Craigieburn Secondary College

MIDDLE YEARS — Years 9 and 10
College Handbook 2023
Course Outline

Principal
Ms K Morphy

Assistant Principals
Mr J Connors
Mr M Fowles
Mr J McGavisk
Ms C Mountney

Craigieburn Secondary College School Values

Student Behaviour Matrix

At Craigieburn Secondary College we model our school values by…

Area	Respect	Responsibility	Achievement	Community
IN THE PHYSICAL SPACE *At school, in the classroom, in the yard, on excursions, travelling to and from school, when you represent the College.*	- Listening and speaking politely to all. - Following staff instructions. - Considering and accepting the contributions, values and ideas from others. - Being considerate of others' feelings and their personal space. - Looking after the environment around me and using it appropriately. - Minimising waste and eliminating litter and pollution.	- Arriving on time and being organised. - Bringing all required equipment. - Using class time effectively. - Allowing everyone the right to learn - Behaving in a way that allows others to feel safe. - Seeking support from staff before and when issues occur. - Wearing the correct uniform at all times. - Attending all classes. - Actively seeking out and catching up on missed work in a timely manner. - Being honest. - Acting safely in the appropriate areas.	- Accepting challenges by having a growth mindset. - Making every day count. - Participating and completing all set work to the best of our ability. - Seeking assistance and feedback. - Giving and responding to feedback. - Setting goals and planning for success. - Revising the work completed in class. - Sharing strengths and skills with others.	- Being an active bystander by taking steps to make a difference. - Encouraging others to do their best. - Participating in extra-curricular activities. - Acknowledging and celebrating talent and success. - Allowing opportunities for everyone to participate. - Being active in improving the College. - Involving our families and carers in our learning.
As well as the above, the College values are modelled in Digital Spaces by…				
IN THE DIGITAL SPACE *(Includes: Social media, email, LMS, Compass, Websites)*	- Using technology appropriately. - Acknowledging others' contributions and other sources by referencing appropriately. - Maintaining confidentiality and reporting misuse, abuse and inappropriate material.	- Only using your own account. - Protecting your password at all times. - Accessing sites that are related to your work. - Ensuring all devices are ready for use. - Saving and backing up drafts of your digital work regularly. - Using your College email to communicate with teachers. - Keeping your phone in your lockers.	- Using a range of appropriate resources and sites for research. - Using technology to extend your skills and knowledge. - Using technology to support creativity.	- Adhering to all relevant policies and legislation for ICT use. - Reporting unacceptable behaviour to relevant digital platforms.

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Principal's Message

As you enter Year 9 and 10, you are entering a new stage in your education. You now have more control over the subjects you study, being offered electives for the first time. This is an opportunity to start actively shaping your future and take a step up towards adulthood.

During these two years you will be asked to consider how you want your future to look. You will examine possible careers and will be given the chance to develop new skills and interests. As a school, we will support you in mapping out possible pathways to your future. In Year 10 you will have to undertake a week of Work Experience that will give you an insight into full time employment.

In considering your future, remember that the more you make out of your time at school, the greater the range of choices you will have open to you. Success in the classroom is one way to broaden your choices, but there are many others. You have the chance to participate in a wide range of additional activities at school. You could join a sporting team, take up debating or participate in a musical production. You can also have an active voice in how the school operates. We value the contribution students make through the Student Representative Council. Participating in additional programs at school gives you the chance to develop your skills in areas such as leadership, decision making and creativity.

In this handbook you will find information on subjects offered, information on special programs and general information about the College. The School Council and staff of the College take pride in the achievements of our students. I hope that you also take pride in your own achievements in 2023 and appreciate the achievements of your fellow students.

Kate Morphy

Kate Morphy
Principal

OUR VISION

Craigieburn Secondary College believes that education makes a difference to the life opportunities of its students.

The College vision is to be an environment in which every student achieves their highest potential.

OUR VALUES

Craigieburn Secondary College RESPECTS RESPONSIBILITY and ACHIEVEMENT in our learning COMMUNITY.

General Information

School Address	102 Hothlyn Drive Craigieburn Victoria 3064
Phone	+613 9308 1144
Fax	+613 9308 1279
Email	craigieburn.sc@education.vic.gov.au
LMS	lms.craigieburnsc.vic.edu.au/
College Website	www.craigieburnsc.vic.edu.au
Office Hours	8:00am – 5:00pm

Transport

The College is close to public transport with a bus stop at the front gate, and is only a short walk from the Craigieburn railway station.

Enrolments

Students who wish to enrol are interviewed with their parents/guardians in order to establish eligibility and to assist with course selection. To enrol, phone the College on 9308 1144 and request an interview with the relevant Assistant Principal.

People You Might Need to contact

Principal	Ms Kate Morphy
Assistant Principals	Mr Julian Connors Mr Michael Fowles Mr James McGavisk Ms Carla Mountney
Junior Years Leader	Ms Haley Kerr
Senior Years Leader	Ms Genevieve Bongrain
Pathways Leader	Ms Vivian Neill
Sub School Manager	Ms Rachele Giarrusso

Guiding Principles of the College

The College adopts an informed and evidence-based approach to teaching and learning. This approach is supported by a restorative and tiered approach as outlined by the School Wide Positive Behaviour Support Framework (SWPBS).

To achieve its primary purpose of providing young people with an excellent and balanced education, which develops their talents and capabilities, the College provides:

- a learning environment that is safe, supportive and encourages purposeful work;
- equal access to, and the opportunity to achieve success in, a challenging and comprehensive curriculum at Years 7 to 10 in each of the Learning Areas as specified in the Victorian Curriculum Foundation-10;
- a timetable of comprehensive VCE studies and courses in an environment that will maximise access to further education and career pathways;
- opportunities for developing leadership and citizenship skills, self-esteem and confidence.

Craigieburn Secondary College expects its students to:

- work to the best of their ability;
- respect the rights of all others, including their person, space and property through self-discipline;
- strive for excellence and take pride in their work and their school.

Staged Response to Student Behaviour

The College outlines and promotes the community's expected behaviours through the Student Behaviour Matrix. In line with SWPBS, the College's Staged Response to Student Behaviour adopts a restorative and corrective approach to addressing student behaviours that are not consistent with the Student Behaviour Matrix (a snapshot can be viewed below).

