Year 9
Information Booklet 2013
What is Connect 9?

Connect 9 is the name for our year 9 group. Year 9 students can relate our team logo to themselves and their time at Baden Powell College. It serves as a constant reminder to the students and teachers about the purpose of our Year 9 journey at Baden Powell College. Connecting to themselves, connecting to the community, connecting to people and connecting to their learning.

CONNECT SELF – Ensuring that all students are looking out for themselves to promote a balance between their physical and mental well being. Students at this age are making many choices in relation to the direction of their lives. We will endeavour to give your child the facts and guidance to ensure they can make educated decisions.

CONNECT COMMUNITY – Students in the Connect program will have the opportunity to volunteer within our Wyndham Community to gain knowledge and experience in the ‘real world’ and to give support to others in the community. Students can share and gain new skills that can support future work place opportunities. As leaders of Baden Powell College, Year 9 students will also be involved in developing a positive culture for our school community.

CONNECT LEARNING – Students in Year 9 will be supported through a rich, real, relevant and engaging curriculum. Students will be encouraged to take control of their learning through investigation. Negotiated tasks will allow them to focus on an area of interest whilst ensuring curriculum guidelines are being met.

CONNECT PEOPLE – Year 9 students will be encouraged through their journey from the people in whom they can most trust and relate to. At this age peers are a very important component in their lives. Connect 9 will give students the opportunity to be a positive role model and make long lasting friendships. Parent support is integral at this stage of your child’s life. Being involved in your child’s education will only support the success your child deserves. The teachers involved in the Connect 9 program will have constant contact with your child. This will allow them to establish a connection, monitor and ensure the best education for your child to achieve their personal best.
Baden Powell College P-9 has a student centred approach to teaching and learning. We acknowledge and believe that all students have the potential to achieve their personal best. Students are supported in becoming self motivated, life long learners who are able to reflect upon their own learning, set goals for future learning and effectively manage their learning. The curriculum ensures the following:

- learning is student centred – catering for individual needs so that all students can experience success
- all students are offered every opportunity to meet their needs (academic, social, personal, physical)
- learning is stimulating, innovative, integrated and challenging
- personal best is encouraged and achievement celebrated
- on-going reflection and assessment that guides future learning needs for individual students
- the home school partnership plays an integral part in student learning

The Literacy and Numeracy program is intensive and rigorous. Students take part in both mixed and like ability groups and use a combination of set texts, textbooks as well as many ‘hands on, real life’ activities. In Literacy, students undertake daily independent reading, book clubs, essay writing and text responses. In Numeracy, topics such as Pythagoras’ Theorem, Trigonometry, Rates and Ratios and Algebra are covered.

Year 9 students develop greater independence of mind and interests. They seek deeper connections between their learning and the world around them and explore how learning might be applied in that world. They need to experience learning in work and community settings as well as the classroom. They are beginning to develop preferred areas for their learning.

Student learning will be supported by such aspects as:

- the setting of individual learning goals through a personalised learning plan,
- combination of negotiated learning, direct and targeted instruction,
- inquiry based learning,
- personal learning and preferred learning styles,
- pastoral care, peer support, building relationships,
- cooperative and collaborative group work,
- reflective practices,
- forums to showcase acquired learning (digital portfolios, performances, parent information evenings),
- leadership opportunities,
- co curricular activities such as excursions, camps, sport and
- decision making and social competencies

The Victorian Essential Learning Standards and the Australian Curriculum documents have been continually referenced throughout the construction of the units of work to ensure learning is relevant and meaningful. The curriculum will recognise and respect diversity, culture, gender based needs and student interest. Curriculum will be delivered using the Inquiry approach rather than the more traditional form of isolated, disconnected learning. Working in teams, students will work within an environment where they feel connected, are engaged in their learning, have the curriculum support for all students as they develop capacities, skills and qualities that will prepare them to be effective, proactive and responsible citizens of the future.
By the time students reach Year 9 they are well into adolescence and beginning to see their future as adults. These years are developmentally distinct from Years 7 to 8 in the sense that, when beginning secondary school, children are predominantly in a stage of developmental transition from childhood to adolescence. In Years 9 and 10, however, not only are most students well into adolescence, they are beginning to think of themselves as adults and are looking towards their future roles in life. They are experiencing profound physical, social, emotional and intellectual developmental changes as they move to greater levels of challenge and independence.

