



COLUMBA CATHOLIC COLLEGE
CHARTERS TOWERS

Shine at Columba

YEAR 9
CURRICULUM HANDBOOK
2026



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COLUMBA CATHOLIC COLLEGE
CHARTERS TOWERS

Shine at Columba

MISSION STATEMENT

Columba Catholic College inspires day and boarding students, in a climate of Courage, Commitment and Compassion, to grow in faith, purpose and knowledge. Founded on Catholic traditions, the College community encourages students to use their gifts and talents to pursue excellence and to be a 'Light to the World.'

PRINCIPAL'S MESSAGE

Dear Parents, Caregivers and Students,

Year 9 is an exciting time for students as they have greater influence over their study program and some of the subjects they will study.

During Year 7 and 8 a common curriculum was completed by all students. The Year 9 curriculum at Columba Catholic College is structured around the Australian Curriculum. While all students in Year 9 will study the core key learning areas of Religion, English, Mathematics, Science, History, and Health and Physical Education, the students will be able to make choices about which elective subjects they will study in The Arts, Technologies, Humanities and Languages. Students will be able to specialise in areas of interest and success.



In order for students to be successful in their studies they are encouraged to give their personal best at all times and strive for excellence in their studies as they live out the College values of:

- Courage
- Commitment, and
- Compassion.

This means having a daily commitment to:

- Respect for self
- Respect for learning
- Respect for others
- Respect for College traditions, and
- Respect for others.

When choosing subjects it is important for students to consider building on their strengths, interests, recent school performance and future options. Attendance at school is very important as research suggests that students with a high record of attendance are more likely to achieve success in learning.

Students and parents are asked to read this Handbook thoroughly and engage in discussion with a variety of people before making a decision. Please be aware that for subjects to be offered by the College there must be sufficient numbers of students and resources available. Teachers are very happy to discuss subjects with you, as well as the suitability of your child for various subjects. We know your child and can assist in the development of a pattern of study that allows breadth, challenge and the option to follow a variety of pathways to prepare them well for their senior years.

Best wishes in this important decision-making process.

A handwritten signature in black ink that reads "Shayne Harrison". The signature is written in a cursive, flowing style.

Shayne Harrison
PRINCIPAL

YEAR 9 CURRICULUM INFORMATION

The Year 9 curriculum at Columba Catholic College is delivered through nine Key Learning Areas. Each subject discipline has been developed according to Version 9 of the Australian Curriculum.

Columba Catholic College's nine Key Learning Areas are:

- English
- Health and Physical Education
- Humanities
- Languages – Chinese
- Mathematics
- Religion
- Science
- Technologies (Digital Technologies and Design and Technologies)
- The Arts (Drama and Music).

YEAR 9 ACADEMIC PROGRAM

The Year 9 curriculum consists of both core and elective subjects which students will study.

YEAR 9 CORE SUBJECTS

The Year 9 curriculum offers the following core subjects which are considered essential learning and must be studied by all Year 9 students:

- Religion
- English
- Mathematics
- Science
- History
- Health and Physical Education

YEAR 9 ELECTIVE SUBJECTS:

The curriculum also offers the Year 9 students semester based elective subjects. The electives allow students to select subjects that relate to their interests, abilities and possibly support their future career pathway. Students must choose two electives each semester (4 elective subjects in total for the year) as well as 2 reserve subjects.

In Year 9 the College offers the following elective subjects which students can select. Note all elective subjects are one semester in length.

DEPARTMENT	SUBJECT
HUMANITIES	<ul style="list-style-type: none">• Geography• Civics and Citizenship** and Economics and Business** <p><i>** Note: students who elect the subject with the asterisk (**) beside it will study one term of Civics and Citizenship and one term of Economics and Business.</i></p>
LANGUAGES	<ul style="list-style-type: none">• Chinese
TECHNOLOGIES	<ul style="list-style-type: none">• Digital Technologies• Design and Technologies: Agriculture Specialisation – The Beef Project• Design and Technologies: Agriculture Specialisation – The Smart Herd• Design and Technologies: Food Specialisation• Design and Technologies: Wood Specialisation• Design and Technologies: Metal Specialisation
THE ARTS	<ul style="list-style-type: none">• Music• Visual Art

TIPS FOR SUBJECT SELECTION

CHOOSING SUBJECTS

The curriculum offered in Year 9 allows students to begin to make choices. Students should attempt to build balance into the course of study that they select in Year 9.

As a basic strategy, it is suggested that students choose subjects that:

- they are interested in and enjoy
- they have already had some success in
- reflect their ability level
- may help them reach a chosen career / pathway in the future.

The following factors should also be taken into consideration with regards to the selection and running of elective subjects:

- All elective subjects are dependent on enough students selecting them. If required minimum numbers are not met, the subject may not be offered. The College reserves the right to withdraw a subject if the numbers are too small for it to be viable.
- While every attempt will be made to ensure that students are able to study their first choice of elective subjects, the reserve selections will be considered should this not be possible.
- Students who enrol late or return their subject selections forms late may not be able to enrol in their preferred subject due to class size restrictions.
- Students who wish to change subjects need to be aware that this may not be possible as students may not meet the prerequisite requirements and / or the class may be full.
- A Subject Change Form available from the College office must be completed by the student before the subject change will occur.
- Once the new academic year commences students are encouraged to remain in their selected subject.

HOMEWORK/STUDY

Each student will be required to complete homework each night. This can take the form of work set by the teacher, a review of the day's work, assignment work or general revision of work completed earlier in the semester.

Homework/study should be done under conditions where distractions, such as television, electronic devices and social media, are kept to a minimum.

RECOMMENDED STUDY TIMES

Students should be spending 1 – 1.5 hours 4 to 5 times a week completing homework. There will be times when these suggested timings are exceeded, especially prior to examinations and the submission of major assessment work. Care should be taken to maintain balance between study, sporting, recreational and part-time work commitments.

SUBJECT CHANGES

Changes to subjects are not recommended but may be needed due to:

- A continuing medical condition
- Family/personal change of circumstances
- Lack of success

All changes must be discussed with the relevant Teacher, Curriculum Leader, Deputy Principal Learning and Teaching and supported by parents/caregivers. Changes are dependent on several factors including class availability.

RELIGIOUS EDUCATION

RELIGION

FOCUS

Religious Education plays an important role in the life of Columba Catholic College and is studied by all students. Religious Education aims to develop students' religious literacy, so that they may participate effectively in the life of their faith communities and wider society.

- In Religious Education classes students grow in their knowledge and appreciation of the Catholic faith tradition, other Christian traditions and other religions through studying scripture, the teachings of the Church, historical events and persons, as well as contemporary life. Religious Education classes provide opportunities for students to think critically and reflectively, engage in discussions and develop an understanding of the need for tolerance, sensitivity and justice in our world.
- The classroom teaching and learning of Religion is organised around four strands with three sub-strands for each:
 - Sacred Texts (Old Testament; New Testament; Christian Writings and Wisdom)
 - Beliefs (Trinity: God, Jesus the Christ, Spirit; Human Existence; World Religions)
 - Church (Liturgy and Sacraments; People of God; Church History)
 - Christian Life (Moral Formation; Mission and Justice; Prayer and Spirituality)

Religious Education at Columba Catholic College incorporates elements of the Religious Life of the school such as liturgy, prayer, meditation and retreat as compulsory additions to the course.

