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SCHOOL

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# 2021 **IMPACT** **HANDBOOK** 9





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## IMPACT9 - Overview

### Our Vision

Our Vision is for all students to learn and to develop the intellectual rigour and character required to make a positive impact in their world.

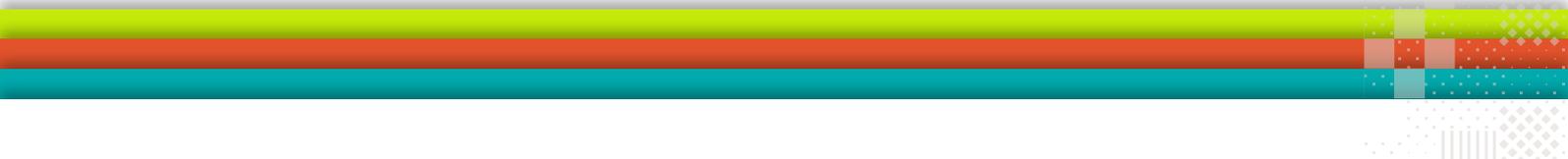
At Prahran High School, our curriculum and Model of Learning is guided by our vision and our four core values: Challenge, Curiosity, Character and Creativity. We believe deeply in nurturing learners who are equipped to Make an Impact on their world – as young people today, and adults in the future. This vision informs learning across the school, and is highly visible in the Middle Years (7-9) where students have the opportunity to explore and learn about their world in rich and deep ways.

### Welcome to IMPACT9

Year 9 represents an important moment for our young people. For us, it is the culmination and highlight of learning in the Middle Years and a chance for our students to extend, challenge and apply the core skills and knowledge they have built in Year 7 and 8, and to engage with the community and world beyond the school in more significant and more authentic ways.

However, Year 9 is also a critical step towards the future, both at school and beyond, where learning is characterised by agency, independence and responsibility. We are committed to working in partnership with our Year 9 students, aiming to build their personal and social capabilities to help them become rounded and independent young adults.

IMPACT9 equally values and prioritises learning and wellbeing. We recognise and esteem the unique differences and strengths of each of our students. We provide learners with opportunities to grow, explore and express themselves as learners and citizens. Ultimately, we want our students to see themselves as active contributors and participants in local and global communities, and to know that they have the capacity to Make an Impact, both now and in the future.





## IMPACT9 – Core Principles and Beliefs

IMPACT9 is driven by the following core principles

### 1. Independence and Agency

- We use our PHS values to Make an Impact through our learning, on a personal and community level
- We show agency and independence and take responsibility for driving our own learning
- We engage actively in experiential learning - 'learning by doing'
- Our learning is driven by a desire to deeply explore and engage with the world around us, and to collaborate and work with our peers on authentic projects that help us make sense of that world
- We reflect on our learning habits and strengths, understand the learning process, and seek to become more effective, independent learners
- We start to explore genuine life pathways and extension opportunities

### 2. Citizenship and Community Engagement

- We become active citizens and participate in our local and global communities
- We develop our understanding of our place in local and global communities
- We learn as an active part of the local community, through activities, projects, collaborations and explorations
- We are leaders within the school, local and global community
- We actively aim to serve and contribute to the school, local and global communities

In Year 9, we aim to challenge our students in new ways, provide them with new experiences, and help them grow and develop their character.

## Curriculum

IMPACT9 aims to provide a range of different learning experiences for students. It is built on a consistent foundation of providing deep, largely project-based explorations for students across the full range of Victorian Curriculum subjects and capabilities.

The curriculum is designed for flexibility and for learning experiences to be tailored to the interests and needs of each cohort and individual students. Our aim is to provide students with a strong core knowledge and skill-set, along with opportunities to deeply pursue areas of interest at a high level, and to be guided and supported in independent learning that aligns with their passions and strengths.