Parents and teachers have often become less important models, especially with regard to issues that are of immediate concern. In contrast, peers have become more important as models. Added responsibility and expectation can be a time of adventure, learning and growth. It can also be a time of fear, loss of confidence and insecurity. It has been noted that the rites of passage from childhood to adulthood are becoming more poorly defined as adolescents mature physically at younger ages but enter the adult world of work and family at older ages. This has led to less clear roles for both parents and adolescents.

Year 9 Students have a growing interest in the future and, in particular, the pathways they intend to pursue and are increasingly aware of the world outside the school. For some this means preparation for work or work-specific training, and for others it means preparation for post-compulsory schooling on the way to a career. Learning Activities and experiences allow links to/and have meaning for their lives which are most beneficial and productive.

COLLEGE WIDE POSITIVE BEHAVIOUR

STUDENT MANTRA

I AM RESPECTFUL
Respecting others through our speech and manners.

I AM RESPONSIBLE
Caring for ourselves, others and property.
Resolving problems calmly, responsibly and fairly.

I AM SAFE
Moving and playing safely.

I AM PREPARED TO LEARN
Working to the best of my ability and allowing others to do the same.
Inquiry Based Learning

Inquiry-based learning is a student centred or active learning approach that takes as its starting point the natural process of inquiry, building on this to develop information processing and problem-solving skills. The focus is on 'how we know' rather than 'what we know', with students actively involved in the construction of their own knowledge.

Taken from http://www.thirteen.org/edonline/concept2class/inquiry/

Memorizing facts and information is not the most important skill in today's world. Facts change, and information is readily available. What is needed is an understanding of how to get and make sense of the mass of data.
Through the process of inquiry, individuals construct much of their understanding of the natural and human-designed worlds. Inquiry implies a "need or want to know" premise. Inquiry is not so much seeking the right answer; because often there is none but rather seeking appropriate resolutions to questions and issues. For educators, inquiry places emphasis on the development of inquiry skills and the nurturing of inquiring attitudes or habits of mind that will enable individuals to continue the quest for knowledge throughout life.
Content of disciplines is very important, but as a means to an end, not as an end in itself. The knowledge base for disciplines is constantly expanding and changing. No one can ever learn everything, but everyone can better develop their skills and nurture the inquiring attitudes necessary to continue the generation and examination of knowledge throughout their lives. For modern education, the skills and the ability to continue learning should be the most important outcomes.
## Connect 9 Curriculum
### Unit Plans for 2013

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Health</th>
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<tbody>
<tr>
<td></td>
<td>• Mental health</td>
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<td>• Sexual health</td>
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<td>• Community services that are available for students</td>
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<td>• Rights and responsibilities at school</td>
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<td>• Assertive and protective behaviours in relation to health.</td>
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<td></td>
<td>• Social and cultural factors that influence the development of their personal identity.</td>
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<td></td>
<td>• Development of increasing development. EG: areas such as jobs, health, relationships.</td>
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</table>

**Personal learning**

- Beliefs and values of themselves as individuals, learners, community members etc
- Individual interests, strengths, weaknesses in relation to their own learning
- Conflicts, dilemmas etc that affect their learning
- Rights and responsibilities in relation to their learning, both at home and at school and the consequences this can have in the future.
- Personalised learning plans.
- Students learn a new school. The final product, not centred around the new school, however, more the processes that were undertaken in finding out about the new learning.

