. This multi-religious, cultural and diverse spiritual landscape provides a range of philosophical and ethical frameworks for living that present challenges and opportunities for Christian communities.

Assessment

- Essays/Reports
- Reflections
- Posters
- Oral presentations
- Investigations
- Projects

Humanities

Students develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. This learning area has a historical and contemporary focus, from personal to global contexts, and considers the challenges that may occur in the future.

In History, students delve into the historical significance of Australia's past; from the period of the early modern world up to 1918. Students study the causes and effects of events, developments, turning points and movements globally, in Australia and in relation to World War I. Students learn about the social, cultural, economic and/or political aspects related to the changes and continuities in a society. Students also learn about the roles of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on the historical events.

In Geography, students learn how peoples' activities and environmental processes change the characteristics of places. They study the effects of human activity on the environment and the challenges to sustainable food production and food security in Australia and appropriate management strategies. In developing their understanding of the environments, students earn the features of biomes' distribution, and the interconnections between people, places and environments. They take part in various fieldworks in order to analyse strategies to address a geographical phenomenon or challenge.

In Civics and Citizenship, students learn about Australia's political system and how it enables change. They examine the ways political parties, interest groups, media and individuals influence government and decision making processes. Students investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. They examine global connectedness and how this is shaping contemporary Australian society.

Assessment

- Research Projects
- Fieldwork Project
- Research Report
- Posters
- Tests

3D Art and Design

Students explore the world of Art and Design, focusing on using modeling software to design, model, and print 3D artworks, and/or products. Year 9 Students can explore premade STL files using them as the base to print their product, with the focus on learning how to model and create printable files, and then make packaging for their product. Initially, students would design their characters by hand using traditional art and design techniques, then print their own Funko POP character, designing the boxes they are contained in further exploring the design capabilities of Adobe Photoshop.

Assessment

- *Character design using traditional art and design techniques*
- *Funko POP Character 3D printed*
- *Use of Adobe Photoshop to create packaging*

Art

Students investigate the different tonal rendering skills required to create a realistic eye, they are then introduced to the theme of bullying, where Levi Hawken and Kent Morris are the artists of focus. Students develop their own ideas around what bullying means to them and plan and create an artwork with an anti-bullying message. Students manipulate materials, techniques and processes to develop and refine ways to represent ideas and subject matter in their artworks. Students engage with the artistic style of Pop Art, investigating the artists Howard Arkley and Takashi Murakami to create their own version of a Pop Art house painting, experimenting with different painting techniques, and design ideas.

Assessment

- Tonal Rendering skills
- Bullying themed student lead artwork
- Pop Art House

Bake and Decorate

In Bake and Decorate students will design and create a variety of baked food goods including a range of muffins, biscuits, pastries and cakes with a strong focus on understanding ingredients for form and function and using tools and equipment accurately to create a designed product. Taking inspiration from current food trends in decorating, students use creative design thinking and project management skills to plan, design and create delicious baked food solutions.

Assessment

- Research Tasks
- Design Brief Tasks
- Weekly Practical Productions

Be Your Own Boss

Students use the $20 Boss Program as a framework to sell a product of their choice. They learn entrepreneurial skills, come up with product ideas, establish a budget, develop a marketing campaign and put together a market stall. Throughout the semester, students collaborate to ensure the success of their campaigns.

Assessment

- Business proposal
- Budget
- Marketing campaign
- Market stall

Cafe Culture

In Cafe Culture, students develop skills and knowledge in safety and food hygiene, menu planning, special dietary requirements, and food presentation while cooking a variety of foods utilising different cooking methods. As an introductory level to hospitality, students will learn about the industry and its role in the community. The vocational emphasis will enable students to acquire and develop a range of interpersonal, organisational, food preparation and service skills useful in the hospitality industry.

