



Year 9 Handbook

Woodleigh School 2027

Welcome to Year 9 at Woodleigh

This booklet outlines the subjects and key educational experiences that will be offered to students undertaking Year 9 at Woodleigh School in 2027.

Students will study a combination of core subjects and electives that draw from the Victorian Curriculum and are scaffolded by the International Baccalaureate Middle Years Programme curriculum framework.

Looking for
Electives?

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Contacts

Key Contacts

Head of Learning, Middle Years Programme
Lucy Kane

Heads of Wellbeing and Administration, Middle Years
Gab O'Loughlen and
Craig Azzopardi

Head of Regenerative Futures Program
Michelle Pitcher

Head of Learning, VCE
Craig Radley

Head of Careers and VET Coordinator
Shannon Maher

Co-Heads of Learning Enhancement
Jane Aylward and
Callum Barnes

Learning Area Leaders

The Arts: Visual Arts
Emma Cleine

The Arts: Performing Arts
Anthony Bingham

Design
Andrea de Jong

Language and Literature
Nadia Davison

Health & Physical Education
Craig Radley

Humanities
Tom Ryan

Language Acquisition
Prue Patterson

Mathematics
Alasdair Ross

Science
David Benton

Homestead Coordinators

Homestead 1
Derek Kirk

Homestead 2
Cass Kitto

Homestead 3
Paige Strouts

Homestead 4
Narelle Barnes

Homestead 6
Kate Hadley

Key Year 9 Experiences

Outward Bound

Outward Bound is a keystone 7-day Woodleigh experience for Year 9 students. Located in the outdoors of the Buchan and Snowy River region, students are immersed in journey-based learning in the natural environment. Students engage in a range of activities such as hiking, rafting, abseiling, climbing, and camping. Each day, students work toward goals framed around self-determination, resilience, communication, problem-solving, and expanding comfort zones. The program also includes solo time for self-reflection in nature, allowing students to fully appreciate and connect with their surroundings, and take time out from everyday routines, pressures, and technology. The program aims to foster growth, leadership and self-directed decision making, and uses adventure activities as metaphors for real-life learning. Through outdoor, adventure-based experiences, students strengthen life skills and unlock their potential.

Community Project

The Middle Years Programme (MYP) Community Project at Woodleigh is a significant student-led initiative aimed at fostering community awareness and engagement. It offers Year 9 students the chance to apply their learning over an extended period (Terms 2 and 3), where they identify a need in their local community, then plan and execute a project that addresses this need, and reflect on their learning experiences throughout the process. Students will have a Project Supervisor to guide and support their learning, and students may work with their peers in small groups to action their project. The Community Project emphasises the development of key skills in students such as research, communication, collaboration, and self-management, while also instilling a sense of responsibility, civic engagement, and a commitment to making a positive impact in their communities.

CityBound

The CityBound Program serves as a launching pad for the MYP Community Project, immersing students in diverse urban experiences over seven days, typically at the start of Term 2. Students spend time at the City Cite location in Melbourne's CBD, an office-style environment that provides a home base for students while they explore the city and develop a deeper understanding of societal issues and constructs. Students visit key sites across Melbourne, as well as various community organisations, and hear from inspiring individuals with diverse backgrounds, such as people experiencing homelessness, refugees, people who have battled addiction, as well as social entrepreneurs and community leaders. This program broadens students' understanding of Melbourne's diverse communities and their needs, helping our young people practice empathy, open-mindedness, and respect. CityBound also enhances students' independence, self-management and communication skills, preparing them for their Community Project and developing their skills as a lifelong learner.



The International Baccalaureate® (IB) Middle Years Programme (MYP)

The Middle Years Programme (MYP) is an internationally accredited framework that cultivates a rigorous and engaging syllabus based on big thinking and authentic learning experiences.