<table>
<thead>
<tr>
<th>Term 2</th>
<th>History</th>
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<tbody>
<tr>
<td></td>
<td>• The identity of Australia.</td>
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<tr>
<td></td>
<td>• Brief overview, timeline. From Indigenous Australia, then 1788 to today.</td>
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<td></td>
<td>• Significant issues and events.</td>
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<td>• People that have influenced / contributed to the development of Australia’s identity.</td>
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<td></td>
<td>• Social and cultural movements.</td>
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<td></td>
<td>• The ways in which the past can affect the future.</td>
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<td></td>
<td>• Students frame their research questions for an inquiry assessment task.</td>
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<thead>
<tr>
<th>Term 3</th>
<th>Geographical knowledge and understanding/ economics</th>
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<tr>
<td></td>
<td>• Natural systems- Biosphere and atmospheres</td>
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<td>• Global warming</td>
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<td>• Climate change</td>
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<td>• Economic systems around the world.</td>
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<td>• Factors that influence economic systems</td>
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<td></td>
<td>• Economics – How Australian economy is managed within international context.</td>
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<tr>
<td></td>
<td>• Macro economics \ micro economics</td>
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<tr>
<td></td>
<td>• Exchange, trade, &amp; globalisation in influencing Australia’s stand of living</td>
</tr>
<tr>
<td></td>
<td>• Enterprise attitudes and agreements.</td>
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</tbody>
</table>

Inquiry based approach looking at the combinations of various human and physical factors. Students will investigate the local, regional and global scales.

Students research at least 2 developing topics and the impact of globalisation in creating and reducing differences in each level.

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<tr>
<th>Term 4</th>
<th>Humanities - Economics</th>
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<tbody>
<tr>
<td></td>
<td><strong>Be Real Program</strong></td>
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<td></td>
<td>• Roles of saving &amp; investing</td>
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<td></td>
<td>• Vocational pathways</td>
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<td>• Education &amp; training</td>
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<td></td>
<td>• Work and Career</td>
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<td></td>
<td>• Employment, job seeking, application, interview skills.</td>
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</table>
Baden Powell College P – 9 prides itself on providing a Middle Years Curriculum that is purposeful and student negotiated. The Middle Years Team at Baden Powell College have developed a Self-Selected Subjects program that will be offered to all Year 7 – 9 students in 2013.

The Self-Selected Subjects program is an example of our commitment to a personalised learning approach. Students will be able to select from (with explicit guidelines) a number of options they wish to explore based on interest and passion in our efforts to support pathways and transitions into further education.

The Objectives of the Program are:

- To provide a Personalised Learning Program for all students in Years 7 to 9
- To prepare students for subject selection in Year 10 and beyond
- To offer ‘specialised’ units in a range of disciplines E.g. The Arts – Photography
- To foster passion, interest and enthusiasm for ‘specialised’ subjects – Student Engagement

The Benefits of the Self-Selected Program are:

- Increased student participation and engagement
- Student choice – students have some control (with guidance) of their learning
- Great preparation for subject-selection in Year 10 and beyond
- Allows students to explore ‘specialised’ subjects in order to determine an area of interest for further education and employment
In conjunction with Wyndham City Council Volunteer Program, students may have the opportunity to take part in our Community Links Program.

Students will have the opportunity to select from a variety of Volunteer programs within the Wyndham Area.

Students who complete the application process, may be selected to participate. They will take time within the weekly program to attend and participate in their selected program. An induction program will commence in Term one. This will be delivered by members of the Wyndham City Council.

Students will be responsible for attending their program, possibly with a partner. Students will complete the partnership within their volunteer organisation during Terms 2 or 3.

It is anticipated that selected students would be attending their program for approximately 3 hours per week.

The school will negotiate travel for student to their chosen volunteer program. Parents will need to be responsible for their return outside of school hours.

The following list is a sample of the community organisations the selected students may have the opportunity to participate in areas including the following:

- The Elderly
- Maternal and Child Health
- Pre school aged children
- Libraries
- People who have recently arrived in Australia.
- Animals
- Technology
The Year 9 team have been successful in gaining a grant from the Victorian State Government: Office for Youth.

The Year 9 students who are involved in Community based placements will work through learning modules based on the principles of Communication, Community, Project Management, Recognised Training, Celebration and in the recognition of young people’s achievements, decision making, reporting and evaluation.

