



**Enhancing lives,
creating opportunities**



***A guide to
Year 9 and 10
2024-2025***



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Principal Welcome

Dear Parents and Carers,

Welcome to Corryong College and the start of a new chapter in your child's education journey.

Corryong College's Foundation to Year 12 program is designed to provide a strong culture of learning, engaging activities, and celebration of the achievements of each of our students. Our early years program aims to ensure a strong relationship between home and school for your child, nurturing each child in their learning journey.

Our dedicated staff are passionate about teaching and sharing their love of life-long learning. The School Council and Parents Club provide support and guidance for the school community and act with best intentions to guide continuous improvement at our school.

On the following pages, you will find information about our Vision and Values, our curriculum and events we hold throughout the year and detail about how to support your child's journey at school. Please read them and don't hesitate to contact us if you have any questions.

On behalf of all the Corryong College community, welcome once again to our school.

Chrissie McKimmie
Acting Principal Corryong College

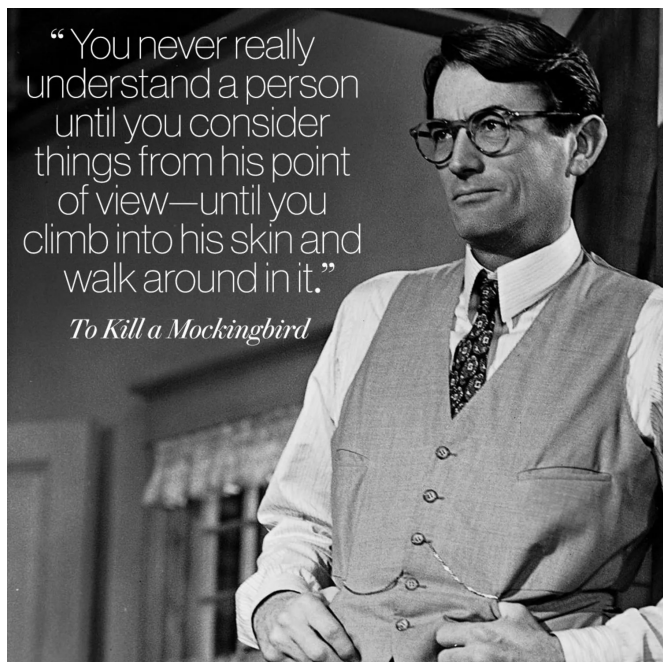
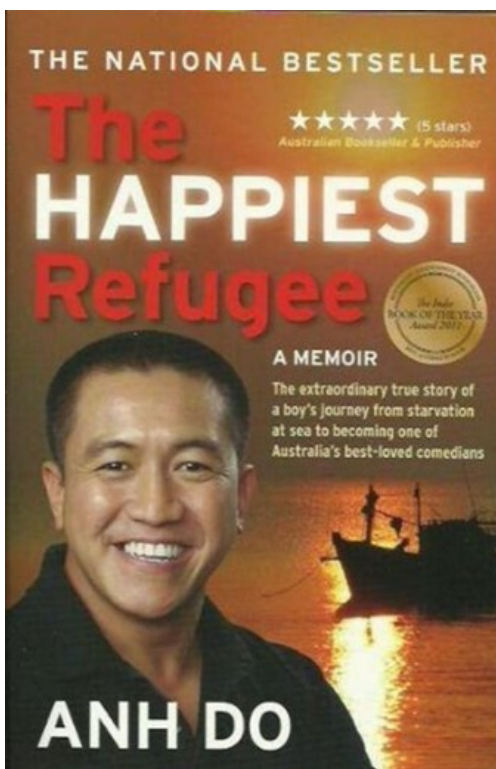


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Year 9 English

This course enables students to develop competence in reading, writing, speaking and listening. The study of novels and a non-print text are central to the program. Through class and small group discussion and written responses, students develop their understanding and appreciation of texts and explore their own responses to the themes and issues raised. Students' understanding of the different purposes and audiences for their writing is developed specifically in the completion of a writing folio. Spelling, punctuation and grammar are taught according to the Victorian Curriculum. A wide reading program aims to foster an enjoyment of reading.



Year 10 English

This course enables students to expand their competence in reading, writing, speaking and listening. The study of print and non-print texts is central to the program. Through class and small group discussion and written responses, students begin to consolidate their understanding and appreciation of texts and explore their own responses to the themes and issues raised. Students also critically examine aspects of the media and learn to analyse persuasive techniques used in language. Spelling, punctuation and grammar are taught according to the Victorian Curriculum. A wide reading program aims to foster an enjoyment of reading.

Year 9 Mathematics

Year 9 Maths students will follow the course as outlined by the Victorian Curriculum. Mathematics provides students with essential mathematical skills and knowledge in:

Number and Algebra, Measurement and Geometry, and Statistics and Probability.