Craigieburn Secondary College School Values

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The Staged Response comprehensively outlines the measures and responses taken to correct behaviour; usually this is conducted by a member a Year Level Coordinator or a member of the Sub School Team. Generally these actions are restorative and supportive to help students make more positive and conscious decisions reflective of the College's values of respect, responsibility, achievement and community. In addition to the Staged Response, the College also has a Bullying and Harassment Policy to address more serious and ongoing behaviours.

We have documented the Staged Response to Student Behaviour and the Student Behaviour Matrix for both staff, families and students, and this information is available on the College website.

The College Annual Implementation Plan outlines in detail the school's educational priorities and goals in relation to curriculum, facilities and management for the next three years.

College Administration

The Craigieburn Education Complex, Craigieburn Secondary College and Craigieburn South Primary School, has one School Council which has responsibility for the policies and overall development of the College. The fundamental focus of decisions made by Council is the learning needs of the students. The Council oversees development of policy in the following areas: Curriculum, Welfare and Discipline, Professional Development, Assessment and Reporting, School Camps and Excursions, Computers and Technology, Homework, Uniform, Equal Opportunity, Integration, Work Education, Vocational Education and Training, Canteen and Health and Human Relations.

Parents/Guardians and students are represented on School Council as elected members and by co-option. Nominations are called for in March of each year via the College newsletter.

Facilities

The College has excellent facilities that are shared with a variety of local community groups. In the surrounds of landscaped native flora, the College's facilities include a weight training centre in the gymnasium, a specialised science building, a textiles room, a home economics rooms, and engineering and woodwork rooms. Our campus also features a new Science building, with engaging learning spaces and a new Performing Arts Centre.

The College has a two storey middle years building, comprising of a modern library, science room and state of the art classrooms. This building is shared with Craigieburn South Primary School. It also has a new science building.

A twenty-two passenger mini-bus owned by the College enhances the excursions and camp program.

A three-room sickbay, which is run by a qualified nurse, is located in the College. Students who become ill at school are able to rest here until a parent/guardian can arrange for them to be taken home.

College Organisation

At Craigieburn Secondary College we have arranged the teaching program in three sections.

Junior School — Years 7 and 8

Courses of study and a number of special programs for these year levels are outlined the Junior School Handbook.

Middle School — Years 9 and 10

Courses of study including a wide range of electives are outlined in this Handbook.

Senior School — Years 11 and 12

Students in Years 11 and 12 who are undertaking post compulsory education. Courses of study for the VCE, VCE Vocational Major and Victorian Pathways Certificate are outlined in the Senior School Handbook.

These handbooks are available from the school, on the LMS, or via the College website.

Student Representative Council

The Student Representative Council (SRC) is a student run body that focuses upon student and community issues within Craigieburn Secondary College. The SRC consists of elected representatives from each year level who work in cooperation with the College leaders to ensure that the school is a vibrant and harmonious place.

During formal SRC meetings, student issues and concerns are discussed and action is taken to address them. The primary purpose of our SRC is to voice the view of our student body in order to improve the school environment for all members. This is done through leading a range of forums on issues concerning students or the College as a whole.

Term Dates for 2023

	Commences	Finishes
Term 1	Monday 30th January	Thursday 6th April
Term 2	Monday 24th April	Friday 23rd June
Term 3	Monday 10th July	Friday 15th September
Term 4	Monday 2nd October	Wednesday 20th December

Session Times

Period	Times
Staff Briefing	8.50am – 8.55am
Warning Bell	8.55am
Form Assembly	9.00am – 9.09am
Period 1	9.10am – 10.22am
Change Over	Two minute change over
Period 2	10.24am – 11.36am
Recess (45 minutes)	11.36am – 12.21pm
Period 3	12.21pm – 1.33pm
Lunch (25 minutes)	1.33pm – 1.58pm
Period 4	1.58pm – 3.10pm

Student Organisation

Absence Notes

Parents/guardians are advised that a note is required explaining all absences from school. This is a legal requirement and we seek your assistance in this matter. If a student is to be absent from school for a prolonged period (three or more days), parents/guardians are requested to contact the College. The school can provide work if this is appropriate.

Attendance

It is a legal requirement that all students attend school until 17 years of age. College policy is that students attend all classes. Each morning, rolls are marked by the Form Teacher during Form Assembly. In all classes teachers mark an attendance roll. Notification of student absence is sent daily via Compass. Contact is made with the family of any student who does not attend school or misses classes without approval. It is College policy to involve the family in maintaining consistent effort and attendance and therefore it is very important that family contact details are updated regularly via the General Office.

Awards

At the end of each year the College holds awards ceremonies for all Year 7 to 11 students. Year 12 students receive awards at their end of year graduation.

The following awards are given:

- Effort in each form group for each subject.
- Achievement in each form group for each subject.
- An overall excellence award for each subject at each year level.

There are also many special awards for sport, community service, and participation in various competitions and programs taking place during the school year. An invitation is extended to all members of the school community to attend on this day to celebrate the achievements and efforts of our students throughout the year.

Bike Compound

Students who ride bicycles or scooters to school are to park them in the secondary bike compound near Langdon Crescent. Bike helmets must be worn. Bikes and scooters are to be walked on school grounds and are to be taken into and out of the compound via the gates. Loitering in the bike compound is unacceptable. Students must have a strong lock to lock their bike or scooter in the compound.

Canteen

The school Canteen for the P–12 Complex is managed by Bocca Foods. It is open five days a week and provides a comprehensive service to students, including breakfast. At the Canteen, students are to stand in line in designated areas to be served and are to put all rubbish in bins.

Contacting Students

During the school day, students are in the care of the school. Parents/guardians who need to contact their child should phone the College or come to the General Office. People who are not the child's parent/guardian are not permitted access to students unless authorized. The office staff will not take telephone messages from friends of students.

Excursions

At various times during the year educational excursions are arranged for students to visit places of interest and may be of half day or full day duration. Parents/guardians will be advised of full details as the occasions arise. Students not in full uniform or not giving full co-operation to all teachers at all times will forfeit privileges.

Home Studies

All students will have homework, which must be completed by the set date. Details of the homework are to be entered by students into their school diary. Parents/guardians are asked to check the diary, make comments where necessary, and sign. Students are also expected to complete set assignment/project work as part of their homework routine. Students, especially those in the more senior years, will also need to revise and study any schoolwork as part of a regular home study program. Parents/guardians wishing to know their child's home study responsibilities are encouraged to contact their child's Year Level Coordinator for details. The suggested number of hours to be dedicated to homework each week are listed in the table below.