The students who are involved in the Community Links program will make connections with citizens and organisations in Wyndham and funding will be provided to assist with training and the facilitation of these programs.

Connect 9 GRADUATION

The Year 9 Graduation will be a formal event at the end of the Year. The students will have input into the format and planning of the evening. The focus will be celebrating the success and achievement of their time at Baden Powell College.

An awards presentation will be included to celebrate special achievements throughout the year. Parents will be encouraged to attend the event planned by the students to congratulate and wish them well on their future educational journey.

There will be an opportunity for students to attend an end of year celebration day at a venue to be decided at the beginning of the year.
At Baden Powell College an integral part of planning and implementing of learning experiences and programs is our Assessment and Reporting procedure.

**TERM I:**

**February:**

*School Based Assessment in English and Mathematics.*

*"Meet your teacher" interview*

Students work with teachers to devise their personalised learning plans. During this process, student and teachers set goals, both academic and social that they will work towards achieving throughout the year.

**TERM 2:**

*Mid Year Report*

*Middle Years – Student Led Conferences (Years 5-9)* Students showcase their work to parents and discuss their progress in relation to their personal learning plan.

*National Assessment Program Literacy and Numeracy (NAPLAN)*

**TERM 3:**

*School Based Assessment*

**TERM 4:**

*Final Report*
Baden Powell Uniform Policy
Middle Years (7-9) Students.

Purpose:

- To reinforce in students a pride in their own appearance, to instil recognition of themselves as an integral part of the school community and to assist in developing pride in representing their school. This policy is supported by a Dress Code which is inclusive of, but not limited to, issues of equality, health, safety and expense.

Goals:

- To promote equality amongst all students.
- To further develop a sense of pride in, and identification with our school.
- To provide durable clothing that is cost effective and practical for our school environment.
- To maintain and enhance the positive image of the school in the community.

Baden Powell College: Student Dress Code for Year 7 to 9 students.

It is expected as a student at Baden Powell College that you will adhere to the uniform policy and dress code as articulated and specified.

Boys Uniform: All items must be school approved.

Terms 1 and 4.
School bottle green Blazer with logo.
Long grey trousers.
White school shirt and school tie.
Black leather lace-up school shoes and dark grey socks.
Green wide brim hat
OR
School bottle green Blazer with logo. Grey school shorts
White school shirt and school tie.
Black leather lace-up school shoes and dark grey socks.
Green wide brim hat

Terms 2 and 3.
School bottle green Blazer with logo.
Long grey trousers.
White school shirt and school tie.
Black leather lace-up school shoes and dark grey socks.

Girls Uniform: All items must be school approved.

Terms 1 and 4.
School bottle green Blazer with logo.
Long grey pant
White school shirt and school tie
Black leather lace-up school shoes and white socks.
Green wide brim hat.
OR
School bottle green Blazer with logo.
Official green check dress (knee length)
White school shirt and school tie.
Black leather lace up school shoes.
Long dark grey socks or dark grey socks.

Terms 2 and 3.
School bottle green Blazer with logo.
Long grey pant
White school shirt and school tie.
Black leather lace-up school shoes and white socks.
OR
School bottle green Blazer with logo.
Official check shirt (knee length)
White school shirt and school tie.
Black leather lace up school shoes.

Optional items: All items must be school improved.

- Maroon school jumper with logo.
- Maroon school vest with logo
- Bottle green windbreaker/spray jacket
- Thin plain black leather belt
- Bottle green scarf and gloves
- Bottle green hair accessories.
- Approved white tailored girls shirt (may be worn out) only if worn with the skirt
- A ‘celebratory’ item, to be designed and worn by year 9 students, during their final year.

Additional Information

- Jewellery: Stud earrings and sleepers worn in the areas and watches are the only acceptable jewellery.
- Hair styles / colours: Extreme hair colours (eg: pink, purple, green etc) and / or extreme hairstyles (eg: spikes or Mohawks) are not permitted.
- Cosmetics: Other than clear nail polish, cosmetics are not to be worn at school.
- Hair: It is expected that shoulder length or longer hair (worn by boys and girls) for safety and health reasons, is tied back using school colours.
The home school partnership is highly valued at Baden Powell College. Working together promotes a supportive caring environment that encourages students to achieve their personal best.