The MYP promotes a shift from content-driven curriculum to conceptual learning informed by the explicit teaching of proficiencies; the Approaches to Learning (ATLs) and the IB Learner Profile attributes, to develop internationally minded lifelong learners. The philosophy of the International Baccalaureate (IB) aligns strongly with that of Woodleigh and encourages a balanced development of the whole young person.



The IB Learner Profile

At Woodleigh School, we are committed to developing learners who, by recognising their shared humanity and stewardship of the planet, help to create a better and more peaceful world. We aim to work together as a community to nurture the development of the attributes of the IB Learner Profile. We aim to develop the capacity and ability of our community of learners to be:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on

complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service,

and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

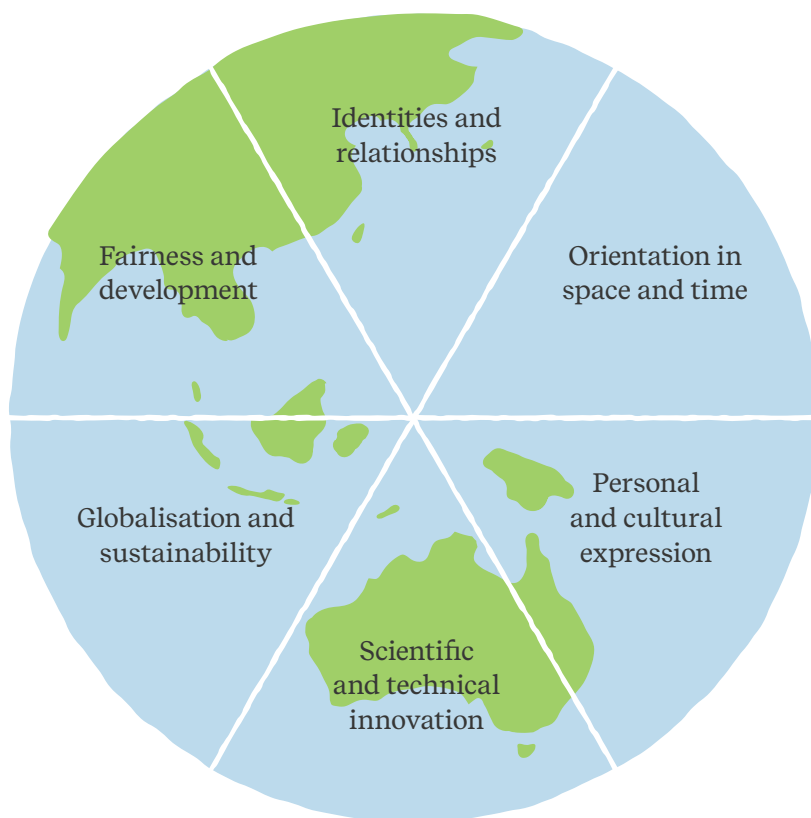
Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

MYP Global Contexts

Woodleigh is committed to delivering an education that equips young people with the knowledge, skills, capabilities, confidence, and purpose they require to shape their future and the future of others. Through the MYP young people are encouraged to be more than just globally aware, rather; the IB embodies the notion of being internationally minded, where our students develop an innate sense of responsibility and take positive action to create a better world.

The MYP provides a design structure that supports the teaching and learning of the Victorian Curriculum content, while emphasising an inquiry-based approach, and offers an inclusive educational experience for all students. The use of Global Contexts in the MYP framework further enhances learning by situating inquiries within relevant global themes, promoting critical thinking and helping students to make meaningful connections between their studies and real-world issues.



Inquiry Learning

Inquiry learning encourages students to explore concepts deeply through questions and investigations, fostering critical thinking and problem-solving skills. Inquiry learning involves guidance, support and structure, but is student-driven, allowing learners to pursue their interests and make connections between subjects, and apply their learning to real-world contexts. This approach nurtures curiosity, independence, and a lifelong love of learning.