Year Level	No. Hours per Week	Year Level	No. Hours per Week
Year 7	5–7 hours	Year 10	10–12 hours
Year 8	5–7 hours	Year 11	12–15 hours
Year 9	7–10 hours	Year 12	15–18 hours

Sport

In addition to regular Physical Education classes, involvement by students in inter-house competitions as either participants or supporters is expected. There are four sports Houses — Aitken (Red), Ridley (Green), Bridgewater (Blue) and Hume (Gold). Each student belongs to a House and during the year students compete in the inter-house competitions, swimming, athletics, and cross country.

Regular interschool sport is also planned for all year levels. A range of interschool sports are offered throughout each term. This includes weekly training and a competitive tournament against other schools in the same division.

Students with medical difficulties may be exempt from participating in sporting activities. In such circumstances, parents/guardians are requested to provide a note explaining why the student is unable to participate.

Lateness

Lateness, like any absence, should be explained by either Compass, SMS, phone contact via the College's Absence Line on 9308 1144, or a note in the Student Diary. Students arriving late should go to the Sub School Office to enter details in the 'Sign in Book'. It is important that students take this step, otherwise a demerit may be issued and parents/guardians will be contacted.

Leaving Early

If parents/guardians need their child to leave school early, the student is required to take a note to the Sub School Office on the day so that an 'Early Leave Pass' will be issued.

Lockers and Valuables

Lockers are provided for students to store their bags and belongings. Lockers are rented from the College by paying a fee upon enrolment. Students must obtain a combination lock, as lockers must be locked at all time. The College is not responsible for the care and safekeeping of the personal possessions of students. Students are not to bring valuable items to school. Sports equipment not used in PE classes (such as skateboards) must not be brought to school.

Medical Certificate

At Craigieburn Secondary College we acknowledge that students get the best out of their educational opportunities by being at school. Students that are in the classroom, receiving face-to-face tuition are able to gain a better understanding of the curriculum.

Every Day Counts at Craigieburn Secondary, therefore students must attend each day or have a valid reason for non-attendance (such as illness, with a medical certificate, dentist, bereavement, religious/cultural observations, approved extended absence plan for a family holiday, welfare matters, certificate or Principal Approval).

If the student's overall school attendance rate falls below 90%, without a valid medical certificate/certification/Principal Approval, they are considered to be at risk and require attendance intervention and support. Students may not be promoted to the next year level as per the College Promotions Policy.

Other reasons for absences such as participation in sports, camps, or other school based activities will not be counted as part of the five days. Extenuating circumstances, such as prolonged illness or family issues will be dealt with on an individual basis in conjunction with the relevant coordinator.

Mobile Phones

Mobile phones/electronic devices are brought to the College at the owner's risk. The College does not take responsibility for any loss or damage to such devices. must be switched off and securely stored once a student has entered the school grounds. Students may store their device at either the front office or in their locker. Inappropriate use of these devices will not be tolerated.

School Camping Program

All students will have the opportunity of attending camps, at selected venues, during their time at the College. Attendance at a camp is viewed as a privilege, not a right, and will only be granted to students who have been fully co-operative at school.

School Injuries and Insurance

Parents and guardians are generally responsible for paying the cost of medical treatment for injured students, including any transport costs. Most medical costs will be refundable by Medicare. If you are a member of an ambulance or health insurance fund, you may also be able to claim transport or other expenses from the fund.

The Department of Education and Training does not hold accident insurance for school students. Other insurance is available for parents/guardians to take out individually.

The Department is aware of two insurers, JUA Underwriting Agency Pty Ltd and Willis Australia Ltd, that provide accident insurance policies for students. These policies provide specific benefits for students who are injured in accidents for a reasonably low cost. Other insurers may also do so.

Special Clothing

Special protective clothing, such as an apron, is essential for practical subjects including Art, Food Studies and Technology. Hair must be tied back whenever a student is working with, or near, machinery. Students wearing runners, T-bar school shoes or jewellery will not be admitted into a technology workshop, as these items are safety hazards. It is stressed that the technology workshops must satisfy strict industrial requirements in matters concerning occupational health and safety. Students are required to bring safety glasses and ear muffs to technology classes, and they may also need their safety glasses in practical science classes.

Student Extended Absence Plan

Students and parents/guardians need to apply to the College for approval for an extended absence from the school. The application form is available by contacting the Sub School Office. Parents/guardians will need to explain the reason for the extended absence and the relevant Sub School Manager needs to give approval. Students are then required to complete a work plan for the absence. Applications need to be made well in advance of the planned extended absence.

Student Reports

Students in Years 7–10 undertake units of study based on achieving the standards outlined by the Victorian Curriculum Foundation-10. Students will be given a variety of formative and summative assessment tasks, and these are graded against a five-point scale, linked directly to the level of the Victorian Curriculum that the student is working towards demonstrating. The five-point scale is inspired by Dreyfus' Model of Skill Acquisition, focusing on the progressive development and application of key concepts and skills.

The five point scale for rubrics at the College is:

Highly Proficient	• Able to take responsibility for going beyond existing standards and creating own interpretations • Excellence achieved with relative ease • No longer relies on rules / guidelines / maxims • Grasp of situations and decision-making is intuitive • Vision of what is possible • Uses an analytical approach in new situations
Proficient	• Able to take full responsibility for own work and to coach others • Fully acceptable standard achieved routinely • Sees what is most important in a situation • Perceives deviations from the normal pattern • Principles vary according to situation
Competent	• Able to achieve most tasks using own judgement • Fit for purpose, though may lack refinement • Copes with multiple activities or information • Sees actions partially in terms of goals • Deliberate planning • Has standard and routine procedures
Progressing	• Able to achieve some steps using own judgement, but supervision needed for overall task • Straightforward tasks likely to be completed to an acceptable standard • Limited situational perception • Action based on attributes or aspects • All aspects of work treated separately with equal importance
Beginning	• Rigidly adheres to taught rules or plans • Needs close supervision or instruction • Unlikely to be satisfactory unless closely supervised • Little situational perception

Semester reports are designed to provide students and parents/guardians with a clear picture of a student's achievement at the time of reporting, as well as the progress the student has made in their learning. This ensures that action can be taken to support students to improve, and also recognises and celebrates student achievement.

On their semester report, if a student is achieving at the expected standard, this shows that the student has met the state-wide standard expected of students of their year level at the time of reporting.

Parent Teacher Interviews take place at the end of Terms 1 and 3. Their purpose is to inform parents/guardians of student progress. Progress reports can be made available at any time, upon request by parents/guardians or staff. Parents/guardians are invited to contact the College at any time to discuss the educational progress of their children. Subject teachers and Year Level Coordinators will also contact individual parents/guardians from time to time to discuss particular concerns.

