



# St Francis

CATHOLIC COLLEGE

## Year 9 Program 2025: My Journey

*House Welcome Evening*

*Empowering Year 9 students through personal growth, leadership, and community engagement*



# Franciscan Prayer

Almighty God,

Bless us as we gather today for this meeting.

Guide our minds and hearts so that we can work for the good of our community and help all people.

Teach us to be generous in our outlook, courageous in the face of difficulty, and wise in our decisions.

We give you praise and glory, Lord our God, forever and ever.

Amen.



## ST FRANCIS CATHOLIC COLLEGE ACKNOWLEDGEMENT

St Francis Catholic College honours our First Nations People by fostering a shared sense of belonging for all Australians, and we acknowledge the Wurundjeri people, traditional custodians of the land on which St Francis Catholic College stands

# Welcome:



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## **Introduction:**

- Dr Lucy Cassar- Director of Teaching and Learning (Cobblebank Campus)
- Emmanuel Desfosses- GADAL Director (Melton Campus)



# The Why: Addressing the Needs of Year 9 Students

## The Why - Meeting Students Where They Are:

- **Engagement:** Year 9 often sees a drop in student engagement and academic performance.

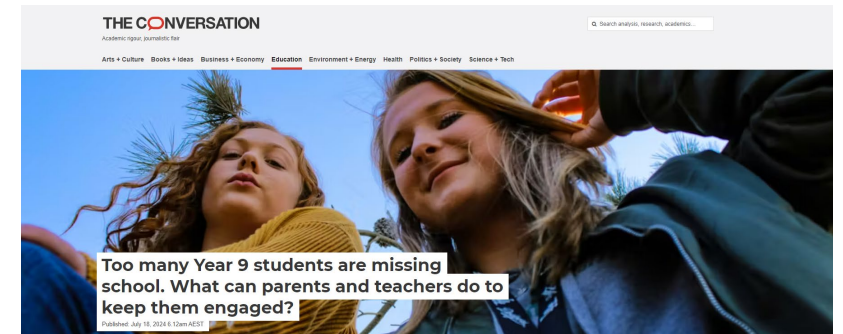
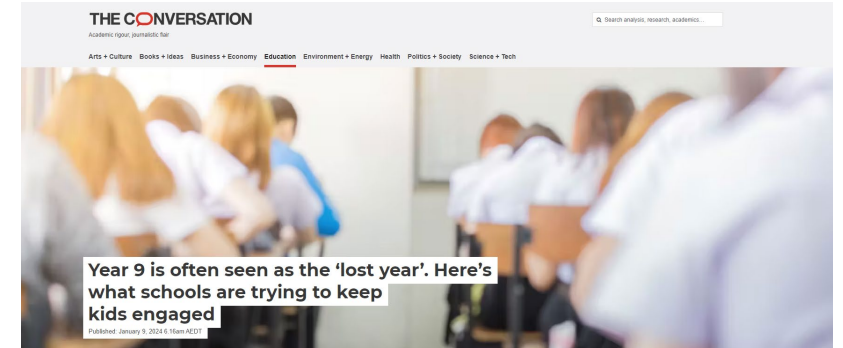
*“In Australia, Year 9 is widely seen as a problem, a time when young people disengage from school; and when curriculum and student identity often fail to cohere with each other”. Author: Josh Ambrosy – Lecturer in Education- Federation University, Australia <https://theconversation.com/year-9-is-often-seen-as-the-lost-year-heres-what-schools-are-trying-to-keep-kids-engaged-215993>*

- **Connection:** Students need to see relevance in their learning; 'My Journey' connects classroom learning with real-world applications.

*“Make learning more meaningful: connect Year 9 students with their local community. This might involve volunteers coming into the school or students going out into the community to learn”*

**Christopher Hudson and Josh Ambrosy** <https://theconversation.com/too-many-year-9-students-are-missing-school-what-can-parents-and-teachers-do-to-keep-them-engaged-234673>

- **Empowerment:** By developing leadership and self-management skills, students are empowered to take control of their learning and personal growth.
- **Social-Emotional Learning:** Focusing on building emotional intelligence, which research shows is linked to improved academic outcomes and better mental health.



# The Way: Rationale

## **Alignment with the Victorian Curriculum:**

- Focus on Personal and Social Capabilities, Ethical Understanding, and Critical and Creative Thinking.
- Directly addresses Levels 9-10 learning outcomes in the Victorian Curriculum,
  - Emphasising emotional regulation,
  - Leadership,
  - Collaboration,
  - Community involvement.

## **Addressing Key Developmental Needs:**

- Adolescents face unique challenges such as identity formation, peer influence, and increased academic pressure.
- The program supports students in developing resilience, adaptability, and self-management skills essential for navigating these challenges.