LEARNING EXPERIENCES

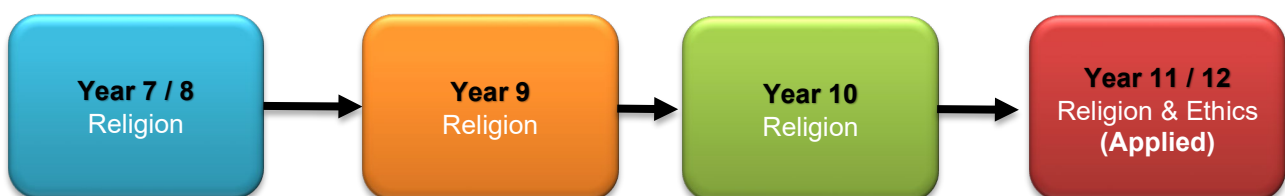
Units of study include:

- Introduction Unit: Walking together – exploring the Columba Story
- Understanding of God and Foundational Beliefs
- Preach the Gospel
- Prayer
- Making Meaning Through Interpreting Biblical Text
- Church In Action

ASSESSMENT

Assessment provides an indication of students' religious literacy. Assessment in Religion takes the form of both class based activities and assignment work. Examples of assessment items include (but is not limited to) research assignments, essays, reports, powerpoint presentations, exams, the creation of pamphlets, storyboards and posters etc.

SUBJECT PATHWAY



ENGLISH

ENGLISH

FOCUS

The Australian Curriculum: English Version 9 aims to enhance students' communication and literacy skills through a structured approach. It focuses on three main strands—Language, Literature, and Literacy—to build proficiency in Standard Australian English. Students will learn the key skills of listening, speaking, reading, viewing, and writing, as well as how to adapt their language use to suit various contexts, purposes, and audiences. By engaging with diverse texts and integrating literacy throughout the curriculum, the study of English prepares students for academic success and effective participation in society. This approach equips them with essential tools for critical thinking and lifelong learning.

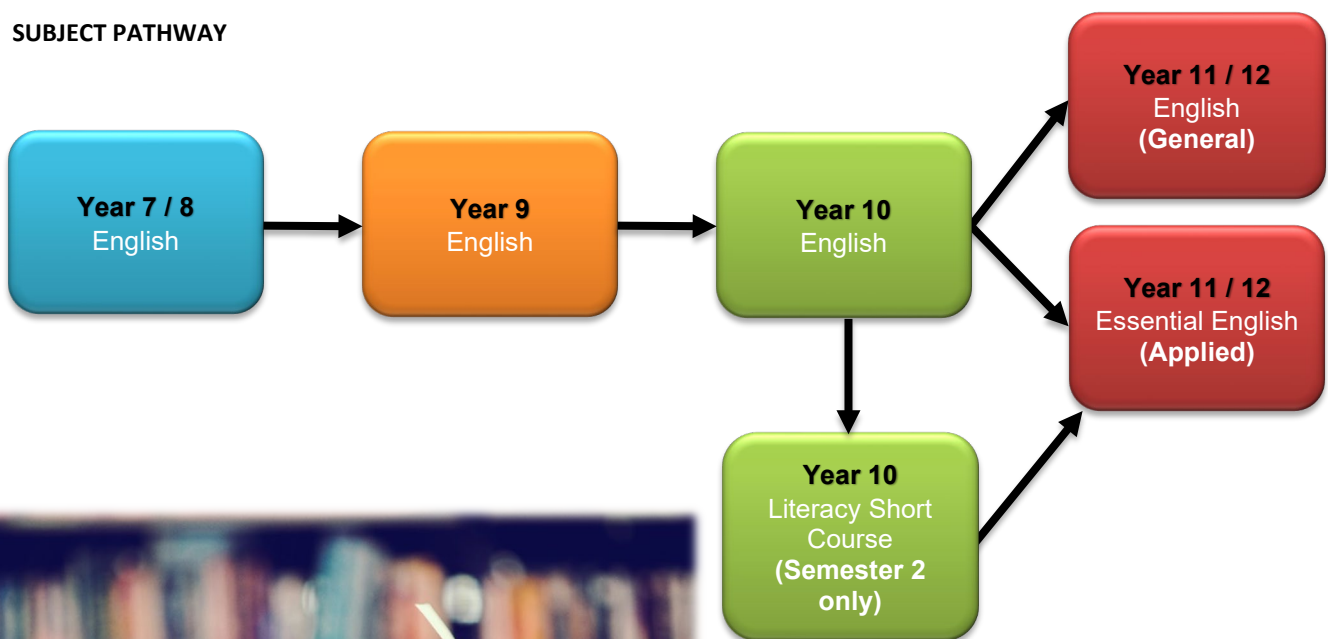
LEARNING EXPERIENCES

Students will engage in a variety of learning experiences designed to build their literacy and communication skills. They explore and analyse diverse texts including literature, media, and non-fiction written by First Nations Australians, Australian and world authors, to develop their understanding of different genres and perspectives. Activities include critical reading and viewing, creative writing, and structured discussions, all aimed at enhancing their ability to express ideas clearly and adapt their language for various purposes and audiences. These experiences foster critical thinking, creativity, and effective communication, preparing students for future academic and personal success.

ASSESSMENT

Units of work in Year 9 include Poetry, First Nations Literature, Stories within Film and Political Speeches. Students complete a variety of written and spoken assessment tasks. Examples of assessment include analytical essays, persuasive speeches, feature articles, and narratives through both assignments and examinations.

SUBJECT PATHWAY



MATHEMATICS

MATHEMATICS

FOCUS

Mathematics is both a fascinating and essential discipline, driven by our desire to understand and explain the world around us. Through the study of number, algebra, measurement, space, statistics, and probability, students develop foundational skills that are vital in everyday life and a wide range of careers. In an era shaped by rapid advancements in computing, digital systems, automation, artificial intelligence, economics, and data-driven decision-making, mathematics plays a crucial role in helping us quantify, reason, and solve problems. The study of mathematics aims to equip students to become confident, capable, and effective users and communicators of mathematical ideas—able to investigate, represent, and interpret real-world situations, think critically, and make informed decisions as active and engaged citizens.

LEARNING EXPERIENCES

In Year 9, students build on their previous maths skills with a variety of learning methods to deepen their understanding. They develop skills in problem-solving and decision-making through practice and reasoning.