The Big Idea/s	IMPACT9	Victorian Curriculum	Learning Sessions
Students must be literate and numerate to participate fully in society, explore their world and flourish.	<b>English</b> <ul style="list-style-type: none"> <li>Contemporary Global issues</li> <li>Language and literature</li> </ul>	<b>English</b>	3
These are fundamental skills, important for success at school and in the world.	<b>Mathematics</b> <ul style="list-style-type: none"> <li>Data literacy</li> <li>Maths for life</li> </ul>	<b>Mathematics</b> Critical & Creative Thinking	3
Mental and physical health and wellbeing is a vital aspect of living a full, long and well life.	<b>Fitness for Life</b> <ul style="list-style-type: none"> <li>Emphasis on practical sport</li> <li>Choice of Sport programs</li> <li>Mental strength and wellbeing</li> </ul>	<b>Health &amp; Physical Education</b> Personal & Social Learning	2
Learning a language encourages respect for other cultures, expands students' world view and builds interconnected linguistic understanding.	<b>French</b> <ul style="list-style-type: none"> <li>La Vie Française</li> <li>Le Monde Française</li> </ul>	<b>Languages</b>	2
<p>Students must learn to collaborate, solve complex problems and think critically and creatively if they are to thrive in an ever-changing, uncertain world.</p> <p>Learning in life is not segmented into discrete areas like school subjects. Students should have integrated opportunities to expand their thinking and work on significant projects over time with genuine real-world impact</p> <p>Meaningful local, community and global networking and connection is important to flourish in our world.</p>	<b>IMPACT9 Projects</b> <p>A variety of projects will be undertaken across the year that explore the following themes:</p> <ul style="list-style-type: none"> <li>Entrepreneurship</li> <li>Community</li> <li>Inquiry</li> <li>Industry</li> </ul> <p>Disciplinary learning will be shaped by real-world application and connection.</p>	<b>The Humanities</b> <b>Science</b> <b>The Arts</b> Digital Technologies Critical and Creative Thinking Ethical Understandings Intercultural Understanding <b>Personal and Social Learning</b> Mentor Group Passion Projects	6 (including a full day devoted to project opportunities)
<p>Students would like to choose to focus their learning in areas of personal interest, particularly in contemporary technologies and the arts.</p> <p>The study of the arts fosters a deep sense of creativity, encourages self-exploration and self-expressions and supports students to interpret the world around them.</p> <p>We live in an age of rapid technological innovation where the (example) skills of making, designing, coding, building have never been more important.</p> <p>'Design to do good' is a philosophy that will underpin the success of our students in the future.</p>	<b>IMPACT9 Specialisations</b> <b>Example Units</b> <ul style="list-style-type: none"> <li>From Page to Stage and Screen</li> <li>Inside Out: Interior Design</li> <li>Global Eats and Future Foods</li> <li>Materials Design: Wood, Plastic, Metals</li> <li>Philosophy</li> </ul> <p><i>(The full list of choices is in the IMPACT9 Subject Selection Guide)</i></p>	<b>The Arts</b> <b>Technologies</b> Digital Technologies Critical and Creative Thinking	2x2 (Semester-Length Studies)



## Re-imagining Learning

### Learning Design and Opportunities

IMPACT9 provides students with a range of different learning opportunities. These are explained in more detail below.

## IMPACT9 Core

### Mathematics, English, French and Healthy Body, Healthy Mind

Within the IMPACT9 Mathematics, English, French and Healthy Body, Healthy Mind curricula, we ensure that students continue to build their fundamental skills and knowledge in literacy, numeracy, health and fitness and languages. This provides all students with the foundation for academic and personal success in the later years of school and beyond. We also provide significant, necessary and planned opportunities for extension and enrichment.

Learning in these areas continues to be driven by BIG IDEAS, with an emphasis on building depth of understanding through real-world application of learning. These subjects combine core skill and knowledge building with opportunities to 'Make an Impact' in purposeful, meaningful and authentic real-world applications.

IMPACT9 Core subjects will be structured in a flexible manner to allow students some opportunities to choose their own learning pathway and continue to build the agency and independence of our learners.

The programs for each of these core areas will be developed alongside students and provided to families in more detail later in 2020.

Subject Name:	Core Learning Areas / Description
Mathematics	Mathematics for Life Future Mathematics
English	Language and Literature Contemporary Global Issues / Journalism
Healthy Body, Healthy Mind	Health and Fitness Mental Health and Personal Development <b>Students will choose from a series of practical sport options</b>
French	La Vie Francaise – French life and culture Le Monde Francaise – Possibilities to use French around the world



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## IMPACT9 Projects

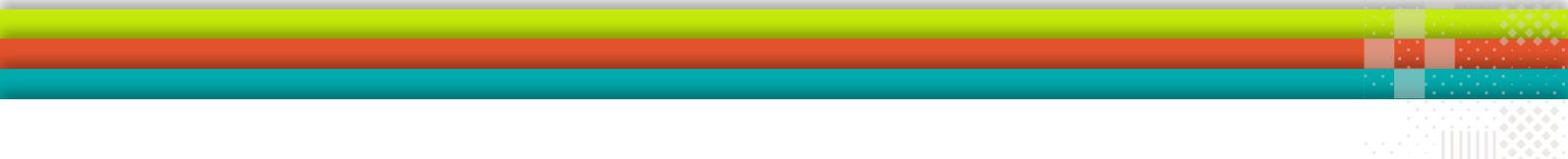
Our IMPACT9 projects are driven by a focus on Inquiry, Industry, Community and Personal and Social learning, with the program operating in a flexible and dynamic way to provide authentic learning opportunities across the sciences, humanities, technology and the arts.