Students will complete work from a textbook and handout sheets. They will apply these skills to real life problems by carrying out hands-on activities and investigations. Assessments will be in the form of tests and assignments.

These units require appropriate use of technology to support and develop the teaching and learning of mathematics. Students selecting this subject must purchase a scientific calculator, approximate cost \$25. Students also need to purchase the Maths Mate online subscription, approximate cost \$6 per year.

Year 10 Mathematics

Year 10 Maths students will follow the course as outlined by the Victorian Curriculum. Mathematics provides students with essential mathematical skills and knowledge in:

Number and Algebra, Measurement and Geometry, and Statistics and Probability.

Students will complete several skill tasks, hands-on activities, and investigations. Assessment will be in the form of tests and assignments.

These units require appropriate use of technology to support and develop the teaching and learning of mathematics. Students selecting this subject must purchase a Scientific calculator. For VCE General Maths and Maths Methods in the following year, students will require a TI-Nspire(CAS) calculator. Students also need to purchase the Maths Mate online subscription, approximate cost \$6 per year. Completion of this subject will lead into Foundation Mathematics Units 1 & 2, VCE Vocational Major Numeracy Units 1& 2, Mathematics General Units 1 & 2, and Mathematical Methods Units 1 & 2.

Personal Development

Year 9 only

All Year 9 students complete one semester of Health and Physical Education.

Personal Development aims to develop the knowledge, understanding and skills to enable student to

- access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan
- analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.
- develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships
- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings

Alcohol and other drugs

Food and nutrition

Health benefits of physical

Mental health and wellbeing

Relationships and sexuality

Safety

Careers

Leadership Development



COMPULSARY SUBJECTS

It is compulsory for all Year 9 and 10 students to complete at least one semester of Humanities each year. If Humanities is an area of interest students may elect this subject more than once. The units below have been developed from the Victorian Curriculum

Year 9—One Semester Compulsory

Topic One: Geography - Environmental Change and Management

This unit will explore environmental, economic and technological change and investigate the causes and consequences of environmental change. Approaches to custodial responsibility and environmental management by Aboriginal and Torres Strait Islanders people will be explored. A variety of management responses will be evaluated, comparing Australia's responses to those around the world.

Topic Two: History - World War I

This unit will look at the long and short term causes of WW1 and the significance of the ANZAC legend. It will focus on both the Australian and European world war arena. Some examples of key knowledge will include 'life in the trenches', governments in war, ANZACS in Egypt and the Gallipoli battleground. Furthermore students will look at life on the home front. Afterwards students will examine truces, treaties and peacetime.

Year 10—One Semester Compulsory

Topic One: Geography - Geography of Human Wellbeing

This unit will explore indicators of human wellbeing and how these compare both globally and regionally. Students will investigate different ways of measuring and mapping human wellbeing and development to measure differences between places. They will explore the issues affecting the development of places such as Africa, South America and or Pacific Islands and their impact on human wellbeing. They will analyse the role of international and national organisations to improve human wellbeing in Australia and other countries.

Topic Two: History - World War II

This unit will explore the causes of WWII and the reasons why Australians enlisted to go to war. It will focus on significant places where Australians fought and their perspectives and experiences in these places as well as significant events of World War II and the nature of warfare including the Holocaust and use of the atomic bomb. Furthermore, students will investigate the effects and significance of WWII in relation to Australia's international relationships in the twentieth century, with particular reference to Britain, USA and United Nations. Students will visit Bandiana War Museum.

Year 9/10—One Semester Elective

Topic: History - The Globalising World and Popular Culture

This unit will explore popular culture in sports, media and technology. Students will investigate the major global influences that have shaped Australian society and the effects of post-WWII world events. They will explore the causes and developments of the major global influences on Australia and analyse the changing social, cultural, historical, economic, environmental and political conditions of a major global influence in Australia.

ELECTIVE SUBJECTS



*If you talk to a man in a language he understands, that goes to his head.
If you talk to him in his language, that goes to his heart.*
(Nelson Mandela)

Did you know that while you are having fun studying Indonesian, you are also improving your skills in Mathematics and English?

Research has shown that each additional year of language other than English study you undertake, the stronger your skills become to succeed at school. Studying a LOTE can improve your analytical and interpretive capacities. And studying a LOTE subject at Year 12 is looked upon favourably by employers such as the police force, airlines and the tourism industry.

Opportunities abound for those who can speak Indonesian in virtually all areas of industry; education, business, tourism, travel, translating, the military, medicine, law, engineering and journalism.

The study of Indonesian at Years 9 and 10 is highly interactive with a focus on developing students' reading, writing, listening and speaking skills. There is an emphasis on the wider appreciation of Indonesian culture and traditions through hands on experiences such as cooking, batik making, film making and cultural days.