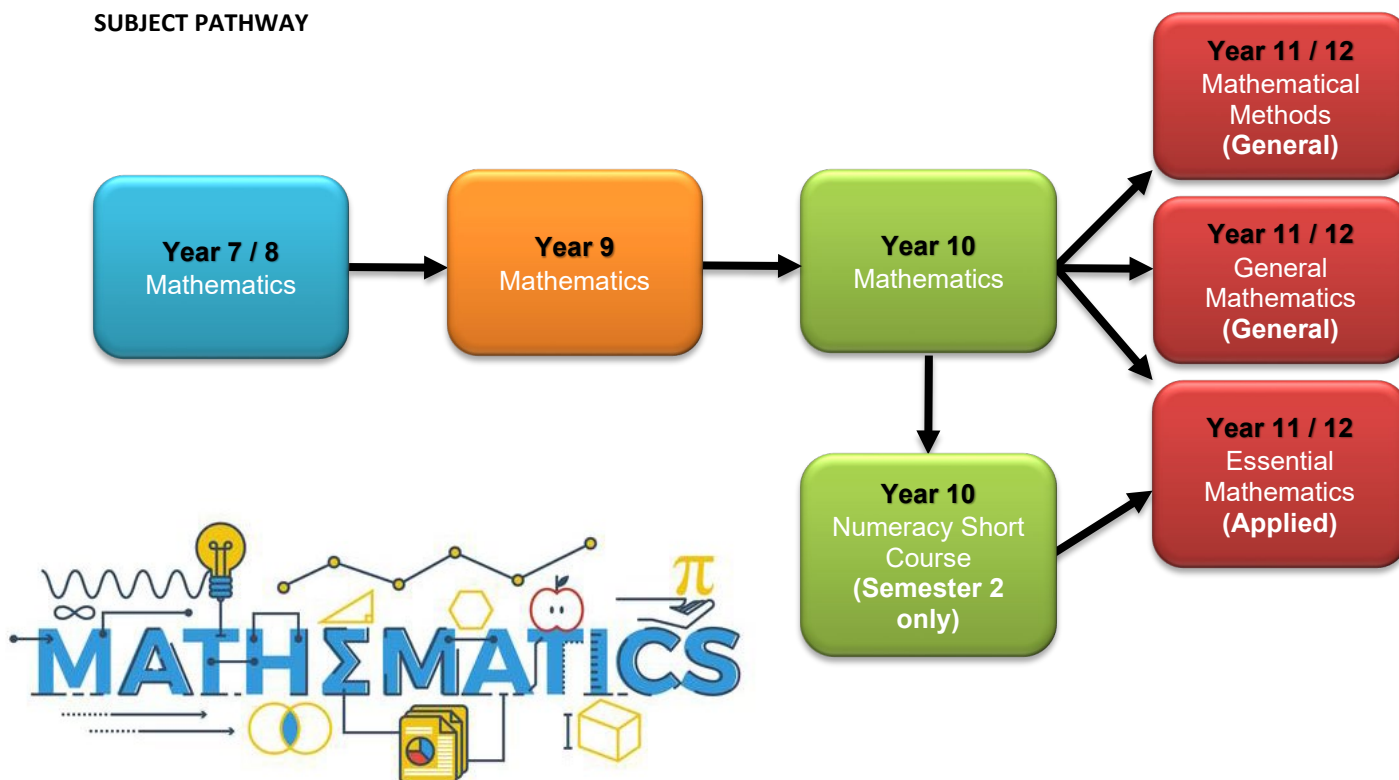
In Year 9, students will:

- Use scientific notation and measure accurately, including how to handle errors.
- Work with fractions and square roots on a number line and using diagrams.
- Use linear and quadratic equations to model real-life situations and make predictions.
- Expand, factor and solve algebra equations using different methods.
- Solve problems involving surface area and volume using appropriate formulas.
- Use similarity, trigonometry and Pythagoras' theorem to solve measurement problems.
- Calculate probabilities using tools like Venn diagrams and tree diagrams.
- Analyse and compare data, choose the best way to show it, and consider the meaning of the results.

ASSESSMENT

Students will demonstrate their learning through examinations and problem-solving and modelling tasks. These tasks involve real-life scenarios where students apply their math skills to find solutions and make sense of practical situations.

SUBJECT PATHWAY



FOCUS

Science is an exciting and creative field that comes from our curiosity to understand the world around us. By studying science, students learn key ideas and processes, how scientific knowledge is built, and how science shapes our culture and society. It also helps students gain the knowledge and skills needed to make smart choices about issues in their communities and the world, and prepares them for careers in science.

LEARNING EXPERIENCES

In Year 9, students study how systems operate and maintain stability in response to changes. They learn about the human body's feedback mechanisms and reproductive processes for adapting over time. They explore atomic structure and nuclear decay, chemical changes in matter, and the conservation of matter and energy. They also investigate energy transfer, focusing on the global carbon cycle. Students evaluate how well models represent phenomena and use evidence to support their conclusions.

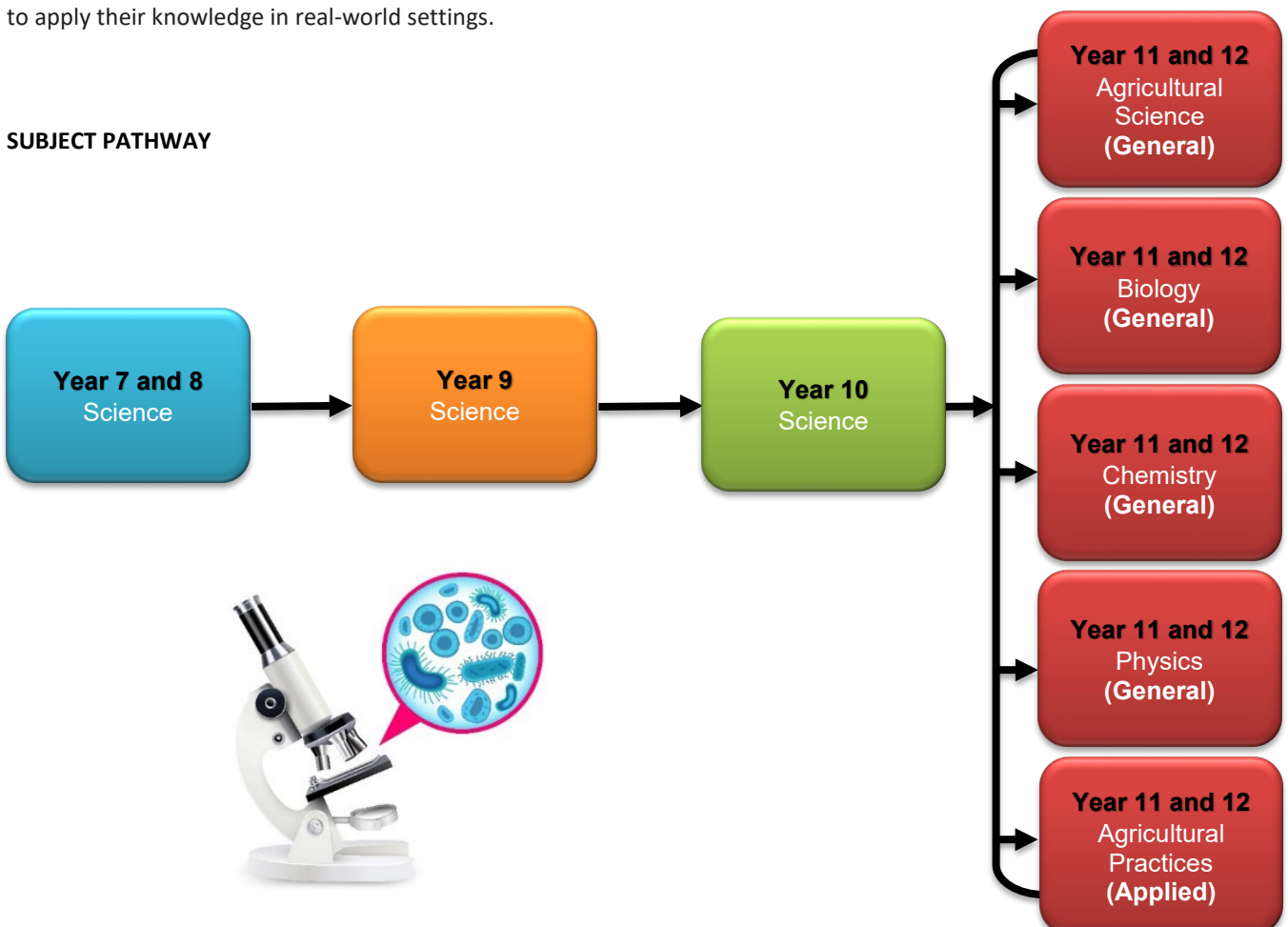
Students may explore questions such as:

- Why was the discovery of neutrons important?
- How is scientific consensus established? What if it isn't?
- Could synthesised organs make organ donation obsolete?
- How does the carbon cycle affect life on Earth?
- How do different technologies help humans to communicate?

