



**YEAR 9 INFORMATION 2020**

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## Introduction

The purpose of this handbook is to provide information to parents and students about the various Year 9 Core and Elective subjects available at Dandenong High School in 2019.

The Dandenong High School curriculum framework is based on the principles of deep learning, high expectations of student outcomes, team teaching and collaborative learning. The curriculum provides students with an opportunity to be independent, active and reflective learners who take responsibility for their learning and set meaningful learning goals.

### Years 7 – 9

- Students in each year level work closely with a team of three teachers for English, Maths, Science and Humanities in groups of 50 within their House
- The Teaching Teams have regular contact with their group of 50 students which enables the development of powerful learning relationships between the student and teachers
- Health/PE, Design, Creative Technology and Arts based subjects will be delivered in specialist learning spaces by specialised teachers
- In Years 7 and 8, students study a Language Other Than English (LOTE) as part of their learning program. Students have the opportunity to continue their learning of a language in Years 9 and 10 through the Elective Program
- In Years 9 and 10 Dandenong High School offers students the opportunity to select from an extensive elective program. Students are encouraged to explore their learning, deepen their understanding of the world and further develop fundamental knowledge and skills through the selection of subjects such as Multi-Media, Philosophy, Food Technology, 3D Art, History Through Film and Information Technology

Students should carefully consider their choice of elective subjects for Year 9 and include subjects from a range of learning areas. They should give particular thought to:-

- Interests and abilities
- Future studies in the Senior school
- Tertiary courses
- Future Pathways
- Career intentions
- Leisure and hobbies

It is recommended students during Year 9 select a range of electives from within the Arts and the Design and Technology Domains to enable them to broaden their interests and develop the knowledge necessary to make informed decisions about their future senior studies and the pathways they may want to pursue.

Please read carefully all the information and instructions in this handbook before completing the Official Subject Selection Sheet which must be submitted to House Leadership Team as directed.

## **Year 9 Curriculum Structure for 2020**

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The Year 9 Curriculum consists of Core Subjects which are compulsory and Elective Choices.

### **Core Subjects**

- English/EAL 7 periods [per fortnight]
- Humanities 4 periods [per fortnight]  
(incorporating History and Geography)
  
- Science 4 periods [per fortnight]
- Maths 6 periods [per fortnight]
- Physical Education and Health 6 periods [per fortnight]
- Learning Tutor\* 1 periods [per fortnight]

\*The Learning Tutor program is designed to provide personalised support and guidance for each individual student in their learning. The Learning Tutor program will incorporate private study time, literacy and numeracy skill development, targeted pathway planning and a range of learning experiences designed to enable all students to gain a deep understanding of who they are as learners and thereby achieve success in their learning.

### **ELECTIVES SELECTION FOR YEAR 9 IN 2020 [12 periods per fortnight]**

Each Student will select Three units which they will study over the full year.

Studies will allow for depth of study in their chosen interest area, and build essential skill for future pathway choices.

### **Year 9 Accelerated & Enhanced Program**

Students in the Year 9 Accelerated & Enhanced Program will be offered experiences that will enrich and extend their learning.

They will complete the Core Subjects of English, Mathematics, Humanities, Science, Physical Education and Personalised Learning. They will be given the opportunity to select **electives** from the extensive program outlined in this booklet.

It is recommended students select a range of Electives from within the Arts, Design and Technology Domains to enable them to broaden their learning and develop the knowledge necessary to make informed decisions about their future Senior Studies and Career Pathways.

# Assessment & Reporting for Year 9

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## Assessment and Curriculum Design

All learning in Years 7-10 is based on the Victorian Curriculum, which sets out what every student should learn. The curriculum is designed to promote and encourage life-long learning, social development and active and informed citizenship through the core learning areas of English, Mathematics, Science, Humanities, Languages, Health and Physical Education, the Arts and Technologies. Students also develop, through each Domain, critical and creative thinking, ethical and intercultural understanding and personal and social skills. Each School will plan and develop the delivery of their curriculum to best meet the needs of their community. Through each Domain, student learning is assessed in a variety of ways. Assessment is purposefully designed to ensure that every student can access the learning at their own stage of readiness. Across Domains tiered common assessment tasks (CATs), are designed and implemented to assess what students know, understand and can do. Furthermore, the CAT provides a differentiated exit from the learning and supports students to achieve their personal best. CATs are timed strategically to ensure all learners can demonstrate authentic achievement against the standard. Teacher judgements are made about student achievement at a point in time (at the conclusion of, and part of a learning sequence) and the feedback provided from the student based on their achievement is used to plan future learning goals.