ELECTIVE

Art –Creative Practice

The year 9/10 Visual Arts course focuses on introducing students to the skills they will need in senior art including following the Studio Art Process.

Key aims include:

- conceptual and perceptual ideas and expressions through design and inquiry processes
- visual arts techniques, materials, processes and technologies
- critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople, designers, curators, critics and commentators
- respect for visual arts as social and cultural practices, including industry practices
- confidence, curiosity, imagination and enjoyment and a personal aesthetic through engagement with visual arts making, viewing, discussing, analysing, interpreting and evaluating.



Visual Communications & Design

The Year 9/10 Visual Communication Design course focuses on developing students' skills in the application of the design process, and various drawing methods and media, including manual and digital process.

Students develop an understanding of the way in which visual communication dominates their environment and is an integral part of their life. They record the development of their designs in a visual diary to support their final presentations. Through annotations and analysis students demonstrate their understanding of the design elements and principles, and the effectiveness of visual communications.

Folio tasks include:

- Logos
- Illustration
- 3D construction
- Architecture/interior design
- Posters and Advertisement



ELECTIVE SUBJECTS**Photography in the 21st Century**

Students will focus on developing their skills and knowledge of photographic practice. They will learn the fundamentals of how to manipulate their images using manual camera controls and employ digital editing techniques through the Adobe Creative Suite. Students will learn to develop traditional black and white film and create prints using a darkroom. They will also be able to experiment with generative AI and neural filter technology to generate work. They will use a visual journal to document their experiments, reflections, and analysis of other artists' work.

Trent Parke (2004)



Scott Pilgrim VS The World (2010)

**Lights, camera, action!**

Students will create visual representations that communicate, challenge, and express their own and others' ideas as both artist and audience. Students will learn how technical and symbolic codes in film such as camera techniques, lighting, editing, sound and mise-en-scène can evoke a personal response such as excitement or fear. Students will develop and refine their use of media technologies to plan and produce media artworks (videos) suitable for sharing on social media sites and viewing at a school media arts festival. They will use a visual journal to document their experiments, reflections, and analysis of media texts.

ELECTIVE—SCHOOL PRODUCTION

Year 9/10 School Production

This course engages students in a production project from conceptual design in Term 1 through to the delivery of a multi-disciplinary community event later in Term 2.

Students develop essential communication skills and the confidence to present to an audience. Students can choose to further develop skills in design, promotion, construction, art, music and choreography depending on the additional roles they take on in the production crew.



Active for Life—2024

Designed for students interested in further developing their physical skills and fitness in a range of activities both team and individual and will give students a vital understanding of the importance of participating in regular physical activity and the consequences of inactivity. Looking at the reasons for participation and how the community caters for individuals in promoting an active lifestyle. They will explore lifestyle illnesses and develop skills and knowledge to reduce their impact. Students will acquire knowledge related to the benefits of a healthy diet and regular exercise. Students will become familiar with the Australian Physical Activity Guidelines.



Sports Science—2024

Students will be introduced to the concept of sports science and more specifically the application of biomechanical principles to human movement. Students will explore concepts such as: Newton's laws of motion, principles of levers to gain sporting advantage, projectile motion and balance and stability. Students will have the opportunity to apply these principles to practical sporting situations and develop an understanding of how the body moves to enhance performance on the sporting field.

Fun and Fitness—2025

Students will acquire knowledge and develop an understanding of the benefits of being fit through a range of fun and challenging activities including participation in a four week fitness training program. They will become familiar with fitness components and energy systems through involvement in various training methods and develop the skills to develop and implement their very own training program. Students will leave this course with a deep understanding of how the body adapts and improves after taking place in physical activity and fitness training programs.

Practical Component:

- Weight, circuit and plyometric training.
- Develop a personalised training program
- Yoga and Body Balance
- Fitness testing, results analysis and fitness develop-



Human Movement—2025

Have you ever wondered how the body works to produce movements to perform various sporting actions?

This unit takes a close look at how the body functions through a thorough analysis of the various body systems that play a key role in sporting performance. Students will have the opportunity to investigate the cardiovascular, respiratory and musculoskeletal systems and how they work together to produce movement.

Students will also have the opportunity to investigate a variety of sporting injuries that can occur and how to treat and prevent them from occurring.

Students will participate in a range of practical activities that will allow them to analyse exactly how these systems contribute to sporting performance and movement.



First Aid and Water Survival

In 2020 for the first time Bronze Medallion and First Aid will be run as an extra-curricular activity that will coincide with the Year 9 end of year program. This will allow all students in Year 9 to develop the necessary life saving skills associated with these two courses.

