

# Year 9 Course Guide 2025



**ACADEMY**  
OF MARY IMMACULATE





Five years in the underground  
with... the underground  
route from Melbourne's industrial  
area north to the suburbs of  
the south. A variety of construction  
techniques are being used to  
minimise disruption to  
and flow around the

High Capacity  
Metro Trains

High Capacity  
Signalling

ACAD

# EMMY

**SRL North**  
New rail for Melbourne Airport  
Seven new stations are proposed for SRL North, providing a direct link to Melbourne Airport and helping regional connectivity via the Elizabethville Transport Interchange.

**SRL EAST**  
Commuters enjoying all the advantages of Melbourne's new rail network.  
This is the only station to offer...

**600,000**  
daily car trips off roads



**THE CITY SCHOOL FOR GIRLS**

# School Values

## Vision

To be a premier learning community recognised for developing young women of integrity and purpose who are empowered by the values of Mercy, creativity, and social justice in pursuit of academic and personal success.

We aspire to be valued as an authentic and inclusive community, faithful to the teachings of Jesus, the mission of the Catholic Church and the spiritual tradition of the Sisters of Mercy. ■

## Mission

Through our contemporary educational philosophy, we provide ambitious learning programs and co-curricular opportunities that utilise the rich resources of the City of Melbourne. These programs build on the legacy of our founder, Ursula Frayne, and our Catholic identity to enrich our students' spirituality and their capacity for positive change. Our emphasis on student wellbeing develops confident contributors and strengthens engaged learning. ■

## Values

By living our values day-to-day, Academy girls discover what is important and can face each life challenge knowing they have the skills to make the best choice in each situation. From small personal actions to broader community and global initiatives, these six transforming values of

### **Mercy are:**

#### **Compassion**

At Academy, compassion and empathy lead to lifeenhancing action.

#### **Courage**

At Academy, courage means taking a stand in the face of risk, sustained by our faith and trust in God.

#### **Hospitality**

At Academy, hospitality is being a welcoming, inclusive community where we open our hearts and extend generosity.

#### **Justice**

At Academy, justice and mercy are partners when forming relationships and building a strong community.

#### **Respect**

At Academy, we show respect for ourselves, to others, and care for the Earth – our common home.

