



# ANTONINE COLLEGE

A CATHOLIC CO-EDUCATIONAL COLLEGE FOUNDATION - YEAR 12



## YEAR 9 HANDBOOK

[WWW.ANTONINE.CATHOLIC.EDU.AU](http://WWW.ANTONINE.CATHOLIC.EDU.AU)



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## Welcome to Year 9

Year 9 is a significant time of development and self-awareness as students navigate emotional, physical, social and intellectual changes in the process of transitioning from childhood to adulthood.

The Year 9 theme is **Bridges**. The image of this structure that provides access from one place to another symbolises the transitional journey of this cohort. The bridge can also be viewed as a metaphor of improved relationships and reaching out to discover more about themselves, their communities and the role they play in society. The social justice program is an example of this.

Rites of passage have been carefully developed to facilitate essential critical thinking skills and promote the concept of social responsibility.

Subject selection provides greater opportunities to explore interests and consider future pathways. Students are expected to show an improved sense of autonomy as their level of self-discipline and independence increases. The elective options expand and there is opportunity for extension programs.

As a College, we have a responsibility to sustain student motivation and engagement and support students and teachers to continue their learning journey. This must also translate to their individual and collective learning needs. The Year 9 program needs to engage students as they progress towards their senior years.

It is with this aim in mind, that the College is shaping a program that will engage students and equip them with new skills that will help shape their adult selves.

It is important that students participate in all the opportunities that are presented for them in Year 9. It is crucial that students select subjects that are based upon interests and talents, thus contributing an individual pathway to their future career.

The Year 9 teaching and learning program includes a Macbook Laptop. Please see the link to the Digital Technology Handbook for further information. <https://bit.ly/DigTechHandbook24>

Yours in Education

Ms Diane Farah

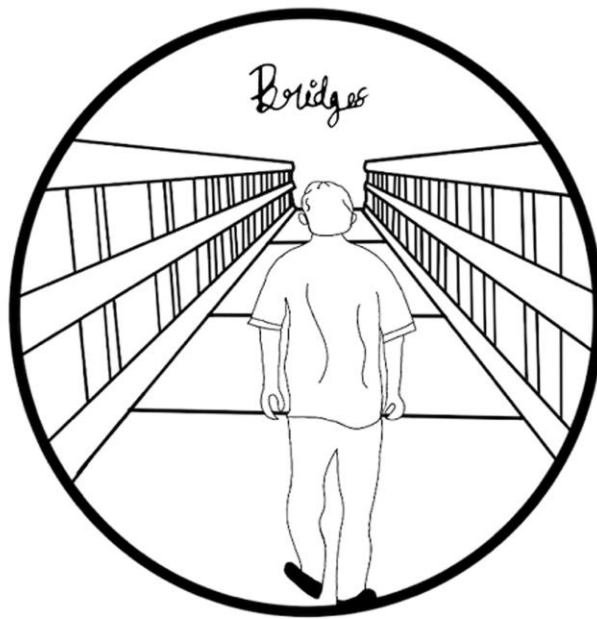
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# ANTONINE COLLEGE

Year 9 Theme **Bridges**



*Give careful thought to the paths for your feet and be steadfast in all your ways.*

*Proverbs 4:26*

**Goal:** On their journey to adulthood, students will be invited to be or build a bridge to overcome obstacles and challenges.

## Mission Statement

As a Maronite Catholic learning community inspired by the Antonine Sisters' charism we strive to:

- **Enhance our Education in Faith**
  - Provide a comprehensive education in a secure and caring environment in which every person can grow and develop spiritually, intellectually, socially, and physically. Gospel values are reflected in our daily practices. Differences are welcomed and the value of every individual as a child of God is affirmed.
- **Enhance Teaching and Learning**
  - Provide a curriculum that caters for individual needs through a range of experiences suited to diverse learning styles.
  - Utilise Digital Technologies so that learning is engaging, personalised and authentic enabling students to become active and informed citizens of the 21st century.
- **Promote Student Wellbeing**
  - Foster respectful relationships among students, staff and others associated with the College in a spirit of co-operation, trust and responsibility.
- **Strengthen School Community**
  - Our College is committed to the continuous growth in learning outcomes for students and to develop the skills for lifelong learning. Partnership between home and College is promoted.
  - Opportunities for engagement in a deeper awareness of our cultural heritage, especially through the study of languages is provided.
- **Build Leadership**
  - All individuals are considered to be leaders demonstrating relationships