The forms of communication are encouraged:

**The Student Diary**
Each student has been issued with the Baden Powell College student diary which is **required at school every day**. Students will be guided throughout the year into developing sound study habits by recording what they read daily and planning what homework will take place on specific days. Special events throughout the year are recorded as they occur.
The diary is a valuable resource loaded with information about our school, its expectations and practices, as well as many excellent study tips both useful and practical for your child. Please make time to read this information with your son or daughter.
Teachers may use the diary to write messages to you or simply congratulate the student about their work. It is also hoped that parents will use this diary to write to teachers about any concerns or to simply clarify an issue. To assist your busy lifestyle, the diary also contains coupons for you to use when your son or daughter is absent. Simply fill in, cut out and your child will do the rest!

**Phone calls.** If teachers are unable to take your call because they are in class, please be rest assured that they will have your messages passed on and they will return your call as soon as they are able.

**Emails.** On the front page of this booklet you will find the names of the teaching staff who make up the Connect 9 team and their email addresses. Please ensure that email addresses are used for their intended purposes. Teachers will respond as soon as they are able. Teachers may use email to send newsletters, ask questions or let you know about your child’s progress.

**Interviews.** Teaching staff members are more than willing to meet and speak with you about your child’s needs.

*Much of teachers time before and after school is devoted to planning and meetings. To ensure your needs are given the time they require, please make an appointment and a time suitable will be arranged.*

**Letters, newsletters and team newsletters.** Periodically, you will receive team newsletters as well as the regular College and Whole School newsletters. Please take the time to read these with your child. The newsletter will inform about the upcoming events and dates and may celebrate student success and publish student work.
Connect 9 students will work collaboratively with teachers to construct a class constitution. This document outlines agreed appropriate and inappropriate behaviours and related rewards and consequences.

**ATTENDANCE**

Regular school attendance enables students to maximise their full educational potential and to actively participate and engage in their learning. It is important that children develop habits of regular attendance at an early age. Students who are regularly absent from school are at risk of missing out on fundamental aspects of their educational and social development.

It is important for your child to attend school every day. Regular learning provides building blocks for their future. Schools help children to develop important social skills, such as friendship building, teamwork, communication skills and a healthy self-esteem. We cannot teach your child if they are not at school.

However, children who are ill must be kept in the warmth and comfort of their home. The college does not have adequate facilities to cater for sick children. Children who are sick, injured or have an infectious disease should remain at home. It is requested a note explaining each absence be sent to their class teacher when the student returns to school.

**You can assist your child in valuing school and learning by:**

- attends school on **ALL** school days
- arrives on time every day
- notify the school of your child’s absence as soon as possible on the first day of the absence
- provide the school with an explanation when your child is absent
- contact the school if your child does not want to go to school
- arrange doctor and dentist appointments out of school hours
- arrange personal shopping trips with your son/daughter or birthday celebrations out of school hours
- not allow your child to stay at home for minor reasons
- plan extended holidays during the term breaks
- notify the school in advance if an absence of any period is planned

**Students who stay away from school:**

- miss the introduction of new work
- miss maths, reading and spelling assessments
- miss homework explanations and worksheets
- may lack confidence and feel embarrassed because they cannot do the work the class has been studying
- feel left out of class discussion when they have missed a special class activity and cannot do the associated work
→ miss specialists lessons because these lessons only occur once a week and so art work is not completed, physical education skill work is not practised, library work is not completed or skill information is missed
→ miss notices and newsletters
→ miss celebrations such as class awards, excursions, school visitors, assemblies
→ can find it difficult to break into established friendship groups and develop good friendships with their peers
→ can develop a poor attitude towards school believing ‘I won’t miss much if I am not at school’
→ fail to realise that the teachers and students miss them

Latecomers:

It is also not okay to be late to school. Students who are late arriving affect the start of a school day in the following ways:

• miss out on talking to their class teacher before school
• miss out on playing with their friends before school
• miss out on getting themselves organised
• can arrive at the classroom and find out their class has gone to a specialist lesson or another place in the school and do not know where to go
• miss out on roll marking, lunch orders being sent to the canteen, taking monies and notices to the office. Often these notices stay in their school bag for the day.
• miss out on hearing what’s happening for the day
• are often unsure about what they have to do in the lesson
• find their learning becomes disjointed and difficult
• they distract other students when they arrive
• tend not to see being late as a problem

Did you know that when a student is late, teachers:

• have to find the time to spend one–on–one with the student to ‘catch them up’ with what they have missed
• need to repeat instructions, find materials and work sheets before late students can begin working
• need to give late students extra attention so that they know what has happened or what the class is doing
• are taken away from their planned teaching of working with groups of other students from the class

Please Note: Mrs Carol Jones, our Secondary Teacher Assistant will place phone calls to parents, if a student is noted as absent during roll call and no explanation has been forwarded.
<table>
<thead>
<tr>
<th>Timeline</th>
<th>VALUE</th>
<th>Mini Themes</th>
<th>Nutshell statement / Outcome</th>
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<tbody>
<tr>
<td>February</td>
<td><strong>Relationships</strong></td>
<td>Cooperation, caring, sharing, understanding, consideration, friendship, support, loyalty, honesty, trust, fairness</td>
<td>To extend each child's ability to form and maintain happy, stable relationships within the family, school and wider community. To care for self and others. To enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control and stand up for the rights of others.</td>
</tr>
<tr>
<td>March &amp; April</td>
<td><strong>Respect</strong></td>
<td>Courtesy, compassion, communication, good will</td>
<td>To treat others with consideration and regard and to respect another's point of view. To develop manners and common courtesies as a means of becoming a socially acceptable person.</td>
</tr>
<tr>
<td>May</td>
<td><strong>Self Awareness</strong></td>
<td>Confidence, resilience, self discipline, conflict resolution, anger management, affective listening, pride, doing your best, perseverance</td>
<td>To enhance and nurture the formation of a positive self image for each individual child-focusing on talents, strengths and attributes. To promote effective decision making techniques and strategies and seek alternative solutions when resolving conflicts. To seek peaceful and constructive solutions. To seek to accomplish by doing ones' best-trying hard and pursuing excellence.</td>
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<tr>
<td>June &amp; July</td>
<td><strong>Feelings</strong></td>
<td>Emotions, sensitivity, patience.</td>
<td>To assist students in developing a better understanding and appreciation of their personal feelings and their feelings towards others.</td>
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<tr>
<td>Month</td>
<td>Theme</td>
<td>Values</td>
<td>Explanation</td>
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<td>August</td>
<td>Responsibility</td>
<td>One’s own actions, contribute to society, harmony, supportive, reliability, commitment, integrity</td>
<td>To make students aware of their responsibilities and obligations to themselves and others in all settings – home, school and wider community and environment. To be accountable for one’s own actions.</td>
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<tr>
<td>September &amp; October</td>
<td>Tolerance</td>
<td>Acceptance, empathy, humility, compassion, inclusion, freedom, diversity</td>
<td>To encourage tolerance and understanding of individual differences through the awareness of cause and effect (ie physical, social, cultural and racial). To be aware of others and their cultures. To accept diversity within our democratic society. To be included and include others.</td>
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<tr>
<td>November</td>
<td>Honesty</td>
<td>integrity, trustworthiness, truth, fairness</td>
<td>To be honest, sincere and seek the truth. To pursue and protect the common good where all people are treated fairly.</td>
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<tr>
<td>December</td>
<td>Values</td>
<td>importance of self and others, revisit the values, identity, issues</td>
<td>To encourage regular opportunities for classroom discussion <em>(speaking and listening)</em> that enables the sharing of ideas, opinions, points of view about current issues.</td>
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In adolescence, when your child is undergoing physiological changes in their body, it is important that a healthy body is maintained. The use of deodorant and daily washing (showers, baths) is encouraged.