Types of Student Inquiry

Structured Inquiry

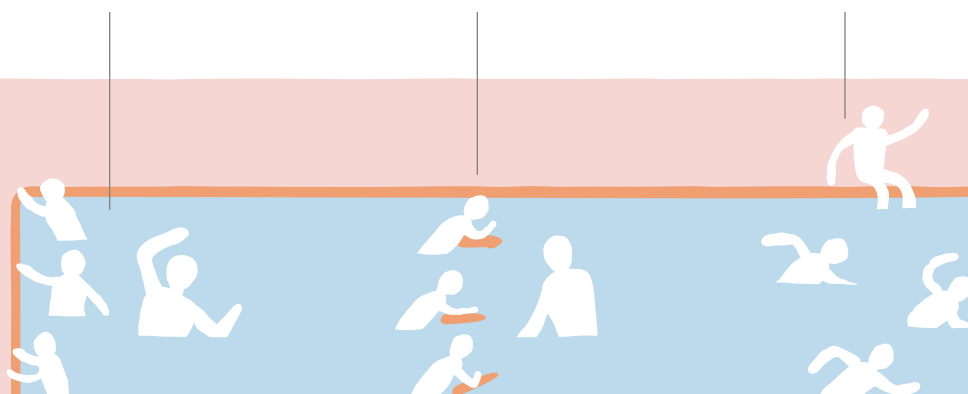
Students follow the lead of the teacher as the entire class engages in one inquiry together.

Controlled Inquiry

Teacher chooses topics and identifies the resources students will use to answer questions.

Guided Inquiry

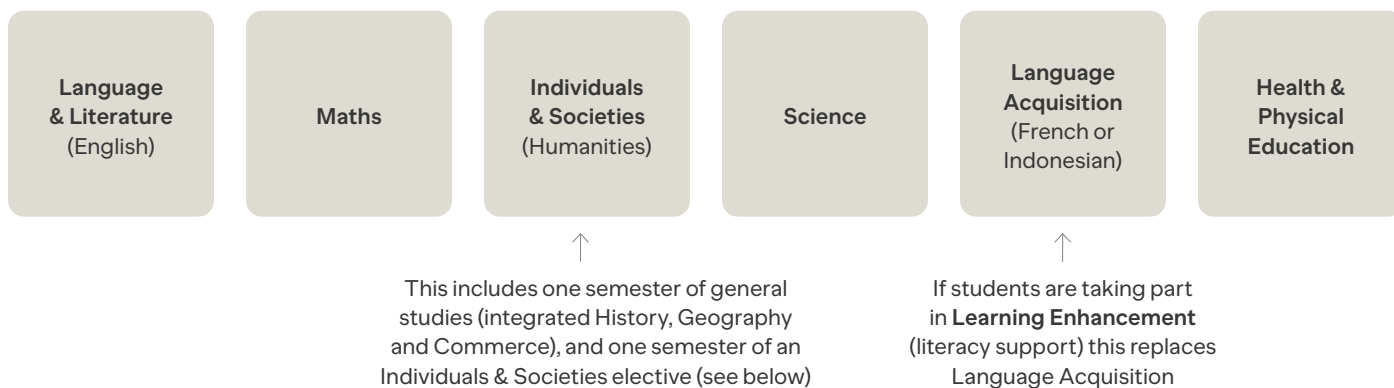
Teacher chooses topics and questions, and students design product or solution.