Driven by our principles of independence and agency, students inquire and interact with the world around them. Learning is collaborative, project-based and experiential, and learning tasks are driven by student agency. Projects may draw on a single Victorian Curriculum area or integrate elements from each, and our expert teachers will ensure that students continue to build disciplinary understanding in the Sciences, Humanities, The Arts and Technology.

IMPACT9 also aims for our students to develop a strong sense of their place as part of the local and global community, and our IMPACT9 Projects therefore aim to promote student learning in collaboration with and alongside the community in meaningful and authentic ways. Where possible, our IMPACT9 Projects align with, celebrate and engage with a range of major Melbourne Community events and movements, such as:

- ANZAC Day
- NAIDOC Week
- The Melbourne Rising Arts Festival
- Wear it Purple Week
- The Melbourne Digital Innovation Festival

While the Projects will be finalised in Term 4 with student input, a summary of the major project ideas proposed by the IMPACT9 team is on the next page.





Project Name	Project Overview:
The Identity Project	Students investigate and explore different aspects of their changing identity. They learn about genetic/scientific and different psychological and philosophical conceptions of 'identity', and then explore the way their identity is shaped and evolves in response to the world around them.
Inventions, Innovation and Entrepreneurship	Students investigate the way that science and technology come together in the world of innovation and invention. They construct their own inventions and participate in a showcase or presentation to a real-world audience.
The ANZAC Project	Students unpack the history and significance of World War I and ANZAC day through inquiry and the arts. They plan a schoolwide commemoration for early term 2.
First Nations: Rights, History and Culture	Through an experience including learning on country, students learn about the history and living culture of First Nations people, and investigate on-going struggles for social justice and equity in conjunction with reconciliation week and the Melbourne Rising Festival.
The Prahran Rising Project	Taking inspiration from the Melbourne Rising Festival and other community cultural events, students attend events across Melbourne, and then plan and run our first ever Prahran Rising Arts and Culture Festival.
Money, Law and Work	Students investigate and learn about the world of work, including job search, work experience, workplace rights and responsibilities and how this aligns with entrepreneurship and industry. They learn how to budget, manage their money, and their key rights and responsibilities.
An Outdoor Life: Marine and Mountains	Students learn to live in, explore, and appreciate the natural environment through a series of structured excursions and activities. They learn about biomes and conduct scientific and geographic fieldwork, while participating in a range of outdoor education programs.
The Marketplace of Ideas	Students build their entrepreneurial capacity through a project emphasising the marketing process – from product design, through to advertising and customer service. This culminates in our innovation, design and technology festival and marketplace day.
The Personal Futures Project	Students explore and consider different ways that their passions and identity can inform their future pathways and lifestyle. They inquire and explore the changing world of the 21st century and consider the relationships, connections and careers that will provide them with happiness.
A Sustainable Life	Students consider a range of sustainability problems; including a depth study on climate change that explores the scientific causes, the social and global impacts and the challenges of generating local and international responses. They then plan, develop and lead sustainability initiatives in the local or the global community.
Designing the Future	Students also explore and investigate the way that sustainability is emerging as a driver of design, architecture, industry and innovation, and develop their own sustainable design project.



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## Passion Projects

As part of the IMPACT9 Projects, students also undertake at least two Passion Projects, supported by a mentor teacher, who will provide coaching, resources and on-going assistance.

Each Passion Project will have a learning focus, scope and outcome co-designed by the student. The format and structure of the project will be based on the Design Thinking model and will be consistent from student to student, even though the output may vary depending on student interests and needs.

Students will be supported across Term 1 and 3 to explore and investigate possible areas of interest in the lead-up to their Passion Project.

Successful Passion Projects could draw on a curriculum area and provide extension or enrichment, but could also align with interests from outside school, or with future interests and pathways.

## Community Action Projects

Also aligned with our IMPACT9 Projects, students will engage with a community organisation across the second half of the year. They will negotiate their own project, but this could include volunteer or promotional work.

Students might choose to work alongside a charity, sporting club or other community organisation with a view to developing a deep and mature sense of community engagement and participation.

## The IMPACT9 Café Experience

One of our major IMPACT9 Projects will be the Café business development experience – students in Year 9 will plan, manage, and operate a school café. This project has a heavy emphasis on entrepreneurship and practical workplace readiness. Students will learn to plan and run all aspects of a business from marketing and advertising to financial planning and budgeting. They may undertake courses in food handling, customer service and barista training that prepare them for work in the hospitality industry and learn from connections to local cafes and other businesses. (Some 2021, some to begin in 2022) They will then apply their learning while working alongside the café team for a period of time during the year.