## Vision Statement

Antonine College will commit to building a faith-filled learning community where:

- every student and staff member takes ownership of and responsibility for continuous improvement and life long learning
- students develop as autonomous, self managing, resilient and responsible learners
- digital technologies are fostered through an agile, innovative and effective teaching and learning environment

## Year 9 Rites of Passage

	Title	What makes this a Rite of Passage?
<b>Term 2</b>	Environment and Sustainability	Students participate in an outdoor experience whilst away from the College and recognise their responsibility to care for Creation.
<b>Term 3</b>	First Nations Perspectives	Students develop a better understanding and appreciation for Aboriginal people and their need for healing and students take responsibility personally and as part of society to acknowledge and help facilitate this process.
<b>Term 3</b>	Forum for Change	Students consider how they can make a difference.
<b>Term 4</b>	Performance Evening	Students overcome and set aside any fears and anxiety to perform in the end of year performance.
<b>Term 4</b>	Faith Development and Formation.	Students participate in the Retreat, liturgies, daily reflection and prayer with their year level.

### Important Events:

- End of semester exams
- Outdoor Experience Camp
- Faith Retreat
- Participation in Premier League – girls & boys basketball, volleyball and soccer
- Subject specific excursions and incursions
- NAPLAN
- Athletics Carnival
- Antonine Day
- Book Week, Science Week, Literacy & Numeracy Week
- Feast Days
- Production Showcase



## Core Subjects

All Year 9 students participate and study the following Core Subjects:

### Religious Education

In this subject, students study Wisdom and Prophetic Literature in the Old Testament. They explore teachings around Mary, as the Mother of God and the Church. Students also reflect on ethical dilemmas facing the local and global community and the foundations on which people base their ethical and moral stance. Students study the complexities involved in developing moral maturity and responsibility within relationships by exploring the teachings of the Catholic Church. Students investigate the key figures and groups that contributed to the development of the Catholic Church in Australia.

### English

In this subject in semester one students read 'The Simple Gift' and short media texts, analysing the themes of identity, society and conflict as well as exploring the construction and use of language to persuade. In semester two students study the play "Stolen" and explore the language, context and performance aspects of this play. They also compare the themes, issues and ideas presented in the anthology, 'Growing Up Asian in Australia' and the film, 'Looking for Alibrandi.'

### Mathematics

In this subject, students study a range of topics in the strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. In the first semester, students apply algebraic processes in linear and simultaneous equations, Pythagoras' theorem and trigonometry, and linear relations. In the second semester, students apply problem-solving skills in measurement, indices and surds, and probability and statistics. Across these topics, students are required to identify and relate formulas to various problems, to interpret different representations of information, and to apply and evaluate theorems.

### Science

In this subject in semester one students study Biological Sciences (Disease and Homeostasis) and Chemical Sciences (Atoms & Chemical Reactions). In semester two students study Physical Sciences (Heat and Electricity) and Earth and Space Sciences (The Dynamic Earth). Within all of the topics, students complete a variety of practical investigations, explore current scientific issues and participate in numerous inquiry-based activities.

### Pastoral Care & Careers

In this subject, students participate in 'You Can Do It!', a program to teach social and emotional competence specifically: Getting Along, Organisation, Persistence, Resilience and Confidence. Students also cover career development activities as well as other personal development activities such as circle time and journal writing.

### Health & Physical Education

In this subject, students learn about how to make good choices regarding their lifestyle and the impact poor health choices can have on them. Students focus on different fitness components that influence a person's ability to complete day-to-day activities. Students participate in a range of sports offerings.