Learning in Year 9

Core Subjects

Students will study six year-long subjects:



Homestead and Activities

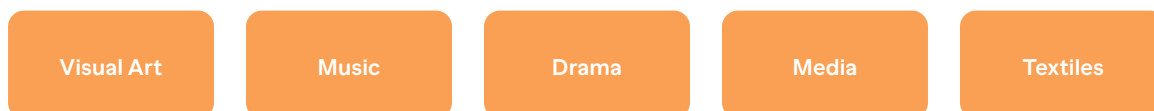
Students will take part in three Homestead sessions per fortnight, as well as Activities five times a fortnight, taking part in up to six Activities over the year:



Electives

Students can select two semester-long electives from the **The Arts** and **Design** subject areas, and one from **Individuals & Societies**:

The Arts



Design



Individuals & Societies



Core Studies



Language and Literature

In Language and Literature students develop the core skills of reading, writing, speaking and listening. Being able to communicate with confidence and insight is a foundation skill for both school and life. The Language and Literature curriculum is designed to develop a student's understanding of the issues that shape our society.

Mathematics

In Year 9 Mathematics, students develop familiarity with a broader range of non-linear and linear functions and relations, and related algebra and graphs. They continue to build on a range of skills and concepts in number and algebra, measurement and geometry, and statistics and probability. Based on their background, students will be able to elect from 'standard' and accelerated pathways.

See page 9 for more information

Science

In Year 9 Science, students enhance their understanding of systems, relationships, and change through four main themes: The Origins of the Universe, focusing on space and atomic theory; The Origins of Life, examining evolution and inheritance; Sustainable Transport, covering fundamental Chemistry and Physics concepts; and Climate Change and Regenerative Thinking, exploring the interconnections of natural and human-made systems, including energy flow, ecosystems, and food security.



Language Acquisition (French or Indonesian)

Students develop proficiency in either French or Indonesian through comprehensive skills in reading, writing, listening, and speaking. They engage in various units that explore personal experiences, social issues, and current events. Additionally, they make cultural comparisons between life in Australia and the target country, enhancing their understanding and appreciation of different cultures and further developing international mindedness.

Language study also opens doors to immersive travel experiences – from Year 9, French students have the opportunity to engage in a language and culture tour to France and Indonesian students can take part in an Indonesian immersion tour, both running biennially.

Individuals and Societies (Humanities)

The Individuals and Societies course for Year 9 is an interdisciplinary subject that integrates the study of History, Geography, and Civics to explore the dynamic relationship between people and their social environment, emphasising personal identity development within various cultural contexts. The course aims to develop students' research skills and understanding of human societies, their history, and their impact on the world.



Health and Physical Education

This course provides the foundation for students to become active and informed individuals, capable of managing lifelong physical activity. Students learn about the physical, emotional, and social benefits of exercise. They explore personal wellbeing, fitness, and the connections between physical activity and health. Students also assess their own wellbeing and engage in activities to enhance their active lifestyle.

Learning Enhancement

Learning Enhancement is available through consultation with the Learning Enhancement team, following strict selection criteria overseen by the Director of Wellbeing. The subject supports student's literacy and numeracy skills, provides general academic and curriculum support. Additionally, Learning Enhancement classes focus on developing the MYP Approaches to Learning (ATL), helping students 'learn how to learn' within the IB Middle Years Programme.