## IMPACT9 – Personal and Social Learning

Wellbeing, Personal and Social Learning are vital aspects of IMPACT9, with explicit projects to support student growth in these areas incorporated into the IMPACT9 Projects curriculum. Mentor teachers will lead students through a range of projects focused on personal growth, including a personal identity project and through the respectful relationships program

Students will also choose some elective modules, helping to ensure that personal and social learning is also tailored to the needs of individuals across the year.





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## Camps, Excursions and Activities

IMPACT9 aims for learning to take place beyond the classroom in as many ways as possible. The program is designed to incorporate the flexibility needed to make this a reality.

The IMPACT9 Projects are timetabled for two afternoons and one full day each week, allowing maximum flexibility in planning excursions and community engagement. This also provides the flexible time required for students to undertake Passion Projects and Community Action Projects. IMPACT9 will therefore include a broad range of excursions, activities, workshops, and community connections.

Our main Year 9 Camp will likely be held in Term 3, with an emphasis on outdoor education and leadership development. Students in Year 9 will also have the choice to apply for the Alpine School, a term long residential camp program.

Our camps and activities program will be finalised during Term 4.

## IMPACT9 Specialisations

Our IMPACT9 specialisations allow students to undertake depth studies in areas of personal interest, delving further into unique learning areas. Students can try new learning pathways, build their technical capability with specialised programs in the Arts and Technology areas, or undertake substantial enrichment, connected to their core curriculum learning.

Students choose two specialisations in each semester and are encouraged to explore their interests and passions. The list of specialisations available in 2021 are on the next page - more detailed information on each subject is available in the 'Subject Selection Guide' at the end of this document.





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Specialisation Name:	Learning Area:
From Page to Stage and Screen	Performing Arts: Drama / English / Media
There's No Business Like Show Business	Performing Arts: Drama
Music Remix: Industry and Production	Performing Arts: Music
Music Performance	Performing Arts: Music
Future Cities – Architecture, Landscapes and People	The Arts: VCD / Digital Technologies
Inside Out: Interior Design	The Arts: VCD / Digital Technologies
From Apprentice to Master	The Arts: Visual Art
The Art Laboratory / Art and Activism	The Arts: Visual Art
Product Design: Wood, Metals, Plastics	Technology: Materials
Systems Engineering: Electronics, Machines and Robots	Technology: Materials / Digital Technologies
Masterchef – Cuisine and Pastry	Food Technology
Future Foods	Food Technology
Wearable Art: Fashion and Jewellery	Materials Technology
Animation and Digital Content Creation	Digital Technologies
Philosophy	The Humanities / English / Mathematics
Literature: Classics to Contemporary	English / Literature
Forensic Science	Science and Technology
A Brief History of the Universe	Science and Technology
Mathematics Investigations	Science and Technology / Physical Education



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## IMPACT9 Opportunities

Students in Year 9 will participate in the full range of Life@PHS clubs and activities and will be encouraged to take a leadership role in existing clubs.

Students in Year 9 will also be supported to establish and run their own clubs for Year 9 students and to lead the participation and involvement of students from younger year levels.

Examples of Life@PHS clubs and opportunities expected to be available in 2021 include:

- The PHS Basketball Academy
- Interschool Sports (various, across the year)
- Instrumental Music
- Music Ensembles
- Art and Design Club
- Enviro Club
- Tournament of Minds
- Debating
- E-Sports Club
- Book Club

## The IMPACT9 Precinct and Learning Spaces

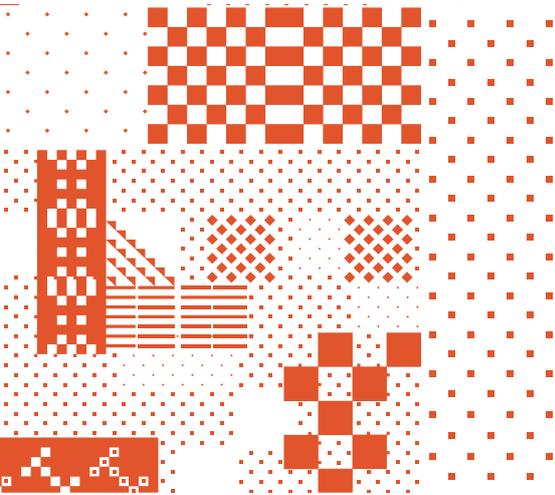
A further key aspect of IMPACT9 is the development of a bespoke, distinct learning precinct for our students. The IMPACT9 Precinct will be on Level 2. It will be comprised of flexible learning spaces, connected co-lab spaces, a board room, spaces for individual learning and high-level technology integration. Our approach to IMPACT9 requires students and staff to collaborate and work together in a flexible manner and our unique learning space will be built and developed to support this. Students will have the opportunity to be involved in the process of designing and developing this space during Term 4.





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