## Year 9 Elective Blocks and Descriptions

### Block 1 - The Performance Arts Electives

In the Production Arts Electives students participate in subjects that are centred upon contributing to and producing the Year 9 Performance Evening in November. The subjects offered are full year subjects:

Subject	Sem	Subject Description
<b>Music</b>	<b>All Year</b>	In this subject, students extend their musical ability by focusing on instrumental skills through analysis and refined practice. They will continue to explore the elements of music in pieces they listen to, create and perform. Throughout the year students will perform to their peers and the wider school community, including a Soiree and the Performance Evening.
<b>Drama</b>		In this subject, students learn about style of theatre, with a focus on the Italian street performance style Commedia dell'Arte. They perform a monologue of a chosen character in this performance style. Students then begin the Production process, including planning and scripting, experiencing the rehearsal process, refining skills in drama and performance and using individual and class ideas to work towards the Year 9 Production, which is performed as part of the Performance Evening at the end of the year.
<b>Costume &amp; Set Design</b>		In this subject, students develop skills for using a sewing machine in order to successfully produce garments and textile pieces. Students will investigate, design, produce and evaluate a range of designs and production methods. Students' develop skills in order to create the set, props and costumes for the Performance Evening. Students strengthen their skills in sewing and design through organising and managing aesthetics.
<b>Dance</b>		In this subject, students are exposed to the professional world of Dance. Students will build on their knowledge of safe dance practices, stage etiquette, backstage processes, and rehearsals. In addition, students learn new dance practices and perform dance routines with their peers for the Performance Evening.
<b>Photography &amp; Film</b>		In this subject, students explore a range of ways to take digital photographs by utilising the camera manual settings, which allows the students to adapt and challenge themselves in different environments. Adobe Photoshop will be used to enhance and manipulate photographs. In semester 2 students explore a range of marketing and promotion techniques to promote the Performance Evening to the school and the wider community. Students will use skills learnt in photography to record and support the Performance Evening.



## Block 2 - Electives

In Electives students are invited to learn and develop skills and gain an insight into a range of different learning areas. Students must select a different elective in each semester.

Subject	Semester	Subject Description
<b>Forensic Science</b>	<b>Semester 1</b>	In this subject, students explore different applications of science in the context of Forensics. Students analyse and investigate how Hair Analysis, Fingerprinting Techniques and Blood and Bone Analysis help solve crimes in real-world situations. Students are presented with a variety of criminal case studies and evidence to evaluate these cases.
<b>Engineering</b>	<b>Semester 2</b>	In this subject, students will complete a wide variety of hands-on engineering challenges. In each challenge, students will identify the problem, investigate ways to solve the problem, plan and design a product, create the product, and test and evaluate the final product. Within these projects, students have the opportunity to solve real life engineering problems.
<b>Art History</b>	<b>Semester 1 &amp; 2</b>	In this subject students study art through a historical lense. Art symbols, styles and techniques will be analysed throughout history and used as inspiration for the creation of students' own art pieces.
<b>Studio Art</b>	<b>Semester 1 &amp; 2</b>	In this subject, students develop and evaluate a variety of art forms, both 2D and 3D. During the semester they will explore painting techniques and different sculpture practices. Students will develop their skills through trying and testing a variety of processes before creating final art installations and displays.
<b>Fit for Life</b>	<b>Semester 1 &amp; 2</b>	In this subject, students engage in a range of practical activities to gain vital skills needed in adolescence such as communication, team building and cooperative skills. Students will undertake a range of activities such as fitness testing, swimming, soccer, and racquet sports to understand how physical activity plays a fundamental role in our wellbeing and aids in the ability to complete schoolwork successfully.
<b>Food Technology</b>	<b>Semester 2</b>	In this subject students will create food solutions for a range of cultural, sustainable and leisurely practices. They will learn about food safety, preparation, preservation and the influences on food choices.

## Block 3 - Electives

In Electives students are invited to learn and develop skills and gain an insight into a range of different learning areas. Students must select a different elective in each semester.