In the Senior Years, students are assessed according to VCAA guidelines (VCE/VCAL), outlined in the Schools Later Years Policy.

## Reporting and Feedback

Reporting has two essential functions at Dandenong High School. Firstly, it enables the centralised compilation of all student learning data to occur. Secondly, it allows learning progress to be communicated to students, parents/guardians and other members of the school community, which supports teaching and learning practices to improve student learning outcomes. Furthermore, Reporting enables parents/guardians to take on an active role in the education of their child, providing clear guidelines and strategies for the provision of learning support at home.

Formal reporting happens throughout the year, with Parent and Teacher Interviews taking place to promote dialogue that will support learning growth. We encourage all parents/guardians to take this opportunity to meet their child's teachers and discuss learning progress. Additional interviews can be arranged by parent or teacher request.

## Other Learning Programs at Dandenong High School

Dandenong High School offers the following additional learning programs:

- Outstanding EAL programs throughout the school
- Specialty programs with a multicultural focus provided by Adult Multicultural Education Services
- Accelerated and Enhanced Learning Program
- Integration Support programs throughout the school
- Provision of a "Homework Support Program" as an after school service operating each week on a Tuesday afternoon from 3.30 – 5.00pm in the Jacaranda Centre
- Provision of Pathway Planning that seeks to provide each student with a clear understanding of potential Career Pathways and Educational Entry requirements that will allow them to pursue further Tertiary Studies, Further Education and Training and/or Employment

## OTHER REQUIREMENTS

### ATTENDANCE POLICY - YEAR 9

- **Students are required to attend ALL timetabled classes and school activities**
- Attendance will be recorded by each subject teacher and House Leadership Teams.
- On the day a student returns to school after an absence, it is her/his responsibility to supply an absence note and/or Medical Certificate to the House Attendance officer
- Only correctly dated medical certificates will be accepted. No medical certificate will be accepted more than seven days after their absence
- **Staying at home to do work is NOT permitted as an excuse for being absent**
- If a student is genuinely sick on the day a Learning Activity is due, the work must be handed into that particular subject teacher before 8.55am on the day he/she returns (together with the Medical Certificate to the House Leadership Team)
- If a student is involved with a school based activity that will cause the student to miss classes, then **approval must be gained prior to the lessons being missed.**

### Student Leadership

At Dandenong High School student leadership is recognised and celebrated. Every student has the opportunity to develop leadership skills within their house community, participate in the leadership programs offered and apply for formal leadership positions.

In 2019 the school student leadership team will consist of two School Captains, two Student Representative Council Presidents, two House Captains for each House, and seven Student Representative Council Representatives. The school also encourages an active student voice through these student leadership positions.

# CORE OUTLINES

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## YEAR 9 ENGLISH/EAL

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### Core – English/EAL – Full year

#### **Learning Focus**

The Year 9 English/EAL course extends students' literacies in the four main communicative areas of listening, speaking, reading and writing to prepare them well for their VCE studies. Students will develop an enjoyment and critical appreciation of a wide variety of texts. They will be encouraged to draw upon the complex themes in their study of texts and be inspired to create their own pieces of writing. Students will respond both orally and in written form, to a variety of issues in the media; and demonstrate their ability to critically evaluate the issue through their understanding of how language is used to persuade. Students will develop their confidence in writing in different contexts, using effective expression and a variety of forms, for a range of purposes and audiences.

#### **Learning Outcomes**

##### **Reading and Creating Texts:**

- Students will read a range of texts to examine different perspectives on complex themes and issues. They will demonstrate their critical understanding of the texts through short and extended responses. They will also develop creative responses to texts, exploring how purpose and audience affect the choices they make as writers in developing ideas and planning work, making choices about structure, conventions, and language to develop voice and style.

##### **Speaking and Listening:**

- Students will deliver a variety of oral presentations to both the class and to smaller groups. Further, they will participate in class discussions to develop their listening and speaking skills.

##### **Analysing and Presenting Argument:**

- Students will analyse persuasive techniques used in a range of print, non-print, and multi-modal texts to explore how points-of-view are constructed. They will produce a sustained critical response on the issues studied each semester.