Provide First Aid

Level Two First Aid Contents

1. DRSABCD
2. Unconscious Patient
3. Bleeding and shock
4. Secondary Survey
5. Heart Conditions
6. Head, Neck & Spinal injuries
7. Burns
8. Heat and Cold injuries
9. Poisoning, Bites, Stings
10. Allergic Reactions
11. Ear, Eye & Facial injuries

Provide First Aid certificate

(\$60.00) for an official certificate

STUDENTS INTENDING TO STUDY ANY VET (TRADE) SUBJECTS or VM subject in Year 11/12 require a first aid certificate.

Water Survival (Bronze Medallion)

To provide participants with theoretical knowledge and practical ability to respond appropriately to a broad range of basic first aid situations, including medical emergencies.

The content of the Bronze Medallion course is outlined below.

Bronze Medallion Contents

1. Theory component
2. Resuscitation
3. 400mtr swim in 13 minutes
4. Throw unweighted object rescue
5. Dressed Swim
6. Reach Rescue
7. Towing weak swimmer
8. Towing weak swimmer
9. Timed Tow
10. Spinal Rescue
11. Defensive Techniques
12. Search and Rescue
13. Initiative Rescue

If student meet requirements to pass Bronze and wish for an official certificate—\$20.00



Outdoor Education

Due to the nature of these activities extra costs of approximately \$500 will be incurred over the semester to cover trip expenses.

This unit is designed for students interested in further developing their physical skills and fitness in a range of recreational and outdoor activities. The unit will examine the outdoor environment, survival skills and various recreational activities that can be undertaken in the outdoors. This unit will have a large practical emphasis and students will be expected to participate in a wide range of activities in the outdoors.

Parents and students must understand that students who choose this subject are committing to be fully involved in all trips organised for this subject to ensure they get the most out of it.

A selection of the following activities may be incorporated into the program:

- Kayaking / canoeing
- Mountain biking
- Bushwalking
- Orienteering
- Camping
- Rock climbing
- White water rafting
- Skiing



YEAR 10 ONLY

Certificate II in Outdoor Recreation (1 year course/Unit 1 & 2)

Students undertaking this qualification will explore the outdoor recreation environment. They will develop the skills and knowledge to assist with a range of outdoor activities including but not limited to; abseiling, rock-climbing, mountain bike riding, bushwalking and skiing / snowboarding. The Certificate II in Outdoor Recreation is a one-year course and this qualification allows students to access a vocational qualification and provide future job opportunities within the outdoor recreation field.

This is a VET Course and it is a requirement that students attend all practical excursions to gain competency. Students can expect to pay approximately \$800 in excursion fees.

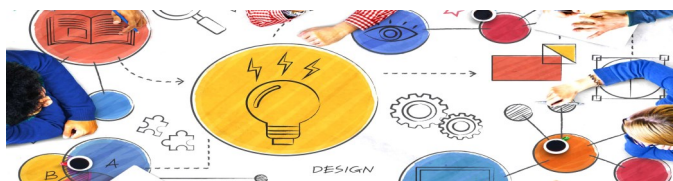
Units of Competency

- Assisting in conducting outdoor recreation sessions
- Maintain equipment for activities
- Provide equipment for activities
- Provide first aid
- Participate in workplace health and safety
- Respond to emergency situations
- Bushwalk in a tracked environment
- Navigate in a tracked environment
- Ride bicycles on roads, pathways, easy conditions
- Maintain fitness and recreation industry knowledge



COMPULSORY SUBJECTS

Welcome to the captivating world of Year 9 and 10 Science, where curiosity meets exploration! This course is designed to ignite your inquisitive nature and equip you with the tools to uncover the mysteries of the universe. Delve into a journey of scientific discovery, where you'll explore the wonders of biology, chemistry, physics, and earth sciences. Through hands-on experiments, engaging discussions, and interactive activities, you'll develop a deeper understanding of the natural world and its intricate processes. Gain valuable critical thinking skills as you analyze data, solve complex problems, and make informed decisions. Whether you're fascinated by the complexities of life, the marvels of matter, the forces that shape our world, or the dynamic Earth beneath your feet, this class has something for everyone. Embark on a learning adventure that will not only enrich your knowledge but also foster a lifelong appreciation for the beauty and complexity of science. Join us in Year 9 and 10 Science to cultivate your passion for exploration and discovery – the possibilities are endless!

**Year 9 Science**

Welcome to Year 9 Science, an exciting journey that sparks curiosity and deepens understanding. Explore living organisms, uncovering life's intricate web. Dive into captivating chemistry, investigating matter's properties through hands-on experiments. Unravel Earth's dynamic forces shaping geology and climate. Immerse in fundamental physics, from energy laws to captivating circuits. This exploration fosters a lifelong love for scientific discovery through engaging activities and

Year 10 Science

Welcome to Year 10 Science, a captivating journey of discovery! Uncover genetic mysteries in living organisms, ignite curiosity with captivating chemistry experiments, and delve into Earth's dynamic forces that shape our planet. Embark on cosmic adventures, discovering celestial bodies and their movements. This year cultivates curiosity, offering valuable insights into the intricate world around us.