Grade Point Average (GPA)

GPA provides parents/guardians and students with regular feedback on how students are progressing in every subject in the following areas;

- Standard of work
- Organisational skills
- Completions of work
- Behaviour/Cooperation
- Effort

Parents/guardians are able to login to Compass via the 'Community Portal' button located on the school website using their existing login details used for Parent Teacher interviews. When a new cycle of GPA has been completed, parents/guardians will receive an email alert encouraging them to log on to Compass to review their child's most recent progress data.

Uniform

All students enrolled at this College are required to wear school uniform. This includes school sports uniform during Physical Education and Sport.

If a student is unable to wear their uniform on a particular day, the student must bring a note which provides a reason and is signed by their parent/guardian. In circumstances where parents/guardians find it difficult to meet the expense of any items of school uniform, they should contact the Learning Partner or Assistant Principal.

Please read the following information carefully.

Logo	A school logo is required on all upper garments.
Jewellery	The only items of jewellery permitted are wristwatches and sleepers or studs in the ears. Jewellery is not permitted during Physical Education
Hair	Shoulder length hair is to be tied back during practical subjects Extreme hair colours or hairstyles are not permitted.
Bag	To be kept in locker and not to be carried during school day.
Hats, Caps	Only navy blue hats or caps with the school logo are to be wornat school. Hats are not to be worn during class time, unless for safety reasons in practical classes.
Scarves	Optional. Only short, navy scarves are to be worn.

Uniform — Boys

Summer and Winter Uniform

Shorts	CSC navy blue
Windcheater	CSC navy blue - with logo
Jumper	CSC navy blue - woolen with logo. Optional item
Shirts	CSC white polo - with striped collar and logo CSC white unisex cotton shirt - with logo. Shirt to be worn with the CSC tie
Trousers	CSC tailored - navy blue
Tie	CSC tie to be worn with the white unisex cotton shirt. Optional item
Socks	Plain white when wearing shorts Plain white with one or two navy stripes (no logos) when wearing shorts Plain black or grey when wearing trousers
Shoes	Black leather lace up school shoes Black leather runners are permitted but they must be completely black Shoes must not have any decoration or logo visible on them
Jacket (winter)	CSC navy blue College jacket with logo

Uniform — Girls

Summer Uniform

Summer Dress	CSC school dress - no higher than 5cm above the knee. To be worn in Terms 1 and 4 – wear with turned down anklet or knee high white socks.
Shorts	CSC navy blue - no higher than 5cm above the knee.
Windcheater	CSC navy blue, with logo.
Jumper	CSC navy blue - woolen with logo. Optional item.
Shirts	CSC white polo - with striped collar and logo. CSC white unisex cotton shirt - with logo. Shirt to be worn with the CSC tie. CSC white tailored cotton shirt – shirt not to be worn with the CSC tie.
Tie	CSC tie to be worn with the white unisex cotton shirt. Unisex shirt and tie can be worn with the winter skirt (Terms 2 and 3) or the CSC trousers (all year). Optional item.
Trousers	CSC tailored - navy blue.
Socks	Plain white - turned down anklet or knee high when worn with summer dress. Plain white, grey, or black when worn with trousers.
Shoes	Black leather lace up school shoes or black leather T-bar school shoes. Black leather runners are permitted but they must be completely black. Shoes must not have any decoration or logo visible on them.

Winter Uniform

Winter Skirt	CSC school skirt - no higher than 5cm above the knee. To be worn in Terms 2 and 3, with navy tights.
Tie	College tie to be worn with white unisex cotton shirt. Unisex shirt and tie can be worn with the winter skirt (Terms 2 and 3) or the CSC trousers (all year). Optional item.
Navy Tights	To be worn with the winter skirt.
Windcheater	CSC navy blue - with logo.
Jumper	CSC navy blue - woolen with logo. Optional item.
Shirts	CSC white polo - with striped collar and logo. CSC white unisex cotton shirt - with logo. To be worn with the CSC tie. CSC white girls tailored cotton shirt. Not to be worn with the CSC tie.
Trousers	CSC tailored - navy blue.
Socks	Plain white, grey or black to be worn with trousers.
Shoes	Black leather lace up school shoes or black leather T-bar school shoes. Black leather runners are permitted but must be completely black. Shoes must not have any decoration or logo visible on them.
Jacket	CSC navy blue College jacket - with logo.

Uniform Details — Sports

To be worn for Physical Education and Sports classes and for Inter-school sport.

Track pants	CSC navy blue track pants.
Shorts	CSC school sports shorts.
Skirt	Navy blue netball skirt and navy blue sports briefs.
Windcheater	Navy blue windcheater - with logo.
Shirt	Navy blue polo - with striped collar and logo.
Socks	White socks — plain or with one or two navy stripes.
Shoes	Sports shoes - white sole recommended.

Major Assessment Task Submittal Support (MATSS)

MATSS sessions take place on a Monday or Thursday afternoon from 3:15pm. MATSS sessions are given when a student has not completed a major assessment task by the due date. Teachers will set due dates for major assessment tasks and inform students of these due dates. Teachers will monitor the progress of the work and inform parents/guardians when students are behind. If a student does not submit their major assessment task by the due date they will be given a MATSS session to give them an opportunity to complete and submit the work. Teachers will be present at the MATSS session and computers will be available. If a student completes and submits the major assessment task before the scheduled MATSS session, they do not need to attend. Students must submit all major assessment tasks so that teachers can make judgements about student learning and achievement.

Student Services

Library and Information Services

Craigieburn Education Complex Library is the information and resource centre of the school. It provides learning resources to all students and teachers in the form of books, magazines, and Internet access. A wide range of fiction ensures that every student has the chance to find a book they will enjoy reading. All students learn how to locate information in the library, and are expected to develop their information skills until they become independent and efficient researchers. Members of the library staff are always available to help.

The library is open to students at lunchtime. During class time students may use the library to study, research, and use the computers. At lunchtime students enjoy reading, playing board games, using computers, and relaxing.

Students may borrow books for two weeks. It is important that all books are returned on time so that our resources are shared fairly. Items borrowed from the library are able to be returned at any time by using the returns chute.

Textbooks and Secondhand Texts

Towards the end of the year, a booklist is sent home with students. This provides parents/guardians with a list of texts, stationery and subject requirements for each year level. The date when the booklist needs to be returned to the school, and when items can be collected, is included.