##### **Reading and Comparing Texts:**

- Students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. Students produce a written comparison of selected texts, discussing important similarities and differences, and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives.

#### **School Assessed Tasks**

Performance on the following tasks will provide evidence of student progress in relation to the expected level of the Victorian Curriculum.

- Essays
- Reading
- Speaking and Listening Tasks
- Writing Tasks

#### **Future Studies**

- Year 10 English/EAL
- Year 10 Connect
- VCE English
- VCE Literature

# YEAR 9 MATHEMATICS



## Core – Full year

### Overview

The Year 9 Mathematics course follows the Victorian Curriculum. Year 9 Mathematics is organised around the interaction of three content strands and four proficiency strands. The content strands are *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. The proficiency strands are *Understanding*, *Fluency*, *Problem Solving*, and *Reasoning*. Study in year 9 Maths is an important foundation for future study of maths up to and beyond VCE.

### Learning Focus

In this subject students will develop an extensive understanding of the topics covered:

- In Semester 1, students will explore numeracy, measurement (length, areas & volumes), number skills, algebra, probability, Pythagoras and trigonometry, and basic indices.
- In Semester 2, students will explore Linear and non-linear graphs, Geometric reasoning, Financial arithmetic, Statistics, Quadratic Algebra, Non-linear Relations, and Proportions and Rates.

### Learning Outcomes

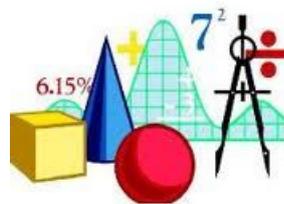
In this unit students will:

- acquire mathematical skills and knowledge so that they can deal confidently and competently with daily life
- be able to pose and solve problems and reason in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*
- develop knowledge and skills in using mathematics for employment, further study and interest
- understand the dynamic role of mathematics in social and technological change
- use technology to support the learning of mathematics, and carrying out mathematical activities in context
- systematically group, organise, and interpret data from experiments and surveys
- learn to apply appropriate methodologies to difficult and challenging problems

### School Assessed Tasks

Performance on the following tasks will provide evidence of student progress in relation to the expected level of the Victorian Curriculum standards.

- Problem solving activities and investigative tasks
- Tests including an end of semester Common Test
- Projects/Assignments
- Online assessment tasks
- Homework Tasks



### Future Studies

- Preparation for continued study in Mathematics through to and beyond VCE.
- Students who complete this course would be expected to continue on to Year 10 Mathematics

# YEAR 9 SCIENCE

## Core – Science – Full year



### Learning Focus

*In this subject students will:*

- Develop a deeper understanding of the basic scientific skills and concepts in Chemistry, Physics, Earth Science and Biology.
- Develop their observing, recording, reporting and analysing data skills.
- Apply their understanding of scientific theories to real world issues significant to themselves as individuals and to the community in which they live.
- Develop scientific vocabulary and the comprehension of written scientific material from a variety of sources.
- Develop team spirit and co-operation in practical work, research work and class work.
- Develop a sound basis for the future study of Science.

### Specialised skills and learning

*Students will study the following topics:*

- How body systems work together to maintain a functioning body and fight disease
- The structure of the atom and properties of important materials
- Chemical reactions of acids with metals, bases and carbonates
- Energy flow into and out of ecosystems and the dynamic relationships that exist within them.
- The theory of plate tectonics, global patterns of geological activity and continental movement
- The importance of heat energy in global systems
- The construction of electric circuits and understanding the concepts of current and voltage.

### School Assessed Tasks

Performance on the following tasks will provide evidence of student progress in relation to the expected level of the Victorian Curriculum.

- Class workbook
- Quizzes
- Scientific reports on the practical activities.
- Common Assessment Tasks including research projects, practical reports and tests.



### Future Studies

- VCE Biology, Chemistry, Physics, Psychology and Environmental Science.
- Students can be further challenged by taking the STEM elective.