Students are able to bring deodorant to school, however it must be in the roll-on form only and not to be shared with others. NO aerosol sprays are permitted.

Year 9 students have access to an increasingly well resourced Information Centre.

Students are provided with a borrowing card at the beginning of the year. This card must be presented when they are wishing to borrow items.

Reading material

You are encouraged to take an active interest in your child’s reading and learning by promoting reading at home and having open communication about the texts that they are reading. Encourage your child to explore literature from a variety of genres. Being informed about and responding to current local, national and global events will be a major focus of the Year 9 curriculum. Reading of newspapers and current affairs magazines such as Time or National Geographic (and viewing of news programs and current affairs show) is strongly encouraged. Topic magazines such as environmental, sports, cars and autos, pets, personal grooming, hobbies are also encouraged.

In the classroom, texts to be studied will be provided by the school. It is expected that over the course of the year your child will undertake in depth studies of 2 main texts. Texts will be centred round student needs and will focus on developing your child’s reading comprehension and analytical skills.
Baden Powell College is highly committed to the provision of quality facilities that enhance student learning and provide them with an abundance of opportunities to excel in preparation for the ever changing future ahead.

Through assistance of the National Secondary Schools Computer Funds (NSSCF) and the Digital Education Revolution (DER) all students in year 9 have a 1 to 1 laptop. This will aide their learning through technology as it is an important and powerful learning tool. Our classrooms, programs and facilities are all equipped with the most essential technological tools we can provide. Our schools Strategic Plan also reflects our commitment and need for technology, with ICT embedded across the Key Priorities and goals of our school.

Baden Powell College provides all students with the opportunities to use computers, software and peripherals within the curriculum. Students develop essential skills such as collaboration, communication, problem solving and creating/presenting multimedia productions.

In the Information Resource Centre and through mobile technology students are given every opportunity to use ICT within their classroom.

All of our ICT resources are used to support units of work and literacy/numeracy programs. Our students also have access to important classroom resources including an Interactive Whiteboard, digital cameras, iPods, scanners, networked black/white and colour laser printers as well as the capacity to use video-conferencing with students in other classrooms.

Through the use of ICT within the curriculum, students will develop ICT skills in:

- Word Processing
- Desktop Publishing
- e-mail
- Internet
- Using a digital camera and editing images
- Video capture and movie editing
- Video-conferencing
- Sound editing
- Mind Mapping and Concept Mapping
- Animation (including Claymation)
- Intranet
- Programming
- Game making
- Multimedia Presentations
- Graphics
- Spreadsheets/Graphs
- Data logging
- Scanning
- Interactive Multimedia
- Web Authoring
- Podcasting and Vodcasting

Through the elective program, students in year 9 have a choice of varying ICT subjects to extend their knowledge in ICT towards level 6 of the Victorian Essential Learning Standards (VELS).
We would like to introduce you to the
YEAR NINE TEACHING TEAM

THE PRINCIPAL TEAM
College Principal
Ms Julie Mason

ASSISTANT PRINCIPALS
Ms Danese  Mrs. Falla  Mrs Besanko  Mr Clarke  Mrs Douglas  Mr Vandy

YEAR 9 TEACHING STAFF
Mr Maki  Mr Keating  Ms Harrison  Ms Milina  Mr Galea  Ms Hamilton

WELFARE STAFF
Social Worker  Ms Koning  Psychologist  Ms Dobson  MS Donaghy

SCIENCE

CURRICULUM ENRICHMENT TEACHING STAFF
Food Tech  Mrs Southgate
Arts  Mr Murray / Mrs Bennett / Mrs Grippi / Ms Deneys
Ms Ferry / Ms Mc Ewan
P.E.  Mr Dean / Mr Zammit
LOTE  Mrs Mezzapesa / Ms Santucci
Wood Technology  Mr Jones

YEAR 9 EDUCATION SUPPORT AT TARNEIT CAMPUS

ESL STAFF
Mrs Frick  Mrs James  Mrs Fitzpatrick  Mrs De Silva  Mrs Geisler  Mrs Pywell
Science