Assessment

- Hygiene and Safety Task
- Design Task
- Research Task
- Weekly Practical Productions

Coding and Software

Students will experience a number of different applications of coding in the real world. Students will learn how to program using Microsoft Excel. They will build their understanding of Python. The students will begin learning how to use VBA to create Macros in Microsoft Word and Excel. This is a bridging course from Year 8 Digitech to the Year 10 RoboCode subject.

Assessment

- Problem Solving Projects
- Creating Programs for different situations.

Environmental Science

The students will learn about Australian Animals and Plants and how they interact with each other. The students will learn about how to identify different Plants and Animals. They will learn about the conditions necessary for survival and how various animals and plants interact with one another and their abiotic environment. They learn how the land geography interacts with the water and habitats of the animals and plants that live in them.

Assessment

- Reports
- Lab reports
- Investigations

Fashion Art

In Fashion Art, students explore the world of textiles and fashion design through creative, hands-on projects. They develop an understanding of various textile materials, learning about different yarns and fabrics and how their properties affect the performance and quality of textile products. Students practice fundamental sewing skills and the safe use of tools and equipment to construct quality textile items, while also experimenting with surface design techniques such as tie-dyeing and screen printing. Throughout the course, students apply the design process – from generating and presenting design ideas to producing items and evaluating the finished products for improvements. They also consider the role of textiles in society and for individual consumers, examining how fashion and textile items meet personal, cultural, and practical needs.

Forensic Science

This semester-long elective creates an opportunity for a cross-curricular approach, integrating elements of both science and humanities. Students will be given the opportunity to engage in the fascinating world of criminal investigation and forensic analysis. Students will be introduced to the fundamental principles and techniques of forensic science and will complete modules throughout the semester covering various aspects of forensic science. Students will write up a laboratory report after they have conducted a DNA extraction and profiling experiment using simulated examples.
The elective will seek to build students' problem solving and critical thinking skills through investigating crime and analysing evidence; all whilst providing an insight into the interdisciplinary nature of scientific inquiry.

Assessment

- DNA Analysis - Laboratory Report
- Presentation
- Group Project
- Quizzes

Graphic Design

Year 9 Graphic Design introduces students to the exciting field of visual communication. Over one semester, students learn the fundamental elements and principles of design, such as line, shape, colour, texture, typography, and balance, and how to use these to create effective visual messages. Students follow a design process from initial concept sketches and brainstorming through to refining and producing final artworks. They will use both traditional techniques (for example, hand-drawn sketching and layout planning) and digital tools, learning to use graphic design software for illustration, image editing, and layout design.

Media

In this elective, students explore how media artworks express varying values and viewpoints. They examine how elements like intent, structure, setting, characters, and genre conventions are used to convey meaning. They also assess the influence of social, institutional, and ethical factors on creating and using media artworks. Activities include analysing media, creating media projects, and using media technologies and common programs.

Assessment

- Analysing media
- Creating media projects
- Use of Media technologies and tools

Music

Students focus their attention on a specific instrument of their choice. By developing specialist skills, students start to take control of their own music-making through interactive and collaborative activities and assessments. The area of songwriting is explored as students study, read and perform typical song forms from various music styles. Through these explorations, students work in small groups to create their own songs using instruments and appling music elements of harmony, texture and form.

Assessment

- Solo and ensemble performances
- Technical assessments on instruments
- Theory and listening tests
- Research reports on music artist/s

Sports Science

Students, through practical and theoretical lessons, explore the structure and functions of the body systems such as skeletal and muscular systems. They learn the various energy systems and how these systems influence movement, exercise and sporting performance. The students create their own training programs which allow them to explore various sports and activities and the fitness principles and energy systems required to excel in these activities. They explore the use of legal and illegal ergogenic aids and how these can enhance or inhibit sports performance as well as the field sport psychology and the mental preparation of the elite athlete. The unit culminates in an excursion to the Victorian Institute of Sport to meet a Commonwealth or Olympic athlete and a tour of the facilities to show students their learning in action.

Assessment

- Projects
- Topic tests
- Create a training program
- Sport psychology analysis