ASSESSMENT

Students will demonstrate their learning through a mix of assessments, including exams, experiments, and research investigations, as well as class activities that develop essential skills in collecting, analysing, evaluating, and presenting data. Where appropriate, this might take them into the lab or out into the field, giving them hands-on experience and a chance to apply their knowledge in real-world settings.

SUBJECT PATHWAY



HUMANITIES AND SOCIAL SCIENCES

HISTORY

FOCUS

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. Studying History provides students with opportunities to develop historical understanding through key concepts, including 'evidence', 'continuity and change', 'cause and effect', 'perspectives', 'empathy', 'significance' and 'contestability'. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

LEARNING EXPERIENCES

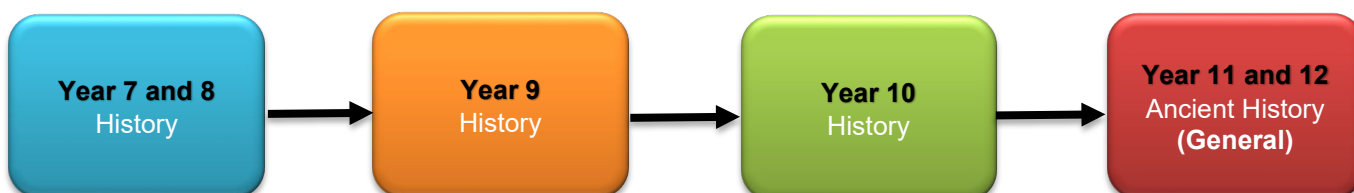
In Year 9 History, students undertake two in depth studies – 'Making the Australian Nation (1750-1914)' and 'World War One (1914-1918)', investigating how these events influenced the modern world. They explore the effects of industrialisation, the creation of nations, and the causes and impacts of World War One, while honing skills in analysing evidence, understanding cause and effect, and considering various perspectives.

Students will analyse primary and secondary sources, and participate in group discussions. They will conduct research projects on key historical figures or events, and develop critical thinking through source analysis and historical inquiry tasks.

ASSESSMENT

Various assessment techniques are used to determine standards throughout the course. Examples of assessment to be completed include a project, investigation and examination.

SUBJECT PATHWAY



GEOGRAPHY

FOCUS

In a world of increasing global integration, international mobility and population-related pressures, it is critical to the wellbeing and sustainability of the environment and society that young Australians develop a holistic understanding of the world. To understand why our world is this way requires deep knowledge and understanding of the interconnections between people, places and environments.

LEARNING EXPERIENCES

In Year 9 Geography, students explore the relationships between people, places, and environments through two key units: 'Biomes and Food Security' and 'Geographies of Interconnections'. In Biomes and Food Security, they study the role of biomes in food production and the challenges of food security nationally and globally. In Geographies of Interconnections, students examine how global connections shape the movement of people, goods, and ideas. These units help students develop skills in spatial analysis, map interpretation, and understanding global patterns and processes.

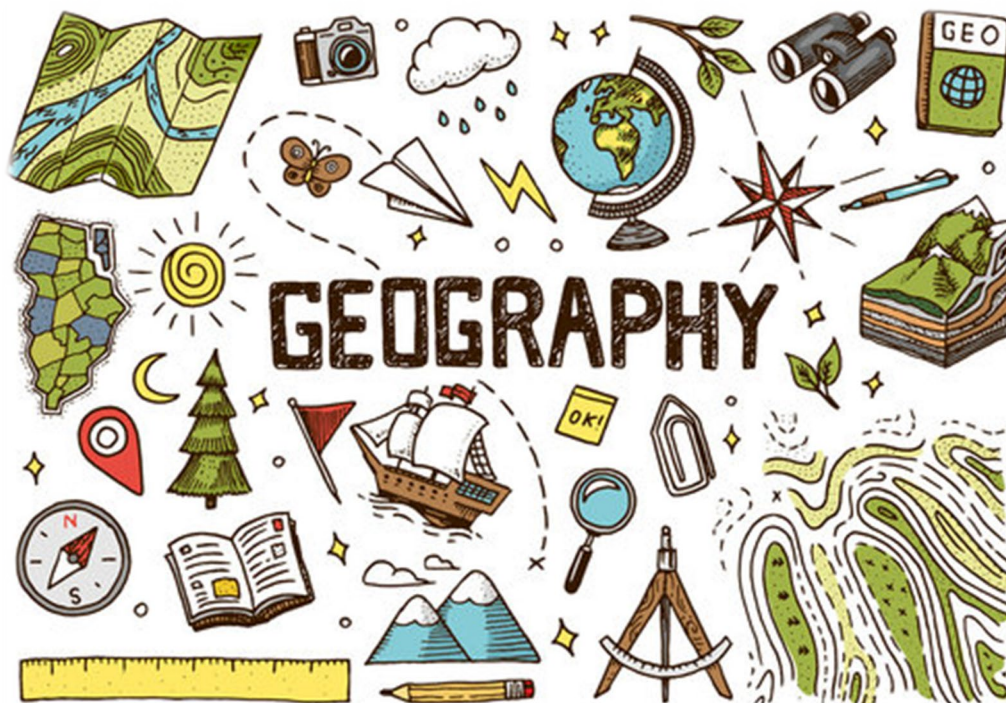
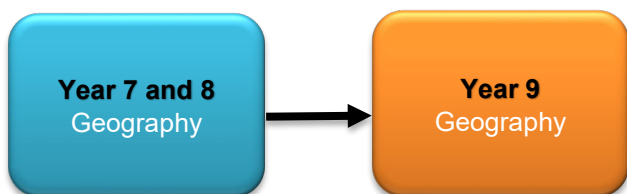
Year 9 Geography prepares students for senior subjects like Geography and Environmental Science, building analytical skills for careers in sustainability and global studies.

Students will engage in practical activities such as fieldwork, spatial analysis using maps, and case studies on global issues. They will conduct research on food security and global connections, and create presentations to deepen their understanding of how human activities impact environments and societies on a global scale.

ASSESSMENT

Examples of assessment techniques include a project, investigation and examination.

SUBJECT PATHWAY



ECONOMICS AND BUSINESS

FOCUS

Young Australians will face a number of social, economic and moral challenges in their lifetimes, with contract work, the 'gig economy' and the international nature of the labour force impacting their lives, choices and opportunities. As mass global flows of people, resources, finances and information produce social, economic, political and environmental complexities and challenges, Australia needs enterprising individuals who will make informed decisions and actively participate in society and the economy as individuals and global citizens.

LEARNING EXPERIENCES

In Economics and Business two topics will be explored.

Topic 1: Business Environments and Entrepreneurship

The focus of business provides students with the knowledge and skills needed to understand how businesses operate and contribute to the economy. They will learn about financial management, entrepreneurship, and sustainable business practices, assisting them to secure their financial futures and contribute to the well-being of themselves and others.