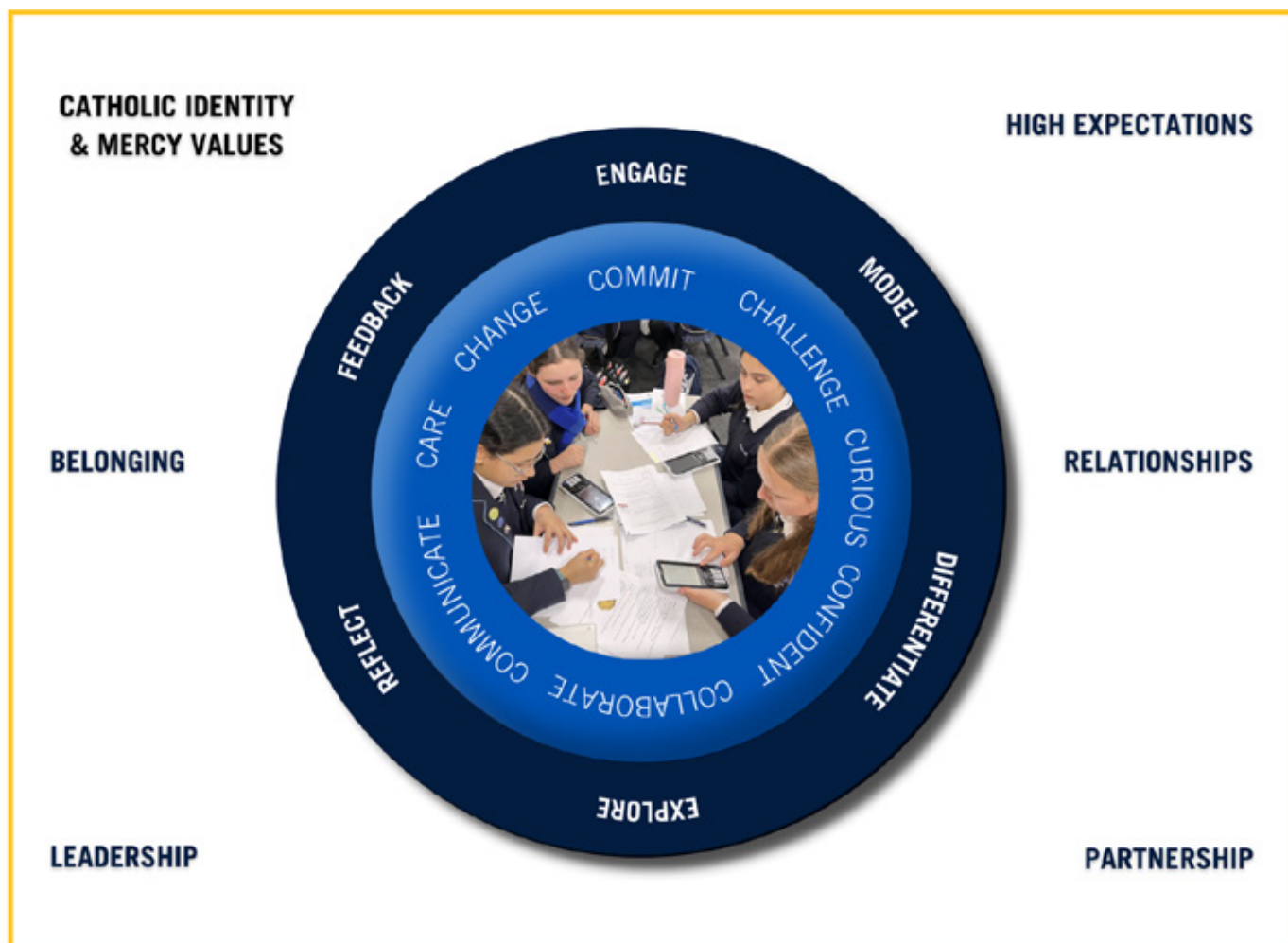
#### **Service**

At Academy, we use our gifts and talents to positively enhance the experiences of those around us. ■



# Educate for Excellence – the Academy Model for Learning and Wellbeing

It is everyone's responsibility to build an innovative educational community that encompasses the cultural standards, where we use the instructional strategies and embody these characteristics. ■



# Year 9 at the Academy

Year 9 is a pivotal and exciting phase of a student's learning journey at the Academy and comprises of our Synergy program and elective program. The Year 9 experience is designed to meet the needs of Year 9 students through a contemporary, rigorous and engaging curriculum. Both programs are designed to allow students to take control of their own learning and tailor it according to their interests and strengths thus provoking their curiosity, commitment and confidence.

The **Synergy program** is an exciting and innovative program where the city becomes our classroom for a day each week. Students explore the city of Melbourne, their place in it and develop the skills and characteristics to contribute to a better future for Melbourne, the community and themselves. This is carried out through research, collaboration with experts in different fields, making links to the curriculum culminating in a capstone project.

**Wellbeing** remains paramount throughout Year 9, students are supported by a dedicated Year 9 team who understand Year 9 students. The wellbeing program enables students to become confident young people who care about themselves and others, are curious about the world around them, commit to their learning and develop the skills and passion to be able to challenge themselves and the community to change for the better.

## Learning Enhancement

At the Academy we understand and value the fact that each student learns differently. The Learning Enhancement Team works in partnership with the students, parents and their teachers. Support is customised to reflect individual student learning, wellbeing or physical needs. The Learning Enhancement Team, in conjunction with teachers, implement and monitor adjustments for continued growth and work closely with our young people in building their independence and self-efficacy. ■

# ACADEMY

OF MARY IMMACULATE

Est. 1857

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# ACADEMY



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# ACADEMY

A photograph of two young women in a laboratory or classroom setting. They are both wearing clear safety goggles and dark blue polo shirts. The woman on the left has long, wavy brown hair, and the woman on the right has blonde hair styled in braids. They are leaning over a table, focused on a large metal tray filled with dried, pressed leaves. The woman on the right is using her hands to carefully separate or examine the leaves. To the right of the tray is a rectangular aluminum foil container. The background shows a light-colored wall with some colorful decorations, including a purple butterfly and a purple flower-like object. The entire image has a blue color cast.





## Structure of Year 9

Year 9 is divided into two semesters; students take part in the Synergy program in one semester and are involved in the elective program in the alternate semester. The core subjects run throughout both semesters ensuring there is continuity in learning to prepare students for the senior years whilst complementing the experience within Synergy program.

### Year Long

Students study English, Mathematics, Science, Religious Education, Health Education, Physical Education and a Language for the whole year.