## **Research-Based Approach:**

- Developed using evidence from educational psychology and leadership studies that highlight the importance of social-emotional learning and student agency in improving academic and personal outcomes.

# The What: Program Overview

## Structure:

- A year-long program divided into four terms—
  - Term 1: My Leader- (*Vic Curriculum 1.0* [VCPSCSE043](#))
  - Term 2: My Future- (*Vic Curriculum 1.0* [VCPSCSE044](#))
  - Term 3: My Community- (*Vic Curriculum 1.0* [VCPSCSE044](#))
  - Term 4: This is My Journey- (*Vic Curriculum 1.0* [VCPSCSE046](#))



## Aim:

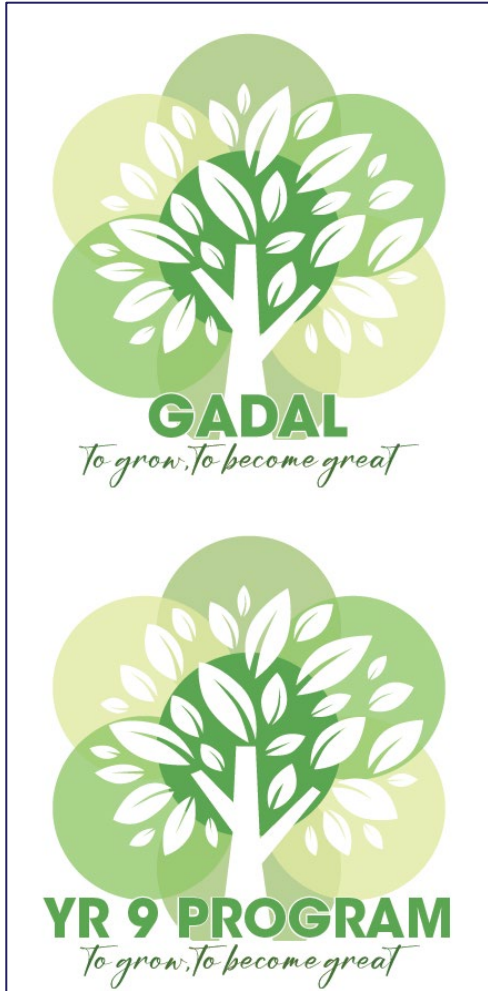
- To empower Year 9 students with the skills and mindset needed for personal growth, leadership, and successful transition into senior year levels of school and beyond.

## Why Now?:

- Year 9 is a critical time for student engagement and development; this program is designed to meet students where they are and guide them towards greater self-awareness, gratitude, belonging to a community and leadership.



# The What: New Image (Logo)



"To grow, to become great," these logos or themes represent different stages of development and learning throughout the academic year.



Term 1 of the Year 9 program is about personal growth and leadership development. It focuses on students understanding and embracing their leadership potential.



Term 2 encourages students to reflect on their experiences, consider their goals, and plan their future endeavours, tying their learnings from the year into their aspirations.



Term 3 represents students engaging with and understanding their role within their community. The focus is on collaboration, social responsibility, and building connections.



Term 4 is pivotal to the entire Year 9 program, representing personal development and the exploration of one's path. The guiding concept underscores the students' growth throughout the terms.



# Expected Student Outcomes:

## Student Outcomes Aligned with the Victorian Curriculum:

### Personal and Social Capabilities (Levels 9-10):

- Self-awareness: ([VCPSCSE043](#)).
- Self-management: ([VCPSCSE044](#)).
- Social awareness: ([VCPSCSO048](#)).
- Social management: ([VCPSCSO050](#)).

### Reporting (Mid and Semester reporting):

Students will receive reports throughout the Semester reflecting their academic behaviour —work Practices (*Uses of Class Time, Cooperation, Preparedness for class, and Completion of Class*)—including three assessments. These outcomes will be reflected in the Mid and End of Semester reports.

**Faith and Mission:** Connection to their community, understanding of the Franciscan and Catholic Ethos.

### Practical Skills:

- Professional skills, including resume writing, interview preparation, and job application processes.
- Enhanced ability to set personal and academic goals, critically reflecting on progress and areas for improvement.