Topic 2: Trade and Productivity

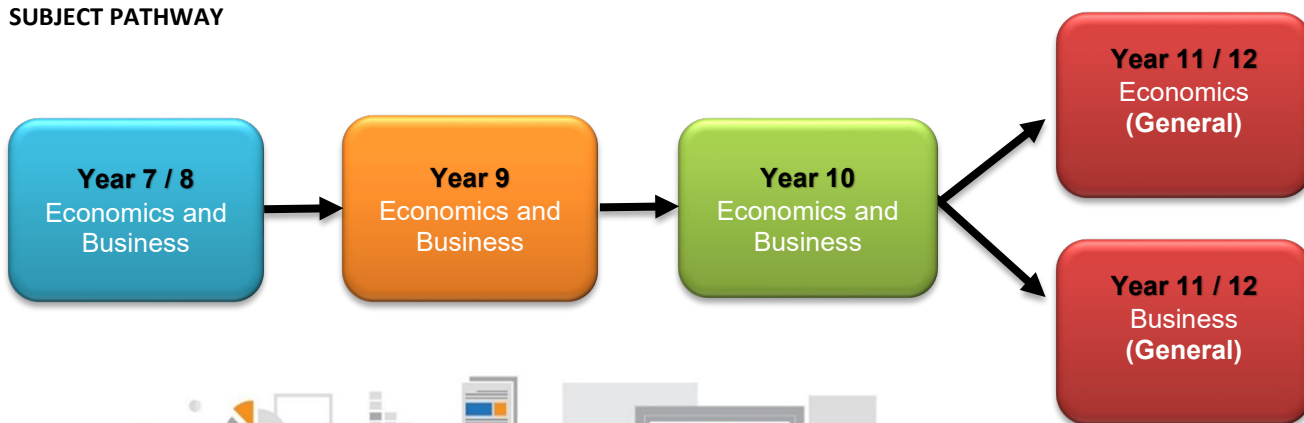
In Economics, students explore how individuals, businesses, and governments make resource decisions in a world of unlimited supply and demand. They gain an understanding of economic concepts, learn how markets operate, and develop analytical and problem-solving skills essential with global economic systems.

Students will engage in activities such as case studies, business plans, analysing data, and market analysis, allowing them to apply economic and business concepts in real-world scenarios. These experiences will enhance their understanding of how businesses operate and how economic decisions are made. Visits to local businesses will provide students with insights into how businesses operate.

ASSESSMENT

Examples of assessment techniques include a project, investigation and examination.

SUBJECT PATHWAY



CIVICS AND CITIZENSHIP

FOCUS

The focus of the Civics and Citizenship semester unit is to equip students with a thorough understanding of Australia's political and legal systems, highlighting democracy, government roles at different levels, and the rights and responsibilities of citizens. Students will explore how individuals and groups can influence government decisions and policies. Through hands-on activities and real-world scenarios, they will learn how to actively engage in society, preparing them to be informed, responsible, and active citizens at local, national, and global levels.

LEARNING EXPERIENCES

Civics and Citizenship provides students opportunities to engage in activities such as debates, mock trials, and research projects, exploring real-world case studies of government, law, and citizenship. These practical experiences will deepen their understanding of democratic processes, citizen rights, and government functions, fostering critical thinking and active participation in society. Visits to the courthouse will provide students the opportunity to see theory applied in real-world settings.

Topic 1: Government and Democracy

Topic 2: Citizenship and Our Rights

By exploring government, law, democracy, and citizenship, students develop critical thinking and analytical skills, preparing them for advanced studies in these related fields.

ASSESSMENT

Examples of assessment instruments include a project, investigation and examination.

SUBJECT PATHWAY



LANGUAGES

LANGUAGES

FOCUS

In our rapidly changing world, our young generation are exposed to diverse cultures, advanced information, and communication technologies daily through globalisation and the current ease of post-Covid travelling. When students study a foreign language, it allows them to respond positively to diversity and be respectful of others, especially in the multicultural environment that exists in our nation. Recent research and practice have shown a clear link between the learning of languages and improved literacy skills for both background speakers and second language learners.

Chinese (Mandarin) is the second most spoken language after English in Australia. China is the second largest economy in the world, and our country's largest trading partner. The advantages and career opportunities involved with language studies are immeasurable. Cultural studies include practical application such as engaging in the Charters Towers Languages Speaking Competition, and other language cultural opportunities.

LEARNING EXPERIENCES

The Year 9 course is designed to provide students with the opportunity to acquire and develop practical skills in communicating and understanding of the Chinese language. The coursework emphasises building language proficiency, enabling students to engage effectively in both spoken and written Chinese communication.

The following topics will be studied:

- Family and friends
- Lifestyle and leisure

Students who wish to study Chinese in senior years must undertake Year 10 Chinese. It is a prerequisite for Senior Chinese. By developing communication skills and cultural understanding of a language, students are equipped for advanced language studies, global careers, and opportunities in diplomacy, international business, and multicultural education

Students will engage in immersive language activities, such as conversational practice, role-plays, and cultural simulations (i.e. excursion to Chinese restaurants and cultural activities), to develop their speaking and listening skills. They will also work on reading and writing exercises, including character recognition and sentence construction, as well as participate in presentations focussed on Chinese culture and traditions.

ASSESSMENT

Various assessment techniques, both formative and summative will take place throughout the unit. Examples of summative assessment include:

- Listening comprehension tasks
- Reading comprehension tasks
- Oral tasks
- Writing tasks

SUBJECT PATHWAY



你好

"Ni hao"

"Hello"

zài jiàn

再见

Goodbye!

HEALTH AND PHYSICAL EDUCATION

HEALTH AND PHYSICAL EDUCATION

FOCUS

In Year 9 Health and Physical Education (HPE), students build on their existing knowledge, skills, and understanding to develop confident, resilient, and health-conscious lifestyles. This course is designed in alignment with the Australian Curriculum, focusing on the integration of health literacy, physical performance, and personal and social capabilities.

Health Education: Students will explore contemporary health issues relevant to young people, including respectful relationships, mental health and wellbeing, nutrition, and strategies for making safe and informed decisions. They will analyse influences on health behaviours, critically evaluate health information, and apply problem-solving skills to promote their own and others' wellbeing.

Physical Education: Practical components focus on improving movement skills, tactical awareness, and teamwork through a variety of physical activities and sports. Students will develop and refine their technique, apply biomechanical principles, and learn how to design and implement personal fitness programs. Opportunities will be provided for both competitive and recreational participation, encouraging lifelong engagement in physical activity.

LEARNING EXPERIENCES

Health and Physical Education is a compulsory subject in Year 9. Students are expected to engage in practical and theoretical components. Students are strongly encouraged to demonstrate courage, commitment and compassion in all aspects of the subject, including wearing the correct sports uniform for practical lessons.