Secondhand books and uniforms can be bought and sold through the Sustainable School Shop website. The text and uniform items students need are already uploaded to the site. The College provides this service, so there is no cost to families. Each family that registers on the Sustainable School Shop will be given an annual subscription.

Pathways

Craigieburn Secondary College offers a comprehensive and individualised career pathways program for students in Years 9 and 10.

Year 10 students focus on planning their pathway to achieve broad career goals that offer a range of options. Students use their increased self-knowledge and deeper understanding of education and training requirements to inform these decisions. All year 10 students complete a five day Work Experience placement at the end of Term 2. The placement enables students to experience the world of work and is a requirement to successfully complete year 10. During the year they will have the opportunity to undertake activities and lesson in a specially design Careers Inquiry Unit that will give them valuable information about possible pathways that will aid their transition into the senior school. Year 10 students also have individual counselling sessions before selecting their subjects for the following year.

During Term 1, Year 9 students explore a range of activities in the Careers Unit as part of the personal learning curriculum. They will start to develop a sense of their attributes and skills and then make links to possible pathway options. All Year 9 students participate in the 'My Career Insights' program which consists of two components – an online assessment (Morrisby Online) undertaken by each student, and a follow-up interview with an external qualified careers consultant trained in Morrisby Online to explain the results. Finally, in Term 4 students are asked to review their goals in order to reflect on their future choices.

Special Programs

Mediation

The school encourages the use of mediation in disputes between students. Sub schools run mediation sessions. Learning Partners in each sub school are able to be involved (as the student advocate) if requested by either the student or the sub school team member.

Corrective Reading Program

The Corrective Reading Program focuses upon improving reading speed, accuracy and comprehension to increase students' confidence and teaching them key reading skills. Each reading group consists of a small group of students and they participate in four sessions a week for a year. At the end of the program the students are re-tested to ascertain their reading level.

Student Support Services

Referrals to Student Support Services can be made by the Allied Health Team for any student requiring professional counselling or other support services. The College also has a Chaplain available to support all students and families in the school community in times of need.

Allied Health Program

The College provides an Allied Health team that includes a Mental Health Practitioner, School Counsellors, School Nurse, EAL Community Engagement Leader, Speech Pathologist, School Chaplain and DET Adolescent Health Nurse. The Allied Health team provides a proactive approach to wellbeing that promotes pro-social behaviours across the College community.

Throughout the year, programs are implemented across all year levels to promote student wellbeing, inclusiveness and accessibility to all areas of the school curriculum. The programs support social connectedness and engagement to create a safe, inclusive, and happy environment in which to learn. Many of the programs offered are run collaboratively by the Allied Health Team and sub schools, or with the support of outside agencies and support staff. The College also engages the services of an Educational Psychologist.

Outside agencies that support the Allied Health Team at the College include:

- Youth Projects
- Breakthru
- Child First
- Foundation House
- Salvation Army Re-connect Program
- Orygen Youth Health
- Headspace
- Royal Children's Hospital CAMHS
- Department of Health & Human Services

- Craigieburn Youth Centre
- Anglicare
- Uniting ReGen
- Connections Craigieburn
- Shine Bright Psychology
- ACT for kids
- CASA House
- Arabic Welfare Inc.
- Centre for Multicultural Youth (CMY)

If there are any wellbeing concerns, relating to a student and/or family at the College, please contact the Allied Health Team Leaders on 9308 1144 or please contact your relevant Sub School Manager.

Other helpful contact numbers include:

- Kids Helpline   1800 55 1800
- Parentline   13 22 89
- Department of Human Services   1300 369 536
- Dianella Community Health   9308 1222
- Anglicare Craigieburn   9301 5200
- Craigieburn Health Service   8338 3001
- Connections @ Craigieburn   9483 2401
- Craigieburn Headspace   8338 0919
- CAMHS Royal Children's Hospital   1300 721 927
- Youth Law   9611 2412

Policies

Bullying/Harassment

All students have the right to respect and safety, and we are all responsible for making it happen. If bullying occurs in the school, a teacher, the Year Level Coordinator, or the Student Wellbeing Coordinator will speak to all parties. After all students involved in the incident understand why it was considered bullying, and why it was unacceptable, the Sub School will determine if consequences are to be issued, in line with College processes and Department guidelines. A letter will be sent home explaining the event and the school rules about bullying.

Online Tools and Platforms

Information and Communication Technologies (ICT) and eLearning

The College uses a range of online tools and platforms to:

- Facilitate eLearning
- Conduct assessment
- Provide feedback
- Report on student progress
- Communicate with students/ parents/carers and guardians

The two main platforms used across the College are the Compass and LMS platforms.

Compass

Compass is a modular, web-based school management platform that has enabled the College to streamline communication with students and families. The College uses Compass for a number of functions, including attendance and roll marking, semester reports and progress reporting, booking Parent Teacher Interviews, calendar and news item updates, and communicating with families as per our Staged Response processes. The College is able to receive feedback from parents/guardians via the 'Insights' module. Compass works on all modern browsers on any device and parents/guardians are encouraged to download the Compass app.

Learning Management System (LMS)

The Learning Management System (LMS) allows teachers to create powerful, flexible, and engaging online learning experiences in a blended learning environment. The LMS provides web pages that can be explored by students in any order. The LMS has a number of features that can be used by teachers to facilitate an active online learning environment. It also provides a space for students to upload and share their files. Students are able use the LMS as a cloud server to access their important files anywhere and anytime, download calendars with key dates to keep themselves organised, and access information through mobile devices with an internet connection.

Curriculum

Curriculum

The College places emphasis on students achieving academic excellence through the delivery of a comprehensive Years 7–10 curriculum, pursuant to the Victorian Curriculum F-10, which covers the Arts, English, Languages, Mathematics, Personal Development, Science, Humanities, Technology, the Capabilities, and the Cross-Curriculum Priorities.

Programs are developed as a continuum of learning from Years 7 to 10. Elective subjects are offered at Years 9 and 10. From Year 10, students may also select from a range of VET courses which provide pathways to careers and further training.

The VCE at the College is structured so that students can achieve excellent results in a variety of courses. They can study subjects which provide for entry into university and those which provide the student with excellent opportunities to learn skills in a variety of areas. Subjects such as Accounting, Art, Biology, Chemistry, English, Health and Human Development, Legal Studies, Materials Technology, Mathematics, Media, Music, Physical Education and Physics demonstrate the breadth of the College's curriculum. Many of our graduates now attend tertiary institutions throughout Victoria.