### Semester based

#### Synergy Semester

Synergy

#### Elective Semester

Humanities (for all students)

Elective 1

Elective 2

#### Synergy Semester

The Synergy program enables students to explore real world applications of Geography and Civics and Citizenship within the city of Melbourne. There is a focus on STEAM (Science, Technology, Engineering, Arts and Mathematics) through research, presentation and designing solutions to real world issues.

Within Synergy students have choice in their learning as they decide what to research, which problem to solve, who they collaborate with and how they present their solutions and projects.

#### Elective Semester

All students study Humanities (History and Economics and Business) in the elective semester.

They are also able to choose two subjects from the following subjects in the Arts and Technology Learning Areas.

#### Performing Arts

Triple Threat – Music Focus

Triple Threat – Drama & Dance Focus

#### Technology

Focus on Food

Multimedia

#### Visual Arts

Photography and Video Art

Textile and Jewellery Design ■

# Synergy Program

An engaging, innovative and rigorous program in which students develop the skills and passion to have a positive impact on their future and the future of Melbourne.

The program is designed to engage students by bringing their learning to life as the city becomes their classroom. Students become curious about their learning and the world around them, they develop the confidence that that can challenge the status quo. By choosing issues they care about and are committed to, they can make a positive change on themselves, others and the world around them.

The use of evidence based instructional strategies and cross-curricular links enhances student learning across all subjects as well as developing lifelong skills that prepare students for future studies and life beyond school.

The skills that students will develop within the Synergy program are

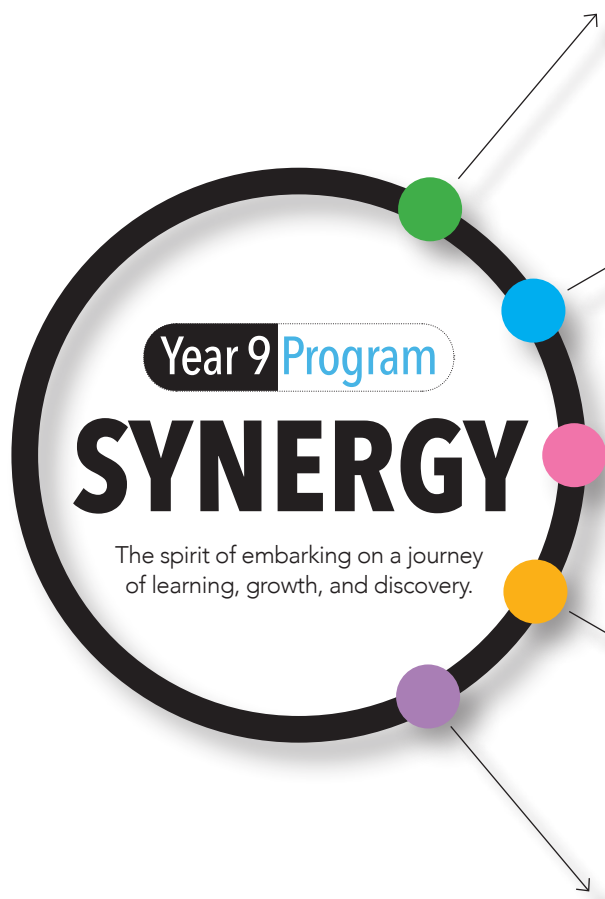
- **Real-World Problem Solving and Critical Thinking:**  
Students tackle real-world issues relevant to Melbourne, applying their learning in a practical context.
- **Empathy and Creativity:**  
They use empathy to understand the needs and perspectives of others, and creativity to devise innovative solutions.
- **Independence and Collaboration:**  
Working in groups, students collaborate with peers and external stakeholders, enhancing their teamwork skills.
- **Organisation and Communication:**  
Students organise the results of their research and solutions and showcase these in the presentation evening.

## The Capstone Project

The purpose of the capstone project is to design a solution to a real world problem that they have uncovered. The capstone project is designed to bring together the knowledge students have gained throughout the semester and use critical thinking, problem-solving, communication, and leadership skills to make a positive impact on the future of Melbourne and their own future.

## Presentation Evening

The Synergy program culminates in a presentation evening where students showcase their work to peers, teachers, and community members. This event highlights their achievements and the impact of their projects. ■



Year 9 Program

# SYNERGY

The spirit of embarking on a journey of learning, growth, and discovery.