Subject	Semester	Subject Description
<b>Computer Programming/ Coding</b>	<b>Semester 1</b>	Computer Programming is aimed at providing students with skills in computer programming. The languages studied will include Swift Programming language through Swift Playgrounds; an educational tool and development environment for the Swift programming language developed by Apple Inc. Investigation of this language will serve to provide students with a basic understanding of the operation and control of computers. Key features of each programming language will be examined including variables, procedures, constants, and user input. Assessment is via a major programming project undertaken by development steps in programming skills.
<b>Advanced Mathematics</b>	<b>Semester 2</b>	In this subject, students develop their skills of linear and quadratic functions, in preparation for an advanced mathematical pathway. Students focus on key areas such as expanding and factorising equations, simultaneous equations (linear relations) and plotting linear and quadratic functions. Students require the Calculator Casio Graphic CAS Class Pad FX-CP400 available on the Champion booklist. They retain this to use throughout VCE.
<b>Outdoor Education</b>	<b>Semester 1 &amp; 2</b>	In this subject field studies provide an excellent opportunity to develop and practise the skills to be safe in the outdoors, create human–nature relationships and develop personal and social capabilities while explicit subject learning also takes place. Students will participate in a range of activities and develop a greater understanding of the environment and nature including.
<b>Creative Writing</b>	<b>Semester 1</b>	In this subject students are inspired by a range of texts studied and discussed in class and respond creatively through a variety of written and spoken forms, including a podcast, poetry and short stories. Students will be encouraged to edit their own pieces and provide feedback to their peers. Students will participate in writing competitions throughout the semester.
<b>Debating and Public Speaking</b>	<b>Semester 2</b>	This subject provides training in the art of public speaking. Students will develop their skills in delivering a speech to an audience. They will develop their knowledge and understanding of the structure of a formal debate and the key role each speaker plays. Students will work collaboratively in teams to plan and deliver a series of debates, discussing topics they have selected.
<b>Media</b>	<b>Semester 1 &amp; 2</b>	In this subject, students explore a range of ways to communicate using different media. Students analyse films and create their own media to communicate messages.
<b>Visual Communication Design</b>	<b>Semester 1 &amp; 2</b>	Visual Communication Design relates to design in the following areas: publishing, advertising, architecture, product design, package and multimedia design. The subject has a drawing and digital focus. Students will complete works across Environmental and Communication design styles. Students will use digital programs such as Illustrator and Photoshop to refine presentations.

## Block 4 – Humanities or Arabic Languages Elective – students select one

Subject	Term	Subject Description
<b>Arabic</b>	<b>Full Year</b>	In this subject, students apply appropriate pronunciation, rhythm, stress and tone and a variety of language features and complex sentence structures to enhance spoken and written communication. They analyse and explain how and why language use varies according to cultural contexts, relationships and purposes, and develop the language of reflection in Arabic. Students are immersed in Arabic language, initiating and engaging in discussion and debate on topics of interest, and responding to enquiries. They develop translating and interpreting techniques and intercultural awareness in order to mediate between languages and cultures.
<b>Humanities</b>	<b>Full Year</b>	In this subject students study Food scarcity and international sustainability. The Industrial Revolution provides a great source of study leading into WW1. A unit on Civics and Citizenship and India invites an opportunity for students to understand the World around them and the historical perspectives on significant world events.

## Antonine High Achiever (AHA) Program

Antonine High Achiever (AHA) program is designed to offer students an opportunity to engage in a range of challenging activities including setting learning goals, participating in STEM activities and seeking out independent tasks to extend understanding and develop thinking skills.

### AHA Saint Joseph Campus

#### Part 1: Personalised Learning Plan (PLP) for students who achieve high results

1-2 goals to challenge and extend students, identified through close analysis of a range of data as high achieving, will be written for the subject area (either Maths or English) each semester for the year.

#### Part 2: High quality in-class differentiation

Teachers will continue to provide high quality in-class differentiation to meet the needs of their learners.

#### Part 3: Extension subject opportunities

From Year 9 students can select to complete extension subjects including electives, VCE subjects, or University subjects that extend students beyond the curriculum.

#### Part 4: Year 8 STEM extension

This includes the analysis of a range of data to identify and select two groups of Year 8 students to participate in a timetabled period of STEM extension activities.

#### Part 5: Learning Area Extension Certificates

Each Learning Area will be responsible for creating 2-3 Extension Certificates. Students who complete these will receive a certificate and acknowledgement of this accomplishment.



### AHA Extension Certificates

<https://www.antonine.catholic.edu.au/learning-teaching/saint-joseph-campus/antonine-high-achiever-aha-extension-certificates>



## Year 9 Camp

The focus for the Year 9 Outdoor Education Experience is sustainability and environmental appreciation as our students embed themselves in an outdoor experience. One key aspect of the camp is to experience the Australian bushland where they can learn new skills and bond with the beautiful nature around them. Camp activities will be conducted in the great outdoors as students cross the bridge from city to country. Lead by outdoor education staff, students will be exposed to bush walking, challenging tasks and problem-solving scenarios while learning important and potentially life-long skills.