Craigieburn Enrichment and Acceleration Program (CEAP)

In addition to the mainstream learning programs for the Year 9 curriculum, the College also offers a Curriculum Enrichment and Acceleration Program (CEAP).

CEAP classes run over Years 7-9 and provide a tailored learning program for advanced learners. Acceptance into the program involves an application and assessment process. This process takes place bi-annually.

The CEAP program responds to the needs of advanced learners by providing academic acceleration through extension in subject areas. The program provides learning enrichment opportunities through the use of an inquiry model. Our students are explicitly taught higher order thinking skills, develop an understanding of themselves as learners, and, by the close of the program, students are able to self-select the most suitable high impact learning strategies for themselves. CEAP students are encouraged to question and investigate, becoming the 'drivers' of their learning. Through teacher facilitation, CEAP students gain the skills to research, inquire, and apply knowledge in a variety of contexts. This prepares them to implement effective learning practices as they enter the Senior School.

The CEAP program continues to evolve and respond to best practice advice from the Department of Education and Training (DET). During the 2023 year, the design of the program will focus on implementing current pedagogy and supporting future programs the DET will be releasing through Virtual Schools Victoria. These programs are specifically designed to provide additional learning platforms and experiences for students with high abilities.

Year 10 Enrichment

Craigieburn High Achievers Club 2023

The Craigieburn High Achievers' Club (CHAC) was established in 2007 with a group of Year 12 students. The aim was to improve the students' chances of achieving a high ATAR. The main criterion for joining CHAC is a desire to improve performance, regardless of academic achievement. The aim of the program is to help students to develop their skills and habits in order for them to achieve their goals. There are a range of activities undertaken in CHAC. Year 10 students who undertake a Unit 1 and 2 study are welcome to attend the CHAC study sessions.

Year 10 Craigieburn High Achievers Club Courses (CHAC) – Enrichment

In the Year 10 blocks, there will be enrichment opportunities to enable students to extend upon their skills and learning in specific areas. Enrichment classes in core areas (such as Advanced English) will be built into blocks for students to select, in consultation with the Pathways team. These subjects will follow a similar program to other classes, but the CHAC course but will include various enrichment activities designed to challenge students and further develop their skills.

Early VCE Opportunities

All Year 10 students will have the opportunity to access VCE when they are in Year 10, where this is appropriate. This is dependent upon a completed application and rigorous consultation process to be undertaken with students, teachers, parents/guardians, and the Pathways team.

Student Programs - Years 9 and 10 Curriculum Structure

In accordance with the Victorian Curriculum Foundation-10, Craigieburn Secondary College has developed a teaching and learning program through a curriculum map for each subject. A continuum of learning is planned to foster the progression of student learning for the relevant key knowledge, key skills, and key concepts.

The aims of the curriculum program ensure that skills and content are understood to be relevant and important in students' lives, encourage students to become lifelong and autonomous learners, and breakdown the traditional isolationist view of specialist subject groupings.

The curriculum structure enables students to:
- experience a deep understanding of learning with an ability to apply/transfer knowledge in different contexts
- develop a broad range of skills, including literacy, numeracy, resilience, communication, thinking, reflecting, team work, critical and creative thinking, and personal learning.
- make a closer link with the community through exposure to real life experiences.

Year 9	
Subject	Number of Periods
English	4
Maths	3
Humanities	2
Science	2
PE/Health	2
Languages	2
Elective	2 per semester
Elective	2 per semester
PL	1

Year 10	
Subject	Number of Periods
English	4
Maths	4
Elective	3 per semester
Elective	3 per semester
Elective	3 per semester
Elective	3 per semester

Students must choose at least one elective from the Creative Arts group of electives during the year.

Year 9 Core Subject Information

English

Description

Year 9 English continues to develop the analytical and literacy skills of the student. Students are invited to create their own written and spoken texts as they learn to improve their communication skills. Emphasis is placed upon how:

- Narrative texts can have multiple interpretations
- Persuasive and informative texts can be explored as part of a living language
- Texts can reveal different aspects of our lives

Outcomes

As a result of satisfying the requirements of Year 9 Curriculum Standards students will develop their reading, writing, speaking and listening skills and learn to:

Analyse and Create Persuasive Texts
Students analyse how language can be used to position and persuade a reader to a particular point of view. Students learn to construct their own persuasive text on an issue of personal and social significance.

Analyse and Create Non-Persuasive Texts
Students undergo close readings of a range of text types to provide students with an understanding of how language is used to construct key features of literary texts. Students will apply their knowledge of the set text in order to construct their own analytical and creative responses.

Assessment tasks

Assessment tasks include a variety of written, spoken and multi-modal tasks.

English as an Additional Language (EAL)

Description

Students examine the structures, features and language which underpin different text types. They build their skills in basic comprehension and decoding, and analyse and create a variety of texts for different purposes and audiences. Students build their skills and confidence in spoken, aural and written language and to support their application of these skills across all subject disciplines.

Outcomes

Students are assessed against the EAL standards in the following areas:
- Reading
- Writing
- Speaking and listening

Assessment Tasks

Assessment tasks include a variety of written, spoken and multi-modal tasks. N.B. Eligibility criteria applies for enrolment in this class. This class is completed as part of a Languages study.

Humanities

Description

The Year 9 course focuses on the development of humanities skills, knowledge and understanding across four disciplines. Students will study the impact of Industrial Revolution, especially on the movement of people to Australia. Students also examine the intended and unintended causes and effects of European contact and expansion of settlement on the Aboriginal and Torres Strait Islander people. In the latter part of the year, students will look at Australia's involvement in World War One, the significance of Gallipoli to our national identity and the Conscription debates. Students will consider changes in the characteristics of Biomes and the implications of these changes. This further develops their understanding of geographical concepts, including place, space and interconnection.

Outcomes

The course complies with the Curriculum Standards and covers three areas of the Humanities Learning Area:
- History
- Economics and Business
- Geographical Skills and Knowledge

Assessment Tasks

Assessment pieces may take the form of research assignments, diary entries, reports, essays, mapping tasks and geography reports.

Languages

Students study Italian. Languages are compulsory to Year 9, and are then offered as an elective from Year 10 to Year 12.

Italian

Description

Students are involved in more sophisticated forms of listening, speaking, reading and writing through the study of a workbook and other supplementary texts and activities. The course is designed to introduce students to contemporary Italian culture and language.
Topics include:
- North vs. South
- Italian Music
- Mafia
- Future Aspirations.