Mathematics

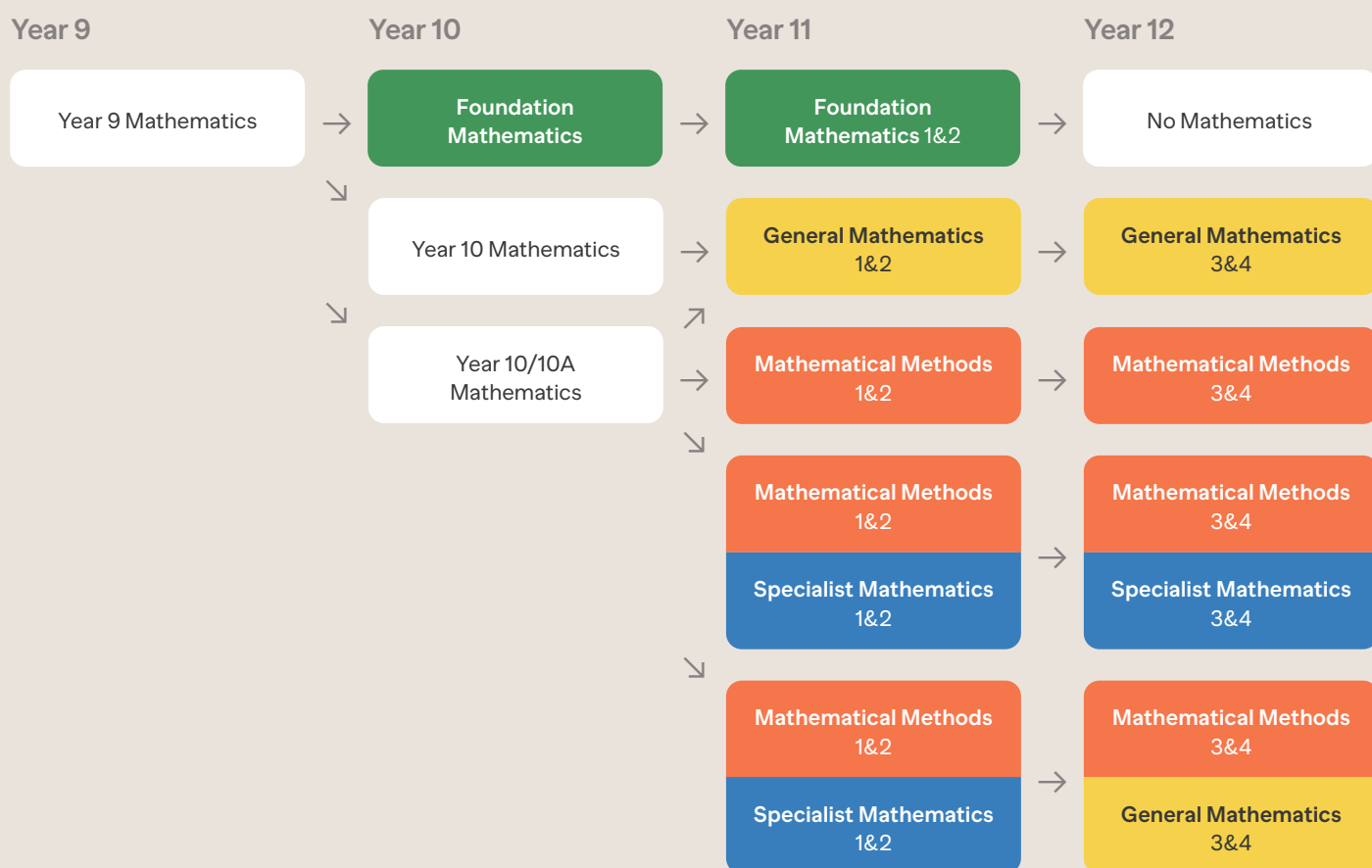
In Year 9 Mathematics, students develop familiarity with a broader range of non-linear and linear functions and relations, and related algebra and graphs.

Learning continues to build on a range of skills and concepts in Number and Algebra, Measurement and Geometry, and Statistics and Probability. Based on their prior studies in Mathematics during Year 7 and 8, students will be able to select from two possible pathways: the 'standard' mainstream Year 9 Mathematics course, and acceleration into Year 10 or 10A Mathematics.

The study comprises the following units:

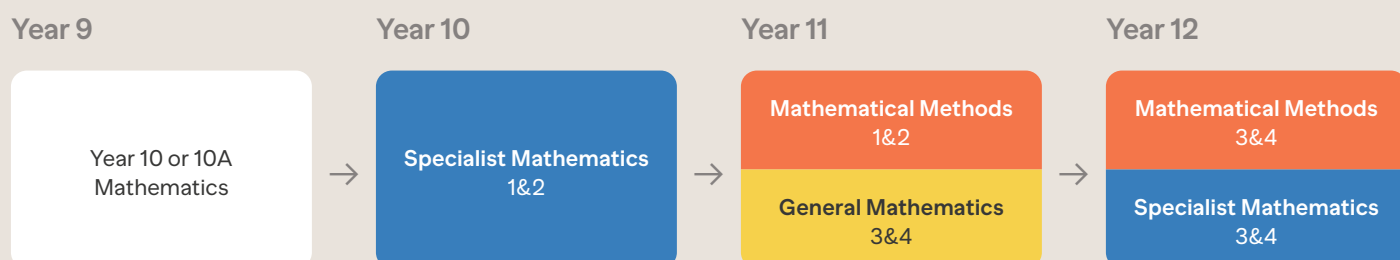
- **Foundation Mathematics** Units 1 to 4
- **General Mathematics** Units 1 to 4
- **Mathematical Methods** Units 1 to 4
- **Specialist Mathematics** Units 1 to 4

Standard Maths Pathways



Maths Enhancement Pathway

This program is only accessible to students who have taken part in the Mathematics Enhancement program at Years 7-8, or new students with demonstrated ability. A separate selection process for Maths Enhancement will take place at the end of the current year. You will be contacted by the Maths Learning Area Leader.



Homestead

For a Year 9 student at Woodleigh School, the Homestead Program is a vital part of daily school life, offering a strong sense of community and continuity during a pivotal stage of adolescence. Each student belongs to one of five Homesteads at the Senior Campus, supported by a dedicated team of teachers and peers across Years 7-9.

Homesteads function as a second home – spaces where students grow into themselves, build lasting friendships and receive the pastoral care they need to thrive academically and personally.

In Year 9, students take on greater responsibility in the Homestead, often stepping into leadership and mentoring roles for younger peers. They participate in collaborative projects, community events, and shared decision-making that help them develop confidence, empathy, and a sense of purpose. The Homestead environment encourages open dialogue, creativity, and teamwork, all within a space designed to feel welcoming and student-led. It's a place where students are not only known by name, but deeply understood and supported in their education.

As they prepare to transition into the senior years, Year 9 students benefit from the Homestead Program's emphasis on independence and self-reflection. They are encouraged to explore their interests, take initiative in their learning, and contribute meaningfully to their community. This experience lays a strong foundation for the Regenerative Futures Program in Year 10, where students begin to shape their own educational pathways. By the end of Year 9, students emerge with a stronger sense of identity, a deeper connection to their peers and teachers, and the confidence to take on new challenges.



Activities

Woodleigh's Activities Program is a vibrant and essential part of the Year 9 experience, offering students the chance to explore their interests, develop new skills, and connect with peers across year levels.

The program is structured into six activity units across the school year, with each unit offering a fresh opportunity for students to engage in something new. For each unit, students participate in a ballot process where they select from over 30 diverse options – ensuring they find something that excites and challenges them.

The range of activities is impressively broad, spanning categories such as Academic Enrichment, Visual and Performing Arts, Sport and Physical Development, Health, Lifestyle and Practical Skills,

ICT & Technology, and Community and School Partnerships. For a Year 9 student, this means the chance to dive into everything from digital drawing, debating, and philosophy discussions to rock climbing, barista training, and even true crime investigations. Whether a student is passionate about sustainability, curious about coding, or eager to try their hand at ceramics or archery, there's something to suit every interest and learning style.

What makes the program especially meaningful in Year 9 is the growing sense of independence and responsibility it fosters. Students are encouraged to step outside their comfort zones, take initiative, and reflect on their experiences. The Activities Program complements academic learning and supports personal growth, resilience, and a deeper connection to the school community. It's a space where students are empowered to explore who they are and what they care about – one activity at a time.

Electives

Woodleigh School offers a variety of electives to Year 9 students, including core sciences, humanities, languages and creative arts. The following pages detail the subjects on offer.