Key Learning Outcomes:

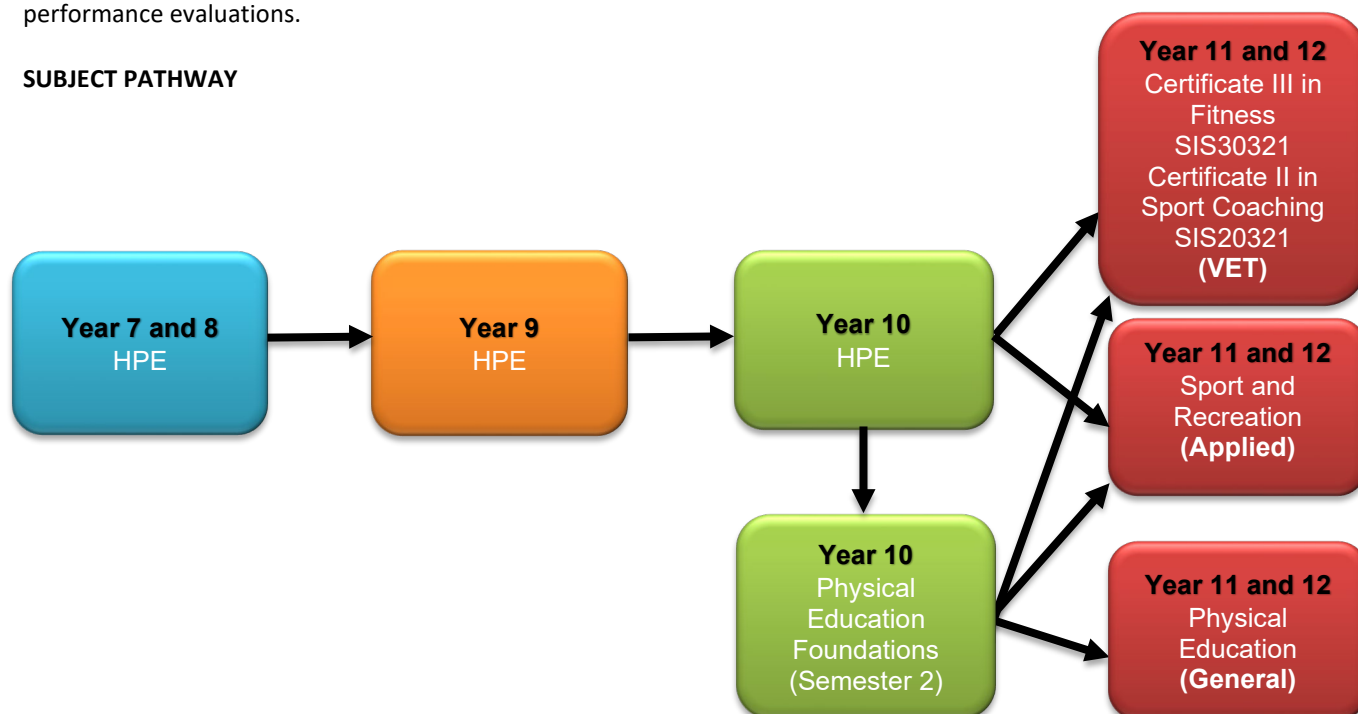
- Develop advanced movement strategies and refine fundamental skills.
- Demonstrate understanding of the relationship between physical activity, health, and wellbeing.
- Apply critical and creative thinking to solve movement and health-related challenges.
- Build leadership, communication, and teamwork skills in diverse settings.
- Engage in reflective practices to evaluate personal performance and set future goals.

By the end of Year 9 Health and Physical Education, students will be better equipped to lead healthy, active lives, contribute positively to their communities, and make informed decisions about their physical, mental, and social wellbeing.

ASSESSMENT

Examples of assessment techniques include investigation reports and examinations, multimodal folios of work and performance evaluations.

SUBJECT PATHWAY



TECHNOLOGIES

DIGITAL TECHNOLOGIES

FOCUS

Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

LEARNING EXPERIENCES

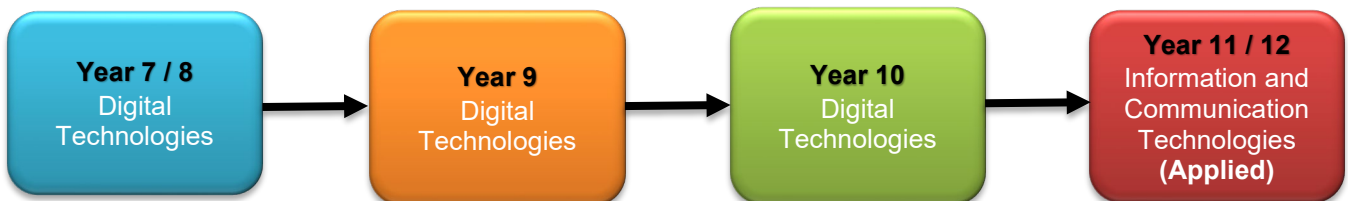
Students will investigate the world of digital gaming stretching from basic text-based games to immersive reality games. In this unit, students will:

- Develop an understanding of the basic principles of game design.
- Examine elements of games.
- Develop skills in a variety of programming languages.
- Design and implement a variety of skills to develop computer-based games.

ASSESSMENT

- Investigations
- Programming Skills
- Project Folio

SUBJECT PATHWAY



DESIGN AND TECHNOLOGIES

FOCUS

The Design and Technologies subjects provide opportunities for students to use design thinking and practical skills to generate, produce and evaluate solutions that reflect the dynamic and innovative nature of technology.

Using a scaffolded design process as a central process, students gather information and develop skills to respond to design challenges in a diverse range of contexts. Design challenges are situations, problems or tasks which require students to make cognitive and practical responses that draw on their technology knowledge, skills, and reasoning.

The College's specialised Technology rooms (i.e. workshops, kitchen, textiles room, College farm and agricultural facilities) allow students to combine the design process and practical skills to produce high quality designed projects. As part of the production phase of these subjects, students are taught and required to demonstrate a clear understanding of Workplace Health and Safety (WHS) practices including the safe use of tools and equipment.

Within the Design Technology area at Columba, we offer three specialisations that students may study. These are:

- Material Specialisation (Wood & Metal)
- Food Specialisation
- Agriculture Specialisation



DESIGN AND TECHNOLOGIES - FOOD SPECIALISATION

FOCUS

Food specialisation provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship. It addresses the importance of hygienic and safe working practices and legislation in the production of food. Students will develop food specific skills, which can then be applied in a range of contexts enabling students to produce quality food products.

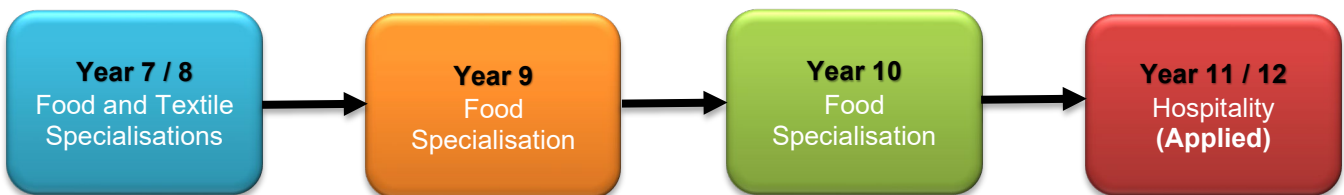
LEARNING EXPERIENCES

In the unit *'The World on a Plate'*, students will investigate the changes in food consumption and choices in Australia since the earliest days of the colony. They will investigate several cultural cuisines that have influenced the food that we eat in Australia today. Students will also investigate food security and the impact of technology on food production. They will critically analyse factors, including social, ethical and sustainability considerations, that impact on the food we eat.

ASSESSMENT

- Investigations
- Design Folio and Project

SUBJECT PATHWAY



DESIGN AND TECHNOLOGIES - WOOD SPECIALISATION AND METAL SPECIALISATION

FOCUS

Wood Specialisation and Metal Specialisation provides a practical opportunity for students to use design thinking and practical skills with various materials.

With a focus of timber and metal, students will investigate the characteristics and properties of materials, components, hand tools and equipment to engage with the design process to research, generate, develop, produce and evaluate ideas and products.

During this process, students will explore and gain experience in operating hand and power tools as well as undertake various woodworking and metal fabrication processes to design and produce solutions to specific design problems.