# **Academic Expectations for 2025:**

## Key information:

### NAPLAN 2025

- **Dates:** Wednesday 12<sup>th</sup> of March to Friday 21<sup>st</sup> of March 2025
- Years 9's will complete each test during Period 3
- **Equipment required:** Wired headphones (Booklist item) and Charged Laptop

### Introduction of Academic Recall from Years 7 to 9:

- Students absent from a summative assessment are expected to provide supporting documentation (e.g., a medical certificate, statutory declaration, or evidence of attendance at a school-based activity) so they have another opportunity to complete the task.
- Academic Recall will occur **after school and not during classroom instruction**. Students who fail to submit the Application to reschedule with the supporting evidence will receive a **zero** for the assessment task, which will be reflected on the student's Semester report.
- Students and Families will receive more information relating specifically to the policy.

### Subject Selection:

- Subject selection for Year 10 subjects and applications for Accelerated subjects will occur at the end of Term 2. More information will be made available to families in Early – Term 2.

## Arriving to class on time with the correct equipment:

### Example:

English and Mathematics (6 periods per cycle). In a Term (10 teaching weeks)= 60 lessons.

<b>Minutes Late Per day</b>	<b>Equates to days of teaching lost in one year</b>	<b>Which means this number of lessons missed</b>
5 Minutes	3½ days	17 lessons
10 minutes	7 days	35 lessons
15 Minutes	10½ days	52 lessons
20 Minutes	14 days	70 lessons
25 Minutes	21 days	104 lessons

- **Home Study Expectations:**

Students are strongly encouraged to dedicate **75 minutes daily** to home study to reinforce learning and develop effective study habits.

- **Focus on Skill Development in Semester 1:**

There will be no formal exams or TAT (Timed Assessment Task) in Semester 1, allowing students to focus on developing essential skills and engaging in Project-Based Learning.

- **Exams in Semester 2—Formal English and Mathematics examinations** will take place in Semester 2 to help students prepare for future academic challenges.

- **Assessment and Future Pathways:**

Various assessment tasks, including exams, play a key role in identifying students' strengths, potential future pathways, and senior-year subject selections, including mathematics options.

# Upcoming events:

## Year 9 My Journey Camp

**Cobblebank Camp dates:** Wednesday 18<sup>th</sup> June to Thursday 20 June  
This is the third last week of term 2.

**Melton Camp dates:** Wednesday 25<sup>th</sup> June to Thursday 27<sup>th</sup> June  
This is the second last week of term 2.

The year 9 camp revolves around **My Journey Camp**. Both campsites have activities that develop resilience, self-talk, and teamwork.

**Boys camp-** <https://www.rosesgap.com.au/>

**Girls camp-** <https://www.thesummit.net.au/>

# Wellbeing Updates

- New House Leaders: Lauren Smith - Bakhita & Catherine Stuart Carter - Lawrence & MacKillop
- Director of Student Wellbeing: Brad Ryan
- Classroom and Lesson Expectations for staff and students
- PB4L
- SHIELD Program
- Student Wellbeing Hub





# Classroom and Lesson Expectations



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## Classroom and Lesson Expectations for staff and students

### 1. Entering the classroom (PB4L)

- Line up quietly outside the classroom before each lesson
- Enter when invited by the teacher, students to stand behind their chair
  - Greeting by teacher and students
  - Roll taken

### 2. Starting the Lesson

- Student computers to remain closed until directed by the teacher
- Lesson starter and retrieval - hook, cue, provocation, quiz or think-pair-share of previous content/knowledge relating to the past lesson and learning
- Learning intentions and success criteria unpack for this lesson, write the learning intention in workbook if relevant
  - Then begin content/practical and include brain breaks as required

### 3. Ending the Lesson

- Students to use their diary/planner to enter homework and study tasks
  - Exit activity/tickets at the end of the lesson, return to the learning intentions and success criteria (if appropriate)
- Students stand behind their chair and await dismissal by teacher

### Before exiting the following is to be completed

- Re-set the classroom if desks, tables, chairs have been moved
  - Check for graffiti
  - Pick up all rubbish
- Clean whiteboard
- Turn off Vivi, lights and close all doors

At the end of the day or last class to use the room, please put all chairs up.

**Be respectful of the learning space**



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## STUDENT EXPECTATION FRAMEWORK

	<b>ENDEAVOUR</b> The unfolding of your word gives light. <small>Psaln 119:130</small>	<b>COMMUNITY</b> For where two or three are gathered in my name, I am there among them. <small>Matthew 18:20</small>	<b>EMPATHY</b> In everything, do to others what you would have them do to you. <small>Matthew 7:12</small>
<b>Everywhere</b>	We demonstrate a growth mindset We transition promptly and calmly We wear the uniform according to the uniform policy We have high expectations for ourselves and others We follow the instructions of adults that work in the school We use our lockers correctly	We put our phones in our Yondr pouches in our lockers We follow the hands-off policy I am where I am supposed to be We care and protect the property of ourselves, others and the school	We are inclusive and accepting of everyone We are an upstander We celebrate the achievements of each other We use kind words and actions We acknowledge differences of opinions and we respond respectfully
<b>In Learning Spaces</b>	We use class time effectively We listen attentively We follow the set classroom expectations We take on and embrace challenges	We respect our learning environment We let teachers teach and learners learn	We are mindful of the needs of others
<b>In the Yard</b>	We use the bins provided to keep the environment clean	We are positive role models for each other	We are proactive in supporting others
<b>Online</b>	We are responsible digital citizens We follow the school's ICT digital policies	We interact positively online with others including our use of social media platforms	We report anything inappropriate and unsafe

Classroom management practice.