Outcomes

The course provides students with the opportunity to practise the Italian language in everyday situations and equip them with the skills to communicate in modern Italian. Students will practise their listening, speaking, reading, and writing skills.

Assessment Tasks

Participation in daily oral activities, completion of listening, reading, written grammar and vocabulary exercises, end-of-semester exams, completion of cultural units, oral presentations, tests and satisfactory completion of a workbook.

Mathematics

Description

Students will continue develop and consolidate their basic numeracy and mathematical skills and thinking by engaging in a wide variety of units and topics. Through their engagement with topics such as Financial Maths, Measurement and Trigonometry students are encouraged to apply their understanding, knowledge and skills to real world problems further building on their reasoning skills. Student learning is also supported through the use of technologies, in particular CAS calculator applications, which help to extend student problem solving skills.

Outcomes

Students should satisfy the requirements of the Curriculum Standards.

Assessment Tasks

Students demonstrate their understanding by applying the knowledge and skills learned to a range of activities such as tests, projects and real world problems.

Personal Learning (PL) Health

Description

Year 9 Personal Learning (PL) builds on the themes of Year 8 PL. Students continue to investigate major health concerns of young people by exploring the effects and impacts of Mental Health, Mental Disorders, Drug Education and Sexual Education. Students participate in lessons and units targeting poor mental health, susceptibility, mental disorder development, drug abuse, addiction, respectful relationships and sexual health.

The Personal Learning and Health components in the unit include:

- Mental Health
- Mental Disorders
- Drug education
- Sexual Education
- Respectful Relationships
- Love Bites Program

Outcomes

Students will be expected to:

- Actively participate in all health related activities both in and out of the classroom, such as researching into major disorders or drug addiction.
- Gain an understanding of respectful and disrespectful relationships, as well as complete the Love Bites program incursion.

Assessment Tasks

Participation in all classroom activities, presentations, written tasks, pre and post testing and a diagnostic profile assessment task.

Personal Learning (PL) Community

Description

Year 9 Personal Learning (PL) builds on the themes of Year 7 PL and 8 PL. Students continue to investigate the value of Community and how this impacts on society, as well as how they can make a contribution for positive change. Students participate in lessons that target the unpacking of communities, social progress within the world, local and global issues within their respective communities. Furthermore, students prepare for 'City Experience' by reflecting on their learnt experiences and using these to benefit their community and the greater good.

The Personal Learning and Community components in the unit include:

- City Experience Program
- Positive Societal Influences Task
- Self-Reflection
- Career Aspirations and Work Place Skills
- Role Modelling and Peer Support

Outcomes

Students will be expected to:

- Actively participate in all health community related activities both in and out of the classroom, such as researching into community programs and completing influential people and city experience assessment tasks.
- Gain an understanding of what career options are suitable based on relevant skills and interests, as well as complete the Morrisby Careers Guidance Test and Career Action Plan.

Assessment Tasks

Participation in all classroom activities, presentations, written tasks and assigned assessment tasks.

Physical Education, Sport and Health (PESH)

Description

During Physical Education, students will study two major theory components. The first is Nutrition for Good Health, where students explore the contextual factors that influence eating habits and food choices, while developing the skills needed to make healthy and informed decisions regarding food intake. The secondary theory component is Skill Acquisition and Stages of Learning, where students will study skill classification, the characteristics of the three stage of learning, practice strategies and types of feedback.

Practical Physical Education will provide the opportunity to participate in a number of different sports or activities each term. These are broken down into Minor Games, Fitness and Fitness Games, Recreation, and Team Sports.

Outcomes

Students will be expected to:
- Actively participate in Nutrition theory activities both in and out of the classroom, such as monitoring food and fluid intake.
- Gain an understanding of how people learn, and use this information to break down a skill, and to teach the class a specific skill.
- Evaluate individual and group tactics, skills and movement patterns employed in games, physical activities and sports to improve performance.

Assessment Tasks

Assessment includes topic tests, workbook, assignments, an end of semester exam, skill level and 75% participation in full PE uniform.

Additional Comments

Note: Some activities may incur a small cost.

Science

Description

Students, through inquiry based learning opportunities, investigate the properties of the nature of ecosystems, the response and control functions of the human body, the periodic table, chemical bonding and reactions, forces in bridge building and design, and the properties of the Earth's crust.

Outcomes

Students should satisfy the requirements of the Curriculum Standards.

Assessment Tasks

Assessment tasks will include a variety of tasks such as research assignments, practical reports, presentations, workbook and tests.

Year 9 Elective Subject Information

Students will participate in two program units each Semester. A minimum of one unit of Creative Arts must be studied while in Year 9. Students are allocated program units based on preferences listed on their selection sheet. Student preferences should be discussed with parents/guardians prior to the submission of the selection sheet.

The following are program block unit descriptors, which are offered to students. Units taught will be dependent on student selection preferences.

Creative Writing

Description

Students will be given the opportunity to explore their own creativity in this course. Students focus on creating meaningful prose and poetry with an emphasis on developing an awareness of the writing process, including self-editing and drafting. Students will be invited to explore the genres of myth, poetry, and blended fiction.

Outcomes

Students will be able to:
- Use and extend upon a range of strategies to plan, compose, revise and edit different writing styles.
- Read a range of poems to evaluate, explore and analyse how form and content can be used to establish meaning. Students will also explore spoken poetry through group readings and chosen songs.
- Study and create in multiple genres including mythology, adventure and contemporary prose.

Assessment

Assessments include the creation of prose and poetry for purpose and effect upon a chosen audience.

Public Speaking and Debating

Description

Students will study the process of writing and presenting speeches for a variety of purposes and audiences. They will examine a wide range of speeches and explore the devices used to influence an audience and apply these to their own texts. Students will present to the members of their class throughout the Semester.

Outcomes

Students will be able to:
- Listen and create spoken texts based on values and challenging issues
- Critically reflect on the spoken style of themselves and others
- Identify and use a range of strategies to influence an audience
- Develop their own speaking style by practising pronunciation, intonation and clarity

Assessment

Assessments include generating a motivational speech and participating in formal debates on current issues.

Mind your own business (MYOB)

Description

Students study the nature of Small Business and its importance to the Australian Economy. Establishing a Small Business involves a number of steps including the conception of an original idea, market research, creation and development of prototypes and marketing to consumers. Students will apply this knowledge to the development of their own business ideas. Students will develop an understanding of the day-to-day operations of a business and the decisions that Small Business owners must make to ensure success. Students will also investigate work-related issues from their own perspective and that of business, taking into consideration both financial and non-financial economic concepts which can be used to describe the environments in which a business may operate.