LEARNING EXPERIENCES

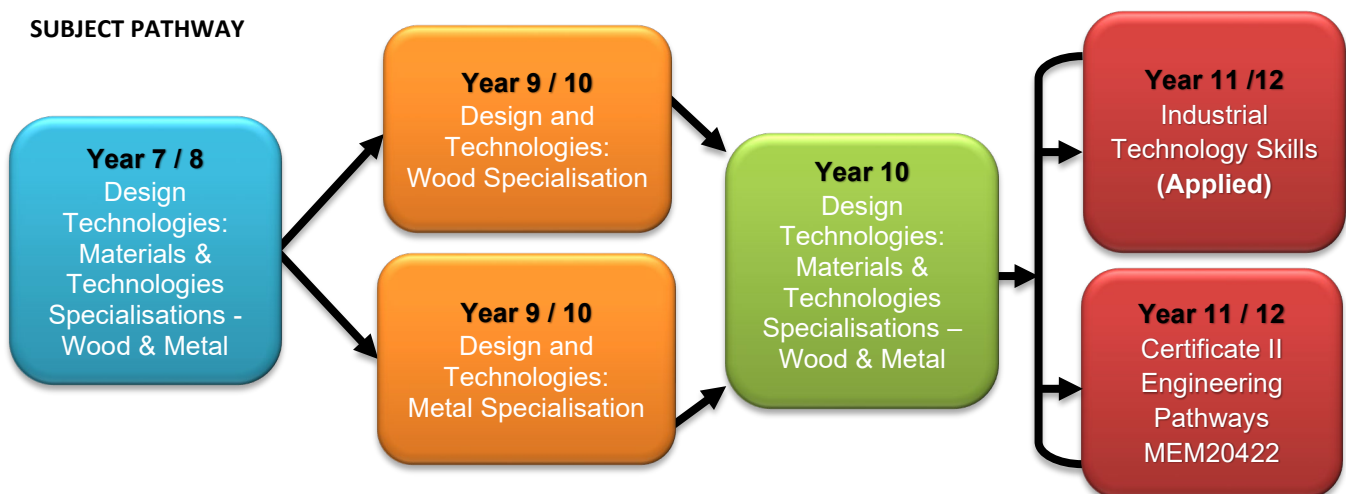
There are two different offerings

- Making Time (Wood)
 - Students will explore the use of various woodworking techniques, tools and equipment to design and produce a clock.
- Fabricate and Fold (Metal)
 - Students will explore the use of various fabrication techniques, tools and equipment to design and produce an item that can be used to store specific items.

ASSESSMENT

- Practical Exercises
- Design Folio and Project

SUBJECT PATHWAY



DESIGN AND TECHNOLOGIES - AGRICULTURE SPECIALISATION

FOCUS

In Agriculture Specialisation, students learn, through practical and hands-on experiences, the importance of growing food and fibre sustainably in Australia and globally. Supported by our College farm and agricultural facilities, we are blessed to be in a unique position to offer Agriculture Specialisation at Columba.

The Agriculture Specialisation Curriculum is driven by the Australian Curriculum documents produced by the Australian Curriculum Assessment and Reporting Authority (ACARA) including Design Technologies and Science. Together, the two areas focus on developing students' knowledge, understanding and skills in investigating, analysing, evaluating and designing.

LEARNING EXPERIENCES

Students work with animals and plants on the College farm, as well as on off-campus excursions, to further understand the role of food and fibre production.

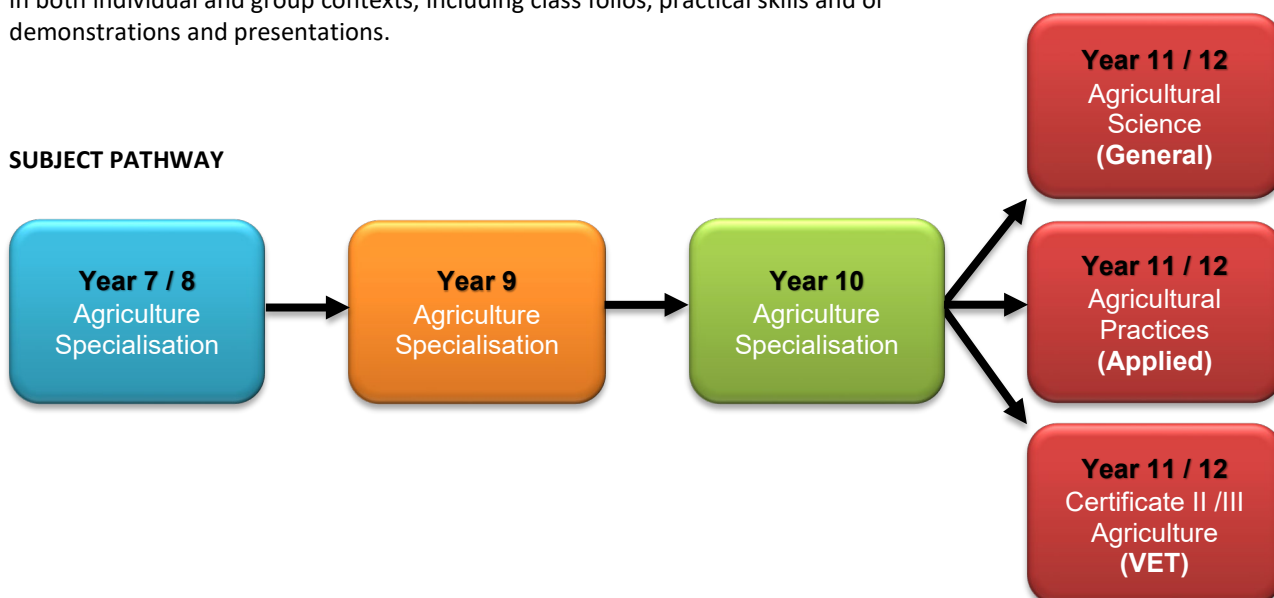
Students are offered the following units:

- **Unit 1: The Beef Project**
Students will step into the role of a beef producer and manage a steer or heifer from the paddock to market. Throughout the term, students will make real-world decisions about feed, health and management, track growth, and evaluate outcomes to ensure their animal is market-ready. Students will meet with industry experts, including veterinarians, livestock agents, farmers, and butchers, to gain firsthand knowledge of animal welfare, sustainability, and market requirements. By the end of the unit, students will present and sell their beef produce, apply business, marketing and design-thinking skills to justify their production decisions and demonstrate a profitable and sustainable approach.
- **Unit 2: Smart Herds**
Students will explore beef production with a hands-on unit where technology meets agriculture. They will use drones, GPS collars, smart tags, walk-over weigh systems, and other emerging tools to monitor, analyse and manage cattle efficiently and ethically. Students will investigate how innovation and digital technologies are shaping sustainable, future-ready farms, and design solutions that improve productivity, animal welfare and environmental outcomes. By the end of the unit, students will present a product review that demonstrates how their chosen technology improves decision-making, animal welfare and sustainability.

ASSESSMENT

Assessment is ongoing throughout the year. It includes both formative and summative assessment. Students are assessed in both individual and group contexts, including class folios, practical skills and or demonstrations and presentations.

SUBJECT PATHWAY



THE ARTS

MUSIC

FOCUS

In year 9, students analyse ways composers and/or performers use the elements of music and compositional devices to engage audiences. They evaluate how music and/or performances in a range of styles and/or from across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning. They evaluate how music is used to celebrate and challenge perspectives of Australian identity.