## DYNAMIC CLASSROOM

By turning Melbourne into a dynamic classroom, students gain a deeper understanding of their city and their role within it. The first term focuses on excursions and class activities that promote dialogue and student agency, helping students connect with their city on a deeper level, ensuring a well-rounded education.

## STUDENT REFLECTION AND AGENCY

Students are encouraged to reflect on their understanding, make decisions, and justify their viewpoints, which can significantly enhance their learning outcomes.

## COLLABORATIVE LEARNING

With a solid understanding of their capabilities, students collaborate with peers and external stakeholders, preparing them for future challenges.

## SKILLS FOR THE FUTURE

Students build future skills by integrating core subjects with real-world experiences, fostering collaboration, reflection, and problem-solving abilities.

## CAPSTONE PROJECT

This project allows students to engage in focused group research, using empathy, creativity, and teamwork to solve real-world problems. The project culminates in a presentation evening, showcasing their hard work and commitment to making a positive impact on their community.

# Semester Elective

All students pick two subjects from the Performing Arts, Technology and Visual Arts Learning Areas. In addition, all students study Humanities.

## Visual Arts

### Photography and Video Art

Unleash your imagination and learn to capture the world around you through the lens. In Year 9 Photography and Video Art, students gain hands-on experience with photography, film-making, and editing. Students explore traditional art genres such as still life, landscape and portraiture and gain the technical skills required to enable them to express themselves through contemporary themes such as identity, the environment, memories, family, social and cultural issues. Students discover how artists use different styles, techniques and processes to express their ideas and engage an audience. They use photographic, video art techniques and editing software to create personal projects that showcase personal perspectives. ■

### Textile and Jewellery Design

In Year 9 Textile and Jewellery Design, students design and make unique products in textiles and jewellery while having a focus on sustainability and circular design. Students explore sustainable fashion practices and discover how to repurpose existing garments or accessories into something new. They study the work of textile and jewellery designers, and discover how fashion and jewellery impact society and culture. Students use a variety of materials, methods, and media to design and create finished textile garments and accessories. Students are encouraged to develop a personal style and create a collection that reflects their interests and ideas. ■

## Technology

### Focus on Food

In Year 9 Focus on Food students explore essential culinary concepts and practices and have a practical class where they cook each week. Students learn about food safety and hygiene to ensure a clean and safe kitchen environment. The curriculum includes an in-depth study of cereals/grain foods highlighting their nutritional value and culinary applications. Students also delve into foods from various cultures, gaining an appreciation for global cuisines and family meals. Additionally the class examines Indigenous foods, exploring traditional ingredients and cooking methods to understand their cultural significance and historical context. ■

### Multimedia

Dive into the world of digital creativity. In Year 9 Multimedia, students learn how to reliably research and then create their own websites, animations and movies. Initially, students tackle real-life e-waste problems using problem-solving skills and sharpen their research abilities to find reliable information. They use Adobe Animate to bring ideas to life with morphing shapes, tweening and sound. In addition, students explore video editing with Adobe Premiere, including adding stills, sound, titles and transitions. Green screen technology may be employed to place visual effects during the post-production phase of video production. Finally, students build a fully functional website with Adobe Dreamweaver, learning how to: use HTML to create webpages with headings and paragraphs; use CSS to change how text looks; and add links, images and video to pages. ■



## Performing Arts

### Triple Threat – Drama & Dance Focus

*Triple Threat* combines music, dance, and drama in an exciting new elective for Year 9 students. This dynamic subject empowers students to explore and develop their talents in the performing arts, honing their skills as entertainers. Linked to Melbourne's vibrant arts scene and complementing the Synergy semester studies, Triple Threat encourages creativity and collaboration. Students engage in hands-on projects, culminating in a thrilling experience where they put on their own production. Students choosing the Drama and Dance focus will focus on the Drama and Dance aspects of the production. ■

### Triple Threat – Music Focus

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## Semester Long Core

### Humanities

The Year 9 Humanities course covers the disciplines of History and Economics. Firstly, students explore History through World War One to understand the impacts and divisions within Australia caused by the Conscription debates. Furthermore, students learn about the heroic yet tragic sacrifice of the ANZACS during key battles at Gallipoli and then at Western Front. Secondly, students explore Economics, by investigating the Australian economy and how young people are involved in the economic system at different stages of their lives. The focus is on trade and globalisation, the role of credit and how important an individual's financial literacy is in the modern economy. ■