# YEAR 9 HEALTH & PHYSICAL EDUCATION

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## Core – Physical Education – Full year

### Learning Focus

*In this subject students will learn about:*

- The rules, tactics and strategies that are involved, across a variety of sports
- The factors that influence peoples motivation to be physically active
- What a healthy level of physical activity is and how this relates to them
- Complex movement and manipulative skills, across a variety of sports



### Learning Outcomes

*In this subject students will:*

- Participate in a wide variety of physical activities
- Analyse and evaluate their own levels of physical activity
- Learn how to demonstrate proficient complex movement and manipulative skills
- Learn how to maintain regular participation levels in moderate to vigorous physical activity
- Develop the capacity to combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance

### School Assessed Tasks

*Performance on the following tasks will provide evidence of student progress in relation to the expected level of the Victorian Curriculum:*

- Fitness testing and evaluation
- Participation in regular physical education classes
- Proficiency in a wide range of sporting skills assessed during drills and game situations



### Future Studies

- Year 10 Core Physical Education
- Year 10 Advanced Physical Education
- Year 10 Sports Coaching, Fitness and Recreation
- Year 10 Outdoor Education
- Year 10 Health and Human Development
- VCE Physical Education
- VCE Outdoor and Environment Studies
- VCE Health and Human Development



# YEAR 9 HEALTH & PHYSICAL EDUCATION

## Core – Health Education – Full year



### **Learning Focus**

*In this subject students will:*

- Develop their knowledge around the changes that are associated with puberty, family and personal values, while also reflecting on their own lives
- Develop the knowledge and understanding around strategies which protect and improve people's health (both individual and communal)
- Identify strategies to help build and maintain effective relationships
- Research issues and events of personal and community importance related to risk taking and relationships

### **Learning Outcomes**

*In this subject students will:*

- Participate in team based learning activities investigating the many concepts covered in this course
- Develop an understanding of personal and community health issues
- Demonstrate an understanding of ways to access support services for young people
- Reflect on influences of risk taking behaviour and harm minimisation strategies relating to bullying and cyber bullying, relationships and alcohol and other drugs.

### **School Assessed Tasks**

*At Year 9 students are expected to achieve at Level 9 of the Victorian Curriculum. Performance on the following tasks will provide evidence of student progress in relation to the expected level*

- Completion of their workbook
- Semester based Tired Assessment Tasks
- Formative assessment
- Tests, assignments and written tasks

### **Future Studies**

- Year 10 Core Health Education
- Year 10 Health and Human Development
- VCE Health and Human Development

# YEAR 9 HUMANITIES

## Core – History/Geography – Full Year

### Learning Focus

*In this unit students will:*

- Examine the years from Aboriginal inhabitants including European settlement, considering the impact of European settlement on indigenous Australians
- Focus on key events in the development of Australia during the 18th and 19th centuries including such events as the Industrial Revolution, colonisation of Australia, Federation, World War I.
- Explore biomes of the world, their alteration and their significance as a source of food.
- Investigate the environmental challenges and constraints on food production and security in the future
- Investigate the interconnections between people and places

### Learning Outcomes

*In this unit students will:*

- Demonstrate an awareness of different historical sources and representations
- Recapture thoughts, events and ideas from the past and relate them to the present
- Develop skills in the area of critically analysing historical evidence and data
- Use key geographic concepts such as place, space, environment, interconnection, sustainability, scale and change

### School Assessed Tasks

Performance on the following tasks will provide evidence of student progress in relation to the expected level of the Victorian Curriculum.

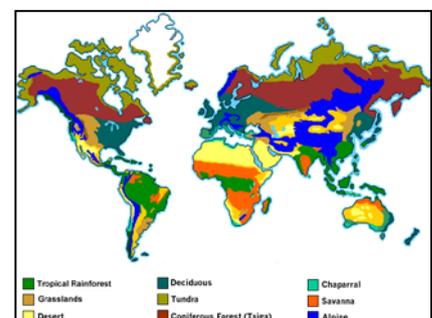
- Workbook & Folio of Classroom Exercises
- Problem Solving Activities
- Research Assignment/s
- Verbal Presentation/s based on Research
- Fieldwork Investigation/s
- Topic Test/s



### Future Studies

Year 9 students who enjoy the History, Geography and Economic and Civil components of the course may consider the following Year 10 and VCE subjects at a later stage:

- Year 10 Humanities (Combined)
- Year 10 Geography
- Year 10 History
- Year 10 Commerce
- Year 10 Sociology
- Year 10 Introduction to Classics
- VCE History (Unit 1 & 2)
- VCE Geography (Unit 1 & 2)
- VCE Classical Studies
- VCE Global Politics
- VCE Religion & Society



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# Pathway Options Year 9 2020

## Art

### Who is this subject for?

Art is for students whom want to focus on their creative side and enjoy traditional and contemporary art and want to grow their knowledge within a variety of media ranging from traditional to new technology.