Students demonstrate listening and aural skills relevant to the styles and/or contexts in which they are working. Students manipulate elements of music and use compositional devices to communicate ideas, perspectives and/or meanings in compositions in selected style/s, form/s and/or using selected instrumentation. They notate, document and/or record their music. They apply knowledge of styles and/or forms when performing their own and/or others' music. They demonstrate appropriate vocal and/or instrumental techniques and performance skills when performing music for audiences. (ACARA, 2025)

LEARNING EXPERIENCES

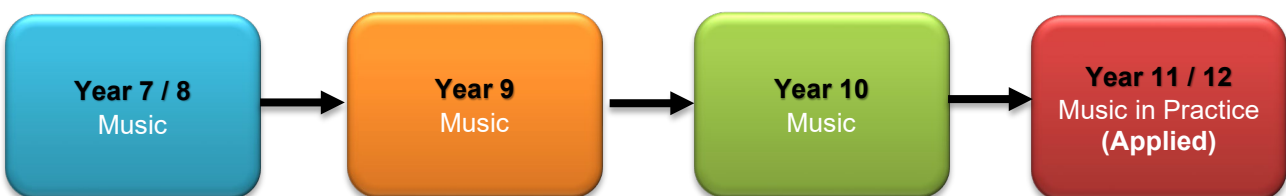
Setting the Scene - Music of the Theatre

Music has been used since the dawn of man to enhance, accentuate and celebrate human emotion. In classical and contemporary dramatic theatre (both stage and film), music has been utilised to enhance the drama and emotions of the visual medium including Aboriginal and Torres Strait Islander culture. Students will view and respond to pieces from theatrical formats and analyse how the elements of music are used to convey emotion. They will also create their own composition to enhance a theatrical scene. Students will choose a relevant musical piece from the theatrical format to rehearse and perform.

ASSESSMENT

- **Responding** – Analyse and evaluate how the Elements of Music are used to reflect the emotion/feeling from a musical piece.
- **Composition** – Create a theme for a character.
- **Performance** – Perform a song from a musical

SUBJECT PATHWAY



VISUAL ARTS

FOCUS

In year 9, students analyse how and why visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience. They evaluate how and why artists from across cultures, times, places and/or other contexts use visual conventions, visual arts processes and materials in their visual arts practice and/or artworks to represent and/or challenge ideas, perspectives and/or meaning. They evaluate how visual arts are used to celebrate and challenge perspectives of Australian identity.

Students draw inspiration from multiple sources to generate and develop ideas for artworks. They document and reflect on their own visual arts practice. They use knowledge of visual conventions, visual arts processes and materials to create artworks that represent and/or communicate ideas, perspectives and/or meaning. They curate and present exhibitions of their own and or/others' artworks and visual arts practice to engage audiences. (ACARA, 2025)

LEARNING EXPERIENCE

Make it 'Pop'

Through the exploration of 2D, 3D and design, students undertaking this course of study will learn technical and creative skills in response to popular culture and street art. Students will produce a folio of work, which will include lino-cutting/printing, illustration, digital image manipulation and graphic design.

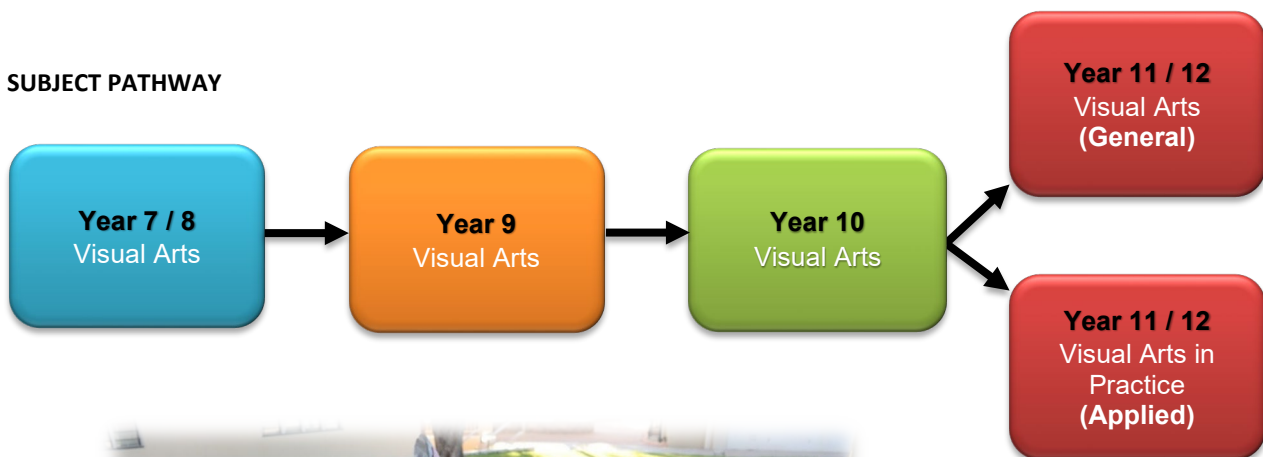
Students will:

- Investigate a variety of art movements, works and styles including Pop Art.
- Analyse the influence of social commentary, pop culture and street life on the creation of artworks in both modern and contemporary contexts.
- Learn a variety of contemporary Visual Arts techniques using spray paints, inks, markers, paints and digital media.

ASSESSMENT

- **Making:** Pop Art Folio including drawing/sketching, lino-cutting, collage, photography, and digital image manipulation.
- **Responding:** Multimodal presentation about a selected artist.

SUBJECT PATHWAY



STAFF CONTACT LIST

SENIOR LEADERSHIP TEAM

LEADERSHIP POSITION	STAFF MEMBER	EMAIL
Principal	Shayne Harrison	principal@columba.catholic.edu.au
Deputy Principal Learning and Teaching	Maria Peck	mpeck@columba.catholic.edu.au
Deputy Principal Pastoral & Residential (Acting)	Haydn Champion	hchampion@columba.catholic.edu.au
Assistant Principal Religious Education (Acting)	Matthew Tyrie	mtyrie@columba.catholic.edu.au
Assistant Principal Administration	Rebecca Ebelt	rebelt@columba.catholic.edu.au

CURRICULUM MIDDLE LEADERS

If you would like any further information about any of the subjects outlined in this handbook, please contact the relevant Curriculum Middle Leader.

DEPARTMENT	STAFF MEMBER	EMAIL
Religious Education (Acting)	Matthew Tyrie	mtyrie@columba.catholic.edu.au
English	Clare Stead	cstead@columba.catholic.edu.au
Mathematics	Leanne Brandis	lbrandis1@columba.catholic.edu.au
Humanities and Languages	Michael Ku	mku@columba.catholic.edu.au
Health and Physical Education	Nathan Juhas	njuhas2@columba.catholic.edu.au
Science	Ben Naughton	bnaughton1@columba.catholic.edu.au
Technologies	Dean Johnston	djohnston2@columba.catholic.edu.au
The Arts	Michael Barker-Hicks	mhicks3@columba.catholic.edu.au
Inclusive Practices Teacher	Jordan Moy	jmoy@columba.catholic.edu.au

PASTORAL LEADERS

POSITION	STAFF MEMBER	EMAIL
Year 7 and 8 Pastoral Middle Leader	Madeleine Carter	mcarter2@columba.catholic.edu.au
Year 9 and 10 Pastoral Middle Leader	Tom McFarlane	tmcfarlane5@columba.catholic.edu.au
Year 11 and 12 Pastoral Middle Leader (Acting)	Michael Barker-Hicks	mhicks3@columba.catholic.edu.au

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