Advanced Science (Pre VCE)

Welcome to Year 10 Advanced Science, a dynamic journey of understanding. Investigate the intricacies of human biology and the marvels of DNA. Unlock the mysteries of combustion reactions, delve into the captivating world of energy transformations, and explore Earth's geological processes alongside the intriguing properties of magnets. Engaging activities and discussions will deepen your knowledge, fostering a lifelong passion for discovery.

Psychology

Psychology is the scientific study of human thoughts, feelings and behaviours. The aim of this subject is to give students an overview to what psychology is, how we study the brain, possible career paths and an introduction and development of the key science skills necessary to study VCE Units 1-4. This subject aims to develop student skills in understanding the effects of mental health and resilience and the impact it has on society. These concepts are tackled in an interactive, engaging and fun way.

2024 Topics may include:

Functions of the brain; Research Methods in Scientific analysis; Mental health and sleep; Conformity and society; Helpful behaviour; Cognitive behavioural therapy; Social influences on behaviour; Psychological infant development ages 0-5

2025 Topics may include:

- What is Psychology and Careers in Psychology; Research
- Methods in Scientific analysis; The Brain and Nervous System; Memory; How we Learn; Mental Health and Schizophrenia.



Agricultural Practices

Agricultural Practices will aim to expose students to elements of agriculture through units of work focusing on the poultry industry, agricultural infrastructure, emerging animal industries, value adding in agriculture and principles of horticulture. The program will work on an alternate year rotation of subjects allowing students to undertake it two years in a row and not repeat units. Through the Agricultural Practices program students will undertake learning around a range of practically based projects along with animal husbandry and horticultural practices.



PDT Metal Engineering

In this unit, students develop safe work practices and improve their skills and confidence in using engineering machinery.

They are introduced to a range of engineering workshop equipment, which may include lathes, milling machines, drilling machines and general engineering hand and power tools.

In this unit, students will be required to develop their own designs and produce working drawings of the intended product.

They will use appropriate engineering terminology and drawing techniques when researching their design and evaluating the completed product.

PDT Metal Fabrication

In this unit, students develop safe work practices and improve their skills and confidence in using fabrication equipment.

They are introduced to a range of workshop equipment, which may include welders, hand tools, power tools, oxy/acetylene equipment and general fabrication machinery.

Students will be required to develop their own designs and produce working drawings of their intended product.

They will also produce a portfolio of relevant information including design options, detailed drawings, plant risk assessments, production plans and evaluations of completed products.

PRODUCT DESIGN & TECHNOLOGY

ELECTIVE

PDT Textiles

The study of Textiles Technology provides students with a broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers.

Students will learn to design two-three construction projects. They are encouraged to develop original designs in their products.

Students are taught basic use of the sewing machine and textiles equipment. They are also taught basic hand sewing techniques. Students are taught basic environmental and recycling elements of textiles. ***Equipment will be provided***

PDT Technology Wood



In this unit, students will develop safe work practices and improve their skills and confidence in using woodworking tools and equipment. Students will work with a range of workshop equipment which may include hand and power tools and general woodworking machinery. Students will be required to work from a design brief to develop their own designs and produce working drawings of their intended product.

They will identify the hazards and assess the risks related to the use of tools and machinery that will be used in production. They will use a range of methods and resources to evaluate their completed products and will make judgements as to the success of their design options.

Come and get it—Food Tech (2025)

This unit explores the concepts involved in menu planning principles. All courses of a menu are investigated. Practical, current and creative ideas for breakfast, brunch, lunch, dinner, as well as catering for special events; meals for any where, any time. The course is integrated with menu planning and the current issues surrounding our food supply, such as food miles, buying local, economic, environmental and social sustainability for food usage. This unit also involves looking at home made foods versus commercial food items. The following areas are explored in depth:

- Food additives and preservatives
- Labelling of food products
- Researching changes in patterns of food consumption in Australia
- Investigating methods of food production, packaging and distribution of food
- Exploring and defining convenience foods
- Evaluating the role of convenience foods and comparing this to homemade equivalents.

Around the World in 80 days (2024)



This unit will examine Australia's evolution of food by exploring the traditional Indigenous cuisine through to the multicultural mix of ingredients and recipes from all of the continents that are represented in our current diet. We will explore nutrition issues and social, cultural and geographic factors that influence our food choices.

Australians health is also a major area to be covered, looking at what influences Australians food and preparation choices. We explore diet related diseases in Australia linking it to food and nutrients. We also investigate methods of food production and how this has impacted our health

From the production of Chinese Bao Buns, to making a traditional Vietnamese Banh Mi, these are just a tempter of what this unit covers.