### What do you learn in this subject?

Students will learn to explore, develop and refine techniques, and develop an advanced approach in the applications to form final artworks.

Students will gain a deeper understanding of exploring ideas into final art works. Students will explore themes, styles and artistic movements past and present. Students will also participate in attending several excursions to galleries online and physically to learn what the latest trends in the art world are.

### How are you assessed?

Students will be assessed by the following, visual diary which show the design processes which shows inspirational ideas, compositional development, annotations, final artworks and theory components based on gallery visitations.

## Dance

### Who is this subject for?

In year 9 dance, students will be introduced to various dance styles and learn fundamental skills associated with dance and performance, some styles include; Hip Hop, Jazz, Ballroom and Cultural Dance.

### What do you learn in this subject?

You will develop skills in safe dance practices and also understand the importance of stage presence. You will learn the importance of the use of stagecraft elements such as; lighting, sound, make-up, hair and costumes and the impact these elements play on presenting a performance. Students will experiment with various dance styles, Learn routines and perform them in different performance settings. They will be the chance to choreograph and perform individual and group dance works. Students will have the chance to watch a variety of different dance works throughout the year across all genres of dance.

### How are you assessed?

Students are assessed by participating actively in all classes and contributing to group work, using a reflective journal every term and performing school based performances, including a community based project.

## Drama

### Who is this subject for?

Year 9 Drama allows for all students to discover their acting skills, social skills and self-confidence through improvised and group devised work.

Drama allows students to experience a range of different acting styles, including solo pieces and ensemble performances.

### What do you learn in this subject?

Students will learn how to develop performances through an appreciation of the performing arts with analysis of professional works as well as evaluation of their own work. Students will experience the processes involved in getting to a performance, which includes script-writing, rehearsal and performance.

### How are you assessed?

Throughout the course, students will be assessed on practical tasks like self-managed and designed performances as well as performance evaluation through a folio or journal. Students are assessed on a variety of tasks which demonstrate different skills and knowledge.

## Digital Technologies

### Who is this subject for?

Digital Technologies enables students to become confident in exploring practical applications in which information systems systematically and innovatively transform data into digital solutions. Students also imagine, create, innovate and use strategies for understanding the design needs and opportunities.

### What do you learn in this subject?

Students create digital solutions using programming language, productivity and design tools. They consider different ways of managing the interactions between digital systems, people, data and processes and weighing up possible benefits and risks for society and the

environment. The course encompasses design, robotics, hardware, software and networks.

### **How are you assessed?**

Students will be assessed on their ability to use the software programs through a folio, skills and application tasks and projects.

## **Media**

### **Who is this subject for?**

Students who are interested learning more about photography and film production. Students may also be interested in Game design, social media, animation and journalism.

### **What do you learn in this subject?**

Students will communicate alternative viewpoints through undertaking:

- Photography and editing
- Film productions
- Stop motion animations
- Film Analysis
- Video Game design.

### **How are you assessed?**

Students will be assessed by producing a folio of practical work, a workbook containing note taking from class, and written analysis of various media products. Students will also be required to exhibit their works.

## **Language Study – French, Japanese or Latin**

### **Who is this subject for?**

Language study is for those who enjoyed LOTE in Years 7 and 8, and want to continue the study of a language and culture

### **What do you learn in this subject?**

Students will learn about another Language and culture. They will learn how to write, read and speak. Students will be required to learn alternate grammar and vocabulary in order to achieve success in this subject.

### **How are you assessed?**

Students are assessed through written work, oral presentations, conversations and comprehension tasks.

## **Music**

### **Who is this subject for?**

Year 9 Music allows for all students to discover their personal musical interests through instruments/voice of their choice. They can learn different instruments such as guitar, bass guitar, piano, keyboard and voice.

### **What do you learn in this subject?**

Students will learn how to play musical instruments, read and write music and create original songs. Students will complete a variety of learning activities including listening to music, aural and theory and research tasks. They can create music using recording facilities and have access to music technology computer programs. Students are encouraged to explore and express their personal style, while being exposed to new music and styles.