House Information

Students at Antonine College belong to one of four houses and are an important part of their time at the college. Each house proudly bears the name and values of significant people to the college, to our faith and to Australian culture and identity.

The House System enhances student connectedness and is an important protective factor for many students, the house system supports students to experience 'belonging', have positive experiences of school, feel their values align with the school's, and build positive relationships with their peers.

Throughout the year student will participate in school activities, these include a range of sporting, cultural and other events where each House competes or is awarded points.

Every year, the overall F-12 House Winner is announced at our Whole School Mass connecting the Primary and Secondary Campuses.

## MacKillop

**This House is named in honour of Mother Mary Mackillop who is Australia's first Saint.**

- Born in Fitzroy, Melbourne in 1842.
- In 1861 she went to work in Penola, a small town in South Australia, where she met Father Julian Woods and together they opened Australia's first free school 'The Sister of St Joseph'.
- She took a vow of poverty, which meant Mary and her followers had to beg for money.
- Mary's followers grew, and by the time she died in 1909 there were St Joseph's Schools all over Australia.
- Beatified in 19 January 1995 by Pope John Paul II.
- Canonized 17 October 2010, Rome
- Feast Day 8 August
- The RED HOUSE bears her name.



## Maroun

**This House is named in honour of Saint Maroun.**

- Born in the middle of the 4th century.
- He was a monk and priest who later became a hermit. He was an ardent follower of Christ and a zealous missionary with a passion to spread His message by preaching it to all he met.
- He renounced the world and its attractions and lived in the ruins of an ancient pagan temple, transforming it into a place of prayer and meditation.
- The Maronite reached Lebanon when St Maroun's first disciple Abraham of Cyrrhus, realised that paganism was thriving in Lebanon. He set out to convert them by introducing them to the way of St Maroun. He is the patron of the Maronite.
- He died in 410 AD.
- The GOLD HOUSE bears his name.



## Nassar

This House is named in honour of Sister Marie Nassar.

- Born in Nabay El-Maten, Lebanon.
- First Principal of Antonine College.
- In 1980 Sister Mary together with Sisters Florence, Henriette and Charles were the first Antonine Sisters to come to Australia.
- The Antonine Sisters established a Language School, a Childcare Centre, a Primary School and Secondary College.
- Over the years Sister Mary has worked tirelessly demonstrating her leadership ability and pastoral concern for all. She remains an example for us, as we admire her devotion to God and her selflessness in all her undertakings.
- The BLUE HOUSE bears her name.



## Paterson

This House is named in honour of Andrew Barton Paterson.

- Born in 1864 at Narrambla, New South Wales.
- His passion was poetry and he signed his published poems 'the Banjo'.
- In his poetry, 'Banjo' Paterson captured the magic of Australia's bush and the characters who lived there.
- His ballads inspired a pride in Australia and his "Waltzing Matilda" has become Australia's unofficial national anthem. His robust bush ballads, nostalgic for the pastoral age, were tremendously popular.
- He died in Sydney in 1941.
- The GREEN HOUSE bears his name.



## Wellbeing for Learning



### ANTONINE COLLEGE Wellbeing for Learning



enable + connect + engage + faith = success

## Summer Uniform



## Winter Uniform



## Summer Sport



## Winter Sport Uniform



## House Top



## Bags



# St Joseph Campus Leadership



**Ms Joanne Bacash**  
Principal



**Mr Rob Comiatti**  
Deputy Principal



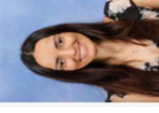
**Ms Ria Coffey**  
Deputy Principal



**Ms Helen Diab**  
Student Wellbeing and Learning Diversity Leader



**Ms Fran Cornetti**  
Instructional Practice Leader



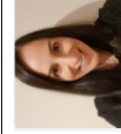
**Ms Natalie Saliba**  
Religious Education and Faith Formation



**Ms Indira Natoli**  
Year 7



**Ms Stephanie Hartoup**  
Year 8



**Ms Diane Farah**  
Year 9



**Ms Isabella Athaide**  
Year 10



**Ms Ayesha Guido**  
VCE

## Year Level Coordinator & Learning Leaders



**Ms Josie Rovetto**  
Career Development Practitioner and VET Coordinator