The Arts Page 11

Visual Arts

Visual Art

Media

Textiles

Performing Arts

Drama

Music

Design Page 12

Food Studies

Digital Technologies

Product Design

Visual

Communication

Individuals and

Societies Page 13

History

Commerce

Legal Studies

Selecting Electives in Year 9

Step 1

Subject handbooks are digitally distributed to students and parents during Term 2

Step 2

Year 8 students will attend the **Year 9 Subject Information Presentation** during a Homestead session and can discuss information about the Year 9 program with their Tutor.

Step 3

Students are required to complete their **subject selection online**, ensuring elective subjects are listed in preference order and carefully consider reserves as they may be used. Students need to print their final selections and return this signed form by to Reception by Tuesday 28 July, 2026.

A subject confirmation email will be sent early in Term 4.

Key dates for subject selection 2027

Late Term 2

Year 9 Subject Information Presentation

Week commencing 15 June, 2026

Online subject selection opens

Tuesday 28 July, 2026

Submission of subject selections and acceleration forms due by 9am. This includes selections entered online and a printed and signed receipt handed in at school.

The Arts

Visual Arts

Visual Art

Visual Art teaches students how to develop individual investigations of an art movement or genre related to the statement of inquiry. Students complete a folio of artworks using a selection of artists as a starting point, to practically explore ideas with a clear artistic intention. The acquisition of skills is formatively assessed, allowing progression of skill development for summative assessment. Students practically explore ideas using two and three dimensional artforms to inform development of final artworks. Year 9 Visual Arts increases in sophistication of skills, use of materials, techniques and processes in preparation for moving toward senior school.

Media

Photography and Video Media teaches students how to develop skills through exploration of the production process. Students develop technical skills in sound, lighting, shooting, directing, art direction and editing. Students will analyse media with a focus on subject matter and communicating meaning in film in existing productions and their own projects. Students will go through the process from pre-production, production and post-production to create a short film exploring video and audio using the Adobe Suite.

Textiles

Textiles teaches students how to develop individual investigations of a fashion genre related to the statement of inquiry. Students complete a folio of textile trials using a selection of innovative fashion and textile designers as a starting point to practically explore ideas with a clear artistic intention. The acquisition of skills is formatively assessed periodically, allowing progression of acquiring skills for their final Textile folio. To complete the course, students practically explore construction and learn how to follow a basic pattern to produce a garment.

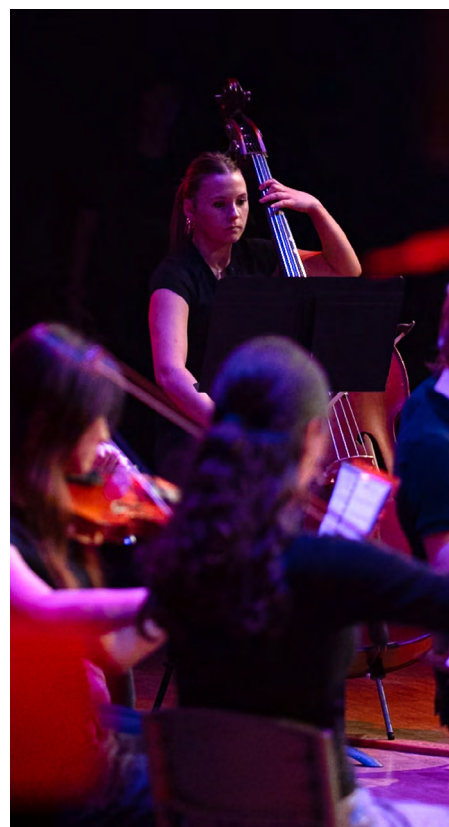
Performing Arts

Drama

Drama provides students with the opportunity to extend the skills established in Year 8 Drama. The first half of the course comprises of a series of workshops, intended to develop the technical skills of the actor, including expressive skills, dramatic elements, status, staging, subtext and improvisation. The second half of the elective comprises a study of comedic and dramatic acting. The students will study comedy and drama as performers, writers and as audience. The course progresses to an extended script interpretation and culminates in the staging and performance of a duologue. Students extend their performance skills and view professional performances.