Year 9 Bogong Camp



As part of the Corryong College Camps program, students in Year 9 are strongly encouraged to attend the Outdoor Education Camp at Bogong. This camp is aimed at developing leadership skills and team work. Students will enjoy a full itinerary of orienteering, bush walking, high ropes, cycling, rock climbing and creek walking. As well as learning new outdoor skills, students discover more about the environment and sustainability by engaging in meat free Monday, composting, nude lunch-boxes and earth hour. The 2023 Bogong camp will run at the beginning of Term 4, for 12 exciting days and include a 4 night overnight hike.

The cost of the camp is approximately \$250.00



Advance CFA Youth Crew

This program is a funded **two year** program, which focuses on the development of skills relating to the Country Fire Authority (CFA). The funding is provided by the Advance program through the Department of Families, Fairness and Housing.

There is an intake of 10 or 11 students at Year 10 level each year, maintaining a troop of 21 students. Applications are called for at the end of Year 9. The applicants will be required to complete a small research project and attend an interview.

The program is operated in conjunction with Tallangatta and Mount Beauty Secondary Colleges and full day sessions are held at each of the Colleges, which necessitate some very early starts when travelling from Corryong to Mt Beauty. There is also a 3 day camp at Howman's Gap for Year 10 students. Over the two years there are 13 full days of activities where students complete their Certificate 2 in Public Safety (Firefighting Operations), hence providing a pathway into the CFA or DELWP. In addition students complete a Level II Workplace First Aid Certificate.

The Youth Crew also works with the Corryong Fire Brigade (and other local Brigades) on other voluntary events, such as fundraising for the Good Friday Appeal and marching in the ANZAC Day Parade.

Skills developed:

- Knowledge and maintenance of fire equipment
- Pump operation
- Hose Skills
- Understanding of Fire Behaviour
- Household Fire Plans
- Teamwork
- Leadership

Cost: Annual fee is \$50.00 which covers the cost of the 5 training days, the 3-day end of year camp, transport and catered lunch on each day. Students must supply their own work boots. All other costs are covered by the program. Current Year 9 Students who wish to apply for the 2024 intake need to see the Advance Coordinator for an application form at the beginning of Term 4.



Year 10 Work Experience

Why do Work Experience?

Many of today's institutions providing tertiary courses expect students to gain experience and knowledge of their chosen vocation prior to applying for courses. Employers are also demanding similar experiences as an indication of prospective employee's motivation and skills. Therefore it is considered important for students to carefully select a workplace which matches their interests and abilities.

What are the Limitations?

Unfortunately there are sources of employment that are difficult to access or which may be unsuitable for students for reasons of confidentiality of data and/or clients, or the dangerous nature of the environment. For example, working in a butcher's shop may pose an unacceptable risk to untrained students because of the equipment used. Students cannot expect to be completely involved in all aspects of the workplace. They are likely to get jobs such as sweeping the floor, getting the morning tea, posting the mail etc, which are tasks that apprentices or trainees are often delegated. In many situations they may only observe or tag along with one or more designated employees

The Legalities:

Before a student can start a placement they must complete at least 2 Occupational Health and Safety modules related to the industry area of the placement.

- There is a legal contract that must be signed by all parties before the placement commences. The placements can only occur under specific conditions. These vary between states, for example, students must be paid a minimum of \$5 per day in Victoria, whereas in NSW they are not paid. Placements in the ACT differ again in that students must have their own insurance cover and the company must have at least a \$5m public risk policy.

Finding a Position:

Work experience requires considerable planning well in advance of the placement. Students going through the process of finding a position may engage support from parents, relatives and friends as they may have some difficulties in organising and finding appropriate resources. There are great benefits for our students experiencing and dealing with problems, such as transport in larger population centres, therefore, employment outside Corryong is encouraged. Also, we have access to a limited number of placements in local industry. Any local placements should only be organised through the Work Experience Co-ordinator.

Student Responsibilities:

Students are responsible for finding out about their employer's requirements for safety and dress. Finding accommodation may be difficult and needs planning well in advance. This is the student's responsibility. Travel arrangements to the accommodation and from there to the workplace are also the responsibility of the student.

When can I do Work Experience?

Year 10 students have one work experience week scheduled for term 4. The College, subject to other events on the calendar, determines this time. In some cases additional placements can be organised during the school holidays. There are also many industries and organisations offering virtual work experience.

VCE work placements must be student initiated. Arrangements are flexible in regard to time, for example, it may involve a block of time or one day a week for a number of weeks.

Year 10 Work Related Skills

What is Work related skills?

Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio.

Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Year 10 work experience.

What are the aims?

This study enables students to:

- understand and apply concepts and terminology related to the workplace
- understand the complex and rapidly changing world of work and workplace environments and the impact on the individual
- understand the relationship between skills, knowledge, capabilities and the achievement of pathway goals
- develop effective communication skills to enable self-reflection and self-promotion
- apply skills and knowledge in a practical setting.