# Year Long Subjects

## English

In Year 9 English, students develop language skills through interaction, presentation, and exploration of texts. They discuss ideas, use evaluative language, and deliver structured spoken texts with multimodal elements. In reading and viewing, students engage with diverse texts, understanding how grammar, punctuation, and literary devices create meaning. They analyse and evaluate texts from various contexts, exploring how different elements influence responses. In writing, students convey ideas with cohesion, clarity, and appropriate vocabulary, experimenting with language features and refining their work through review and reflection. The texts and themes that students study complement the themes of Synergy when they are studying. ■

## Mathematics

The Year 9 Mathematics program is designed to meet diverse learning needs by offering three streams—Core, Standard, and Advanced Mathematics—within the same classroom.

Students in all streams cover the same topics at a level appropriate to them. They explore topics such as Pythagoras' Theorem, Probability, Trigonometry, Surds and Indices, Linear Equations and Graphs, and Quadratic Equations and Graphs. In the Mathematical component of the Synergy Program, students investigate Statistics, Probability, and Measurement through real-world contexts during excursions around Melbourne. They collect data, conduct analyses, and engage in measurement activities, applying these mathematical concepts to their Synergy projects. ■

## Science

Year 9 Science covers Chemistry, Physics and Biology. In Chemistry, students describe the structure of an atom and compare the properties of protons, neutrons and electrons. They investigate the properties of acids and bases and balance chemical equations. In Physics, the flow of electricity through series and parallel circuits is compared in terms of current and voltage. The relationship between current, voltage and resistance in an electric circuit is examined through Ohm's Law. In Biology, students explore diseases caused by pathogens and the ways these diseases can be treated. The role and function of the nervous and endocrine systems in human health is investigated. ■

## Health Education

Year 9 Health investigates Australia's health from Aboriginal and Torres Strait Islanders perspectives and possible barriers in accessing health care services. They look at health promotion programs that aim to address these barriers and improve their health status. Students examine nutrition by exploring key macro and micronutrients along with diet related diseases. Students also investigate the effects of alcohol, smoking and other party drugs and examine a range of scenarios and how to best use harm-minimisation, assertiveness and resilience strategies in a variety of situations. The mental health unit explores issues relevant to young people and considers the importance of family and friends in supporting mental and emotional health wellbeing. ■

## Physical Education

Year 9 Physical Education is designed for students to further develop an understanding of the relationship between fitness, health and improved performance and lifelong participation in physical activity. Year 9 Physical Education is separated into two semesters to complement the Synergy program. When students are in Synergy they explore Melbourne's Sporting Identity by participating in sports that represent our sporting culture including AFL, Tennis and Cricket to develop their motor skills and movement competence. In the other semester, students discover international sports of European Handball and Lacrosse that provide opportunities for new challenges and teamwork. ■

## Religious Education

In Year 9 Religious Education, students cover four areas of study. Whilst enrolled in Synergy students undertake The Catholic Church in Melbourne; Past, Present & Future, as well as Modern Day Prophets. Both of these topics enrich your time in Synergy, by exploring Melbourne from a Religious perspective, as well as learning about people who have helped shape the city for the better. In the other semester students will explore Good & Evil in the Media and Women of the Bible, these topics promote media literacy, as well as understanding women throughout biblical history. ■



## Languages

### French

Year 9 French focuses on expanding students' knowledge of French in various settings in France and Francophone countries. It begins with a review of past material, reinforcing grammar, vocabulary, and tense usage. As the course progresses, units introduce and reinforce grammar within practical contexts, allowing students to explore French language and culture. Cultural elements, like gestures and societal norms, are integrated with language learning. Emphasis is placed on developing speaking, writing, listening, and reading skills. Students participate in a Language Day to explore how different languages contribute to Melbourne's culture. ■

### Italian

Year 9 Italian focuses on developing students' knowledge of Italian in various settings and situations. It begins with a review of previous material, reinforcing grammar, vocabulary, and tense usage across all skills. As the course progresses, units introduce and reinforce grammatical concepts within practical contexts, allowing students to explore Italian language and culture. Cultural elements, such as gestures and societal norms, are integrated with language learning. Emphasis is placed on enhancing speaking, writing, listening, and reading skills. Students participate in a Language Day to explore how different languages contribute to Melbourne's culture. ■