**REMIND** → **REDIRECT** → **RELOCATE** → **RESTORE** → **COMMUNICATE**



# Why PB4L - Positive Behaviour 4 Learning?

- ***What is PB4L?***

Positive behaviours for learning framework is an evidenced-based, system for behaviour support to enhance respectful relationships and engagement of students in their learning.


***To implement a school-wide PB4L system at SFCC that:***

- Everyone is aware of and is part of the PB4L system
- Aligns with our core wellbeing values, Empathy, Community, Endeavour
- Create a childsafe, calm and productive learning environment
- Have a shared understanding about the expected behaviour at SFCC
  - - To have a learning environment that promotes excellence
  - - To have a shared understanding of the acknowledgement system



# Acknowledgement system



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**COMMENDATION  
CARD**

Student Name: \_\_\_\_\_

Mentor Group \_\_\_\_\_

Staff name/code \_\_\_\_\_

**EMPATHY**    **COMMUNITY**    **ENDEAVOUR**

# SHIELD Program

## Supporting Healthy Interactions and Empowerment for Lifelong Development

- The SHIELD Program is designed to support the well-being and holistic development of all students.
- The program provides an opportunity to explicitly teach skills that underpin lifelong learning whilst creating an environment where students feel valued, safe and equipped to thrive academically, socially and emotionally.
- The program is underpinned by the College's Core Wellbeing Values
- Each year level has a specific curriculum that meets the developmental needs of each individual student and builds on both skills and knowledge from year to year
- The program has flexibility to address any specific topics which might arise throughout the year in both a house and year level context.

# Topics covered

## Year 7

### Term 1

Getting ready for high school  
Introductions to connections  
Inclusivity and belonging  
From strangers to friends  
Building stronger friendships  
Conflict resolutions  
Vaping

### Term 2

Digital footprint  
Cyber safety – Guest speaker  
Overwhelmed to organised  
Study Skills  
Social Media addiction

### Term 3

Real Life Resilience  
Sleep Essentials  
Different Types of Families  
Controlling Emotions  
Hygiene

### Term 4

Positive Mindset  
Negative Humour  
Study Skills  
Personal Values

## Year 8

### Term 1

Controlling Emotions  
De Stressing toolbox  
Communication Styles  
Vaping

### Term 2

Understanding Bullying  
Bullying – Live performance  
Cyber Bullying  
Study skills  
Gaming Addiction

### Term 3

Letter of appreciation  
Gender Identity  
Sleep – Student Program  
Decide your own destiny  
Asking for help

### Term 4

Individual Character Strengths  
Combatting Negative Self Talk  
Study Skills  
Assessing Trustworthiness

## Year 9

### Term 1

Embracing Challenges  
Resilience 'Bounce' workshop  
Body kind workshop  
Drug and educational choices

### Term 2

Vaping workshop  
Study skills  
Social Media Addiction  
Managing phone use, sleep  
Overcoming Mob mentality

### Term 3

Gender violence  
Gender based discrimination  
Stereotypes & prejudice  
Consent – Workshop

### Term 4

Sexual Education  
Embracing your unique gifts  
Study skills  
Domestic Conflict  
Problem Solving Framework



# SHIELD Program

## Parent Partnership

- Wellbeing Memo – emailed to parents
- Outlining the topic to be covered in the upcoming SHIELD lesson
- Parent & student resources (website links, podcasts, webinars, flyers) on the fortnightly topic
- Photos/reflections on guest speakers
- Provide ongoing progress updates regarding their child's wellbeing & provide parents with an opportunity to discuss and seek help if required.



# Student Wellbeing Hub

- A dedicated space that encourages positive mental health, personal growth, and a safe, healthy school environment for all members of the school community.
- Provides a comprehensive and accessible range of services, activities, and resources to promote overall positive wellbeing.
- The Wellbeing Hub also acts as a supervised space for any students who have been exited from the classroom for not making choices in line with the college Student Expectation Framework or a student's behavior is unsafe.



**Thank you for attending tonight's event.**