When will this be?

Work related skills will be a session per week for all students to have completed the 2 units by the end of Year 10. This also includes the mandatory career action plan that will need to be completed by all students.

Year 9/10 Physical Education & Sport

Physical Education / Sport is the key learning area in the curriculum that focuses explicitly on developing movement skills and concepts students require to participate in physical activities with competence and confidence. The knowledge, understanding, skills and dispositions students develop through movement in Physical Education / Sport encourage ongoing participation across their lifespan and in turn lead to positive health outcomes. Movement competence and confidence is seen as an important personal and community asset to be developed, refined and valued.

Physical Education / Sport promotes an appreciation of how movement in all its forms is central to daily life — from meeting functional requirements and providing opportunities for active living to acknowledging participation in physical activity and sport as significant cultural and social practices.

Sport focuses on team sports, rule acquisition, fundamental movements and increasing key dynamics in many team areas including volleyball, cricket, football, netball and more. Physical Education will have a focus on increasing key skills and diversifying physical health and wellbeing knowledge. Students will be exposed to other forms of physical activity such a bike riding, athletics or fitness programs such as HIIT.

Certificate II in Retail Cosmetics (SHB20121 1 year course/Unit 1 & 2) Available in 2025

This qualification reflects the role of retail sales personnel involved in a defined range of tasks to sell and demonstrate beauty or cosmetic products. This qualification provides a pathway to work as a retail sales consultant in any business that sells beauty or cosmetic products and services. This can include beauty and hairdressing salons, retail outlets and department stores.

This is a VET Course and it is a requirement that students attend all practical excursions to gain competency. Students will need to complete 9 units across 12 months. Students require a VET enrolment to study the VCE Vocational Major. This course contains enough units to

Units of Competency

- Demonstrate retail skin care products
- Advise on beauty products and services
- Conduct salon financial transactions
- Comply with organisational requirements within a personal services environment
- Communicate as part of a salon team
- Organise personal work requirements
- Participate in sustainable work practices
- Research and apply beauty industry information
- Receive and handle retail stock
- Produce visual merchandise displays
- Apply cosmetic tanning products



DISABILITY INCLUSION & WELLBEING

The Disability and Wellbeing team consists of the following roles that work to support our inclusive practices and wellbeing supports for all students.

Principal—Oversight of all policy and subsequent processes and practices across the school.

Assistant Principal—Guidance for the Disability and Wellbeing team and leads connection with parents and department.

Leading Teachers—Leads implementation of processes and practices for teaching and learning and Disability.

Wellbeing Coordinator—Leads implementation of processes and practices for wellbeing, counselling and chaplaincy.

Year Level Leaders—Leads wellbeing supports through connections with students, parents and the team.

SHARE Principals for Inclusive education

The following principles provide guidance for all members of the school community on the main features of inclusive education.

Student Centered. Inclusive education involves students, in collaboration with their peers and/or carers, in decision-making processes as respected partners in education

Human Rights focus. Inclusive education is supported by and is the realisation of a human rights based approach to education. International human rights principles and Victoria's Charter of Human Rights and Responsibilities Act 2006 provide a framework for every Victorian to be treated with dignity and respect and to enjoy their human rights without discrimination.

Acknowledges strengths. Inclusive education recognises that each child and young person is unique. It focuses on a strengths-based, personalised approach to education that celebrates and welcomes difference to maximize learning, engagement and wellbeing outcomes.

Respects Legal obligations. Inclusive education enables schools to uphold legal obligations to make reasonable adjustments for all students with disability. Reasonable adjustments assist all students to participate in education on the same basis as their peers without a disability.

Evidence Based. Inclusive education uses contemporary evidence-based practices known to be effective in responding to individual student needs and improving student outcomes.

Tiers of Support

Students are identified and supported through a tier based approach that best supports them. Students may move across the Tiers depending on need.

Tier 1—Provides a preventative framework and requires the learner, Parent / Carer, Classroom teacher or Year Level Leader to be in regular communication. This may include input from school level Health and Wellbeing supports.

Tier 2—Identifies that some additional support is needed and engages additional Health and Wellbeing members to provide more complex supports. An Individual education Plan (IEP) is developed and SSGs are held per to assess the students' individual needs and progress.

Tier 3—External supports are sought, broadening the team to include relevant professional support staff including members from the Department, and local and Government programmes.

Disability Inclusion Profiles (DIPs)

Disability Inclusion Profiles enable individual funding to assist students with disabilities or additional needs. Students are identified through the frequency and level of adjustments they require to function at school.