### Japanese

Year 9 Japanese focuses on developing students' knowledge of Japanese in various settings and situations. It begins with a review of katakana and previously learned material, emphasizing grammar across all skills. As the course progresses, units introduce and reinforce grammar in practical contexts, allowing students to explore Japanese language and culture. Cultural elements, such as gestures and societal norms, are integrated with language learning. Emphasis is on developing speaking, writing, listening, and reading skills, including using hiragana, katakana, and 14 new kanji characters. Students participate in a Language Day to explore how different languages contribute to Melbourne's culture. ■

# Key Contacts

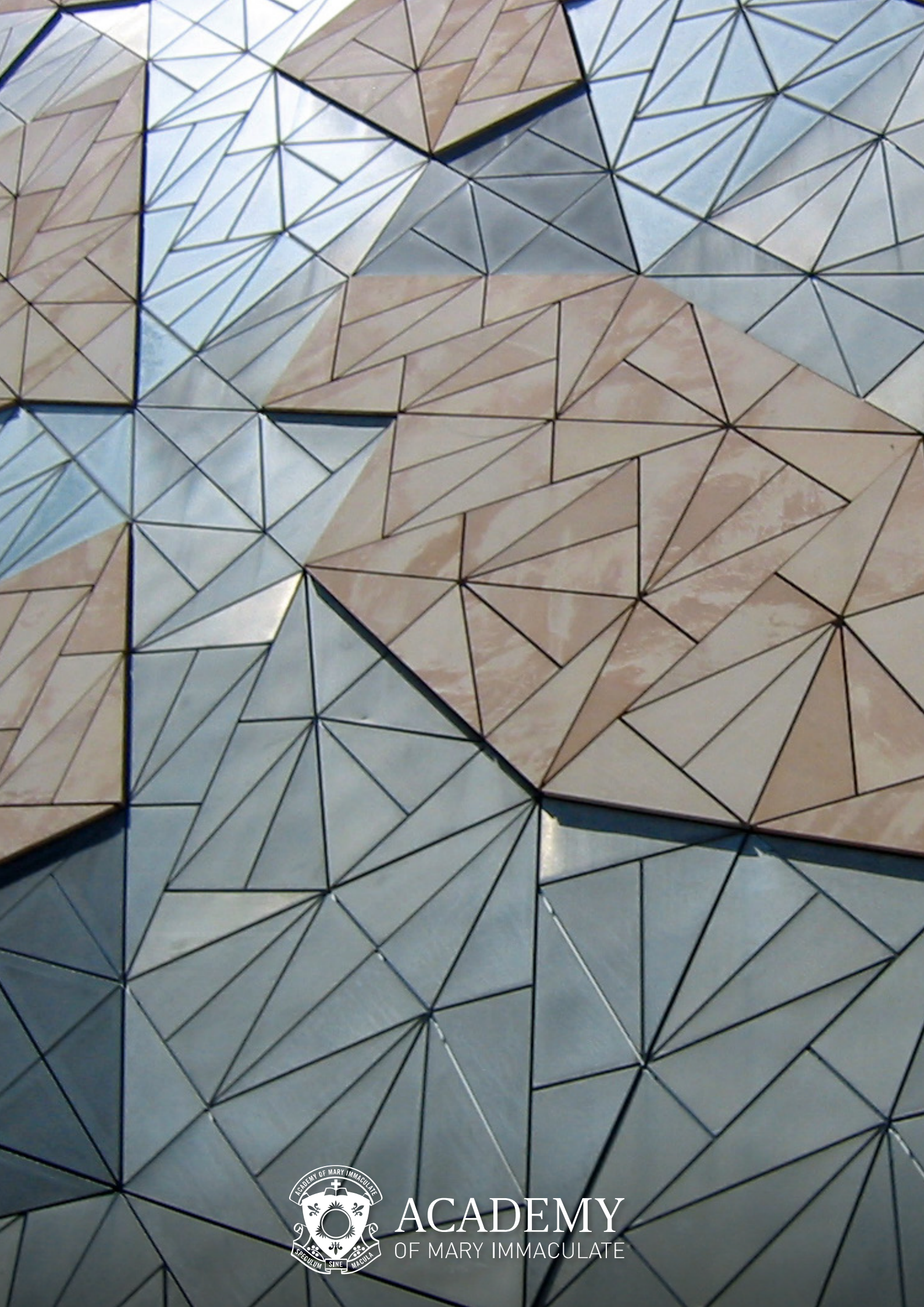
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