### **How are you assessed?**

Students are assessed on their practical, technical, aural and performance skills. They will demonstrate these skills through performances, aural tests, research assignments and the analysis of music.

## **Product Design - Food Technology**

### **Who is this subject for?**

Students who would like to further develop and refine their cooking skills and investigate issues surrounding adolescent eating habits. Students must have an interest in food, nutrition and cooking.

### **What do you learn in this subject?**

Students will develop skills in food handling and production, including an awareness of safety and hygiene procedures. They will also develop skills in using the design process when choosing foods and food products, including an awareness of consumer issues relating to themselves and the general community.

### **How are you assessed?**

A practical and theory CAT that includes planning for, participation in and evaluation of a series of recipes and one research project each term..

This Unit has a Materials cost of \$120

## **Product Design –**

### **Who is this subject for?**

Product Design allows a student to build Design skills, within several materials, including Textiles.

### **What do you learn in this subject?**

Students will learn how to develop designs within a portfolio and construct them. Skill such as sewing techniques, fabric art, creating 3D products, surface design, creating house hold items, plus much more.

### **How are you assessed?**

During the year students will use the design process to construct items of their choice. Excursions and incursions are planned for each semester.

This Unit has a Materials cost of \$80.

## **Product Technology - Woodwork**

### **Who is this subject for?**

In this subject, students design and develop projects from wood across the whole year.

### **What do you learn in this subject?**

Students make a number of different products, accompanied with an extended design investigation for each item produced. The products made will be beautiful, but functional, and made from sustainable materials that last. For the motivated student, skills in designing, drawing, tool handling and finishing come together, creating a statement piece to take home at the end of the process.

### **How are you assessed?**

Students develop both personal and interpersonal skills, in a practical application including the reflection and consolidation of knowledge in preparation for senior design subjects.

This Unit has a Materials cost of \$50

## **STEM**

### **Who is this subject for?**

The focus of STEM is to apply Science, Technology, Engineering and Maths to create solutions to real world problems. STEM is recommended for students who may wish to pursue Science, Maths or Technology as VCE subjects and those who wish to pursue STEM careers such as Engineering, Cyber Security, Sustainability, and Product Development.

### **What do you learn in this subject?**

- Develop design based thinking, collaboration, creativity and problem solving skills through hands-on, applied projects.
- Create solutions using new technologies which could include CAD, 3D printing or coding programs.

- Develop team work and collaboration skills.
- Use a range of Maths and Science skills and knowledge to solve problems

### **How are you assessed?**

Students will complete a range of assessment tasks including

- Design journal
- Reflection, evaluation and improvement of designs .....
- Contribution during collaborative tasks
- Final project piece

## **Visual Communication Design**

### **Who is this subject for?**

Visual Communication Design is an advantage to students who may wish to pursue a career in Architecture, Industrial and Graphic Design.

### **What do you learn in this subject?**

Visual Communication Design is about drawing, designing and communicating. We explore the way visual language can be used to solve design problems, convey ideas, information and messages in the fields of Communication, Environmental and Industrial design.

### **How are you assessed?**

Students will be assessed by the following, organised design workbook, folios, 2D/3D design solutions and research design theory components.

## **Youth Development**

### **Who is this subject for?**

The Youth Development program is for students who wish to challenge themselves, contribute to their community, be physically active and complete the Duke of Edinburgh's Bronze Award. There are 3 choices for this subject:

- **Youth Leadership**
- **Outdoor Adventure**
- **Community Development.**

### **What do you learn in this subject?**

Students undertake various challenges including community service, physical recreation, skill development and adventurous journeys as they work towards completing the Duke of Edinburgh's Bronze Award.

The **Youth Leadership** program involves working with The Victorian Police Youth Corps Program and participating in incursions and excursions to

learn about the Police Academy, Air Wing, and Forensic Science in Police Investigation.

The **Outdoor Adventure** program looks for aims to challenge students in a diverse range of situations and environments including: rock climbing, caving, bike riding, camping and contributing to the sustainability of the environment.

The **Community Development** program supports students in making a difference to their school and local community by raising awareness for

issues, supporting different community groups, and making a difference to the world around them.

**How are you assessed?**

- Active participation in all camps and excursions.
- Reflective logbooks on all excursions and camps
- Leadership and community service assignments
- Practical skills and knowledge required for adventurous journey component

This subject has a materials cost of \$170

## FOR MORE INFORMATION

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