STUDENT SUPPORT & WELLBEING

Corryong College's mental health and wellbeing support incorporates universal school wide wellbeing programs, early intervention and cohort tailored supports for students who have specific needs or vulnerabilities in addition to intensive targeted interventions for individuals or small groups of students through both internal and external mental health supports.

Members of our wellbeing team will work closely with students, their families/carers and external support services to provide a care team approach to improved mental health and wellbeing, support for families and working with the family unit to facilitate in increased school attendance and engagement.

The Wellbeing Team

Our caring and approachable wellbeing team comprises Christine McKimmie (Acting Principal), Warren Sinclair (Vice Principal & Student & Engagement), Katrina Karlson (Counsellor & Wellbeing Coordinator), Margaret Walker (Teacher & Disability and Inclusion Co-Ordinator)

Christian Boscolo (Chaplain), and a visiting Adolescent Mental Health Nurse.

The Wellbeing Space

The wellbeing area provides easy, centralised access to our wellbeing team. The Counsellor & Wellbeing Coordinators office and an additional cosy wellbeing space provides a safe and inviting environment where students can come and seek help and parents/carers are also invited within the privacy of these spaces to chat with a member of our wellbeing team.

Student Wellbeing Services

Our Wellbeing Team are experienced in a range of areas and caring and passionate in supporting students to navigate their way through social and emotional challenges they may face.

These challenges may include:

- Social difficulties
- Emotional challenges
- Behavioural difficulties
- Learning needs
- Family challenges, including family break-up
- Grief and loss
- School refusal
- Risk-taking behaviours
- Mental health
- Child safety concerns

Services Available Through the Student Wellbeing Team

- Individual and small group counselling for students
- Triage counselling
- Family support
- Positive mental health promotion and liaison with school-wide programs relevant to student wellbeing
- Student Support Group support with parents and young people regarding any learning, behavioural, social or emotional concerns they have.
- Referral to external support services and specialist assessment/treatment services

Referral to the Wellbeing Team

Secondary School Students can self-refer to the Wellbeing Team by visiting the Wellbeing Office.

Principals, teachers and support staff can arrange for a referral to the Student Wellbeing Team if they have concerns about a student's wellbeing.

Parents/carer/s can also request an appointment for their child with the Student Wellbeing Team by contacting the school office and asking to speak to our Counsellor & Wellbeing Coordinator Katrina Karlson.

Primary school students are required to have signed consent from parent/s/carer/s prior to accessing counselling services. Consent forms are available from the Counsellor & Wellbeing Coordinator or accessible to staff via the 'Wellbeing Resources' Microsoft Teams folder to print off. Parent/s/Carer/s are welcome and encouraged to meet and talk with one of our wellbeing team members to foster positive relationships and seek any additional support or guidance and our team can also provide links and contact to external services.

Wellbeing Partnerships

The wellbeing team work with external supports that focus on providing group-based and individual support and the provision of specialised services. Some of these include Gateway Health, Albury Wodonga Health, UMFC, CHIPS program, Junction Adolescent Support and Junction Counselling services and many more.

Wellbeing Programs

The Wellbeing Team and staff facilitate and/or support a range of proactive, preventative and early intervention programs across the school. Examples of some of the health, wellbeing and inclusion programs include: Breakfast Club, Lunch Clubs, SAMS Club to raise awareness and support for sexual and gender diversity and inclusiveness in the school community, Restorative support through mediation for students in conflict with each other, Health & Wellbeing Days to promote mental health and wellbeing, Wear it Blue Day promoting anti bullying, R U OK? Day to raise awareness of engaging in regular and meaningful conversations with others...and many more.

WELLBEING DOG—FRANKIE

Corryong College have partnered with Dogs Connect and are fortunate to have a Wellbeing Dog named “Frankie” at our school.

RATIONALE

Dogs in Education can assist students with attendance, behaviour, social connection and emotional regulations. They can help engage students in many curriculum areas by supporting children in feeling less self-conscious than they may feel around teachers and peers.

VISION

Together we empower all to learn and achieve with a sense of belonging and pride in self, school and community. We will integrate our Wellbeing Dog into our school community so it can assist with trauma, anxiety, communication, awareness, leadership, behaviour, emotional regulation, resilience, sensory processing, stress management and emotional literacy.

BELIEFS

At Corryong College our vales drive us to:

- Have a duty to develop and model practices where teaching and learning can be linked to the love, care and connection of our school wellbeing dog.
- Draw on the skills and knowledge of the school wellbeing dog, Dogs Connect staff and the wider community and enter into practices that are mutually beneficial to all community members.
- Implement effective decision-making practices in collaboration with School Council, Dogs Connect staff, school staff and where appropriate the wider community.

AIM

We aim for the responsible implementation of a structured program through which a school wellbeing dog will be used to assist the school community in experiencing connectedness, developing links to learning throughout the school community, and helping to develop students who are socially adept, respectful and appreciation of diversity.