Music

This course aims to provide students with a broad and thorough understanding of music, with a focus on preparing for an ensemble performance. Through an inquiry lens, students research and make connections between the elements of music and the creation of mood and emotion. Students actively apply this knowledge in their own group performance. The class will perform the group item at an end-of-semester Musicale. Developing music language skills, both written and aural, are important elements of the course and will be formatively assessed periodically. Later in the semester, the students apply their acquired musicianship skills to complete a summative composition task. It is recommended that students continue/commence private lessons on their main instrument to support their skill development as a performer.



Design

Food Studies

Food Studies at Year 9 aims to develop competence in the performance of basic food preparation tasks which contribute to the health and wellbeing of individuals. In addition to the preparation of simple food products, the course includes food hygiene and safety, nutrition and an understanding of the sensory and functional properties of different foods. In creating food products for a purpose, students focus on the design process which involves working with a design brief, developing ideas, creating a range of solutions and evaluating their success.

Product Design

Product Design involves the design and production of innovative products that solve a problem and/or meet a need. Combining skills in woodwork, technology and creative problem-solving, students will create working models and prototypes. Coursework includes the design and manufacture of products as well as the drawing of ideas and written analysis work. Assessment also includes an annotated design folio. This subject is ideal for students interested in future studies in VCE Product Design and Technologies.



Visual Communication

Students in Visual Communication Design learn and apply the design process to create their own innovative design solutions in response to a design brief within the fields of Architecture and Graphic Design. Coursework includes designing built environments through the application of technical drawing methods used by architects and interior designers. Students will then use CAD software to create prototypes of their designs, with a focus on sustainability. Within the field of Graphic Design, they will apply freehand and digital drawing skills to create their own logos and surface graphic designs, which may be applied to a variety of collateral. Throughout each process, students will learn a variety of manual and digital drawing skills and are required to keep a portfolio of work. This subject is ideal for students interested in Architecture and Graphic Arts.

Digital Technologies

Students will explore the role of AI in our society, the impact of 'Big Data', and how the design of applications can change the lives of individuals. Students will learn how to work effectively with AI tools, explore the basics of Excel and data collection, create data visualisations with graphic design programs and develop apps in a variety of software platforms. Students will be exposed to the basics of Python coding as well as a variety of digital visualisation strategies that will be invaluable for their future employment. They will develop interdisciplinary skills by following the MYP Design Process, including independently managing long-term projects, planning solutions from idea to evaluation, and documenting their process in a digital folio.

Individuals and Societies

Students will complete one semester of general humanities studies, and will choose one specialisation elective for the alternate semester

History: Australia at War

Students explore how international conflicts such as WWI and WWII acted as historical turning points, and significantly impacted people and societies. Across their studies, students will analyse and evaluate Australians' responses to the Wars and how these conflicts are commemorated today. Students will gain an understanding of the impact of war on ordinary people, and acquire insight into the human experience of war.

Commerce

Students will explore Consumer Financial Literacy and Economics, including a cost-benefit analysis of buying their first car. They will also investigate what it takes to become a successful small business owner, developing a unique business idea and constructing a professional business plan. The unit culminates in each student preparing and delivering a verbal pitch to the class alongside their detailed written plan.

Legal Studies

Students gain a comprehensive understanding of Victoria's criminal justice system, including how laws are created, reformed, and amended. They examine case studies such as the Bourke Street tragedy and the Veronica Nelson inquest to explore the need for bail reform. Students investigate Victoria's court hierarchy, the appeals process, and the original jurisdiction of each court, as well as the role of juries, the rights of victims, and the key elements required to secure a criminal conviction. Learning is immersive, with role-plays, mock trials, and investigations bringing these concepts to life.