Outcomes

At the completion of this unit students will be able to:

- Identify the ways enterprising behaviours and capabilities can be developed to achieve success in small business.
- Explore the nature of innovation and discuss how businesses seek to create and maintain a competitive advantage in the market.
- Investigate ways to sell employee skills in a competitive job market.
- Generate a range of ideas for a small business, select a final product and develop a marketing and business plan.
- Explain how and why people manage financial risks and rewards.

Assessment

Assessment may include a portfolio of work undertaken in class, research projects and class presentations. An exam may be undertaken at the end of the unit.

Numeracy for Life

Description

In this elective, students will develop skills in using Mathematics confidently in everyday life situations. It will include hands on activities, provide opportunities to further develop understanding of basic mathematical concepts through fun, practical activities and problem solving. It will focus on mental strategies and functional numeracy skills such as those needed for budgeting, designing layouts, reading graphs and tables.
If you enjoy learning about:
Real life problems in Mathematics that are fun and practical
If you like:
Hands on Mathematics activities that are used in everyday life

Outcomes

Students will:

- Develop knowledge and skills in number, measurement and statistics
- Develop functional numeracy skills
- Develop their problem solving processes including estimating and reflecting

Assessment

Students will complete a number of practical activities and assignment based on real life situations.

Additional Comments

The goals of this elective are to support your learning, increase growth and engagement in the Core Mathematics course in Year 9.

Pure Mathematics

Description

Pure Mathematics is a subject that will challenge students to explore the applications of Mathematics that surround them in their everyday lives. With a fun and engaging approach, Pure Mathematics investigates the mathematical characteristics present in contexts such as architecture and building design. This will also involve applying previously learned measurement concepts such as surface area, volume and geometric concepts of similarity and congruence to real world problems and scenarios. Applications of tessellations and tangrams in architecture will also be considered during the Melbourne City Walk-about excursion. The elective will give students who have an interest in Mathematics, and who are keen to be challenged, an opportunity to develop their skills and to solve problems. This elective is recommended for students who are achieving at the expected level in Mathematics and would like to challenge themselves further.

Outcomes

Students will develop knowledge, skills and strategies consistent with the proficiency strands:
  1. Understanding: knowledge obtained previously will help establish whether students are able to establish a link connecting the 'why' and 'how' of mathematical concepts
  2. Fluency: the development of skills, knowledge and concepts helping to carry out procedures and methods when answering problems
  3. Problem Solving: modelling is used here to link the skills obtained with real life scenarios
  4. Reasoning: the development of solutions to complex problems and situations.

Assessment

The assessment in this subject will involve a selection of problem- solving tasks and open-ended mathematical investigations. Students will also complete an end of subject exam.

Drama

Description

Students in Year 9 Drama will build and extend their foundation performance skills through practical workshops and theatre sports. First, students will explore the concept of mime and use this theatre style to develop their expressive skills and build their performance confidence. The focus will then shift to improvisation, where students will watch and analyse performances from shows such as Thank God You're Here and Whose Line Is It Anyway?, before practising and applying these performance skills themselves. Students will then move onto exploring melodrama as a theatre style, and looking at exaggerated performance as a way of communication. Using existing stories, students will perform in small groups to build their melodrama skills, before participating in a whole class ensemble performance. Students in this subject will also have the opportunity to watch live performances at a theatre, or with touring groups visiting the College.

Outcomes

Students will be able to:
  • Develop and extend their expressive skills including facial expression, voice, gesture and movement
  • Build their improvisational skills through participating in practical workshops and games
  • Participate in three performance tasks throughout the semester
  • Explore melodrama as a theatre style and practise the techniques in their own performance
  • Analyse and evaluate existing improvisation and melodrama performances
  • Work together in groups to achieve an intended outcome

Assessment

  • Improvisation Performance & Reflection Task
  • Expressive Skills Performance & Reflection Task
  • Melodrama Performance & Analysis Task
  • Ensemble Performance & Reflection Task

Dance

Description

Students in Year 9 Dance learn and perform various group routines in a number of dance styles. Throughout the semester, students will learn about how to warm up and cool down, and follow safe dance procedures. This elective presents opportunities for students to learn choreography from their teacher and peers, with a focus to develop their own choreographic skills and techniques in a variety of styles. Students will also develop their analysis skills through watching and discussing a selection of dance pieces. Regular performance opportunities are provided for students as part of this elective to showcase their work throughout the year.

Outcomes

Students will be able to:

- Develop and extend their understanding of dance as an expressive art form
- Follow safe dance practices
- Build and extend their dance technique in a range of styles
- Develop and refine their performance skills in a group context

Assessment

- Group Performance – Teacher Choreographed
- Safe Dance Report
- Group Performance – Student Choreographed
- Dance Genre Research Poster

Music Performance

Description

In Year 9 Music Performance, students will participate in a range of performance, listening and written activities to develop their knowledge and understanding of popular music styles. Students will experiment with digital music composition through sampling and remixing of existing music to create their own digital composition portfolio. They will develop and extend their performance skills on various instruments as part of a band and as a solo performer, by participating in performance opportunities and developing their understanding of music theory. Students will also have the opportunity to investigate an area of music that is important to them, through an inquiry project. Throughout the year, the College offers numerous performance opportunities for students in this elective to showcase their practical skills and practise their stagecraft.

Outcomes

Students will be able to:

- Perform popular music on a chosen instrument
- Develop and extend technical instrumental skills
- Digitally create and produce original compositions
- Develop their musical language to communicate in a rehearsal and performance setting
- Identify key aspects of popular music genres through reading, writing and listening

Assessment

- Digital Music Composition Portfolio
- Music Language Test
- Group & Solo Performance
- Inquiry Project

Sound Production

Description

In Year 9 Music Sound Production, students will participate in a range of practical activities to develop their knowledge and skills in managing stage lighting, live music performances and music production using recording software. Students will develop the skills to operate the sound and lighting desk as well as organise stage plans in the Performing Arts Centre in collaboration with the Year 9 Dance, Drama and Music Performance classes. Students will also experiment with digital music composition to develop a broader understanding of how hardware and digital music equipment are combined to produce a professional recording.

Outcomes

Students will be able to:
- Identify input and output signal processing pathways for different production settings
- Setup and operate sound for a live event in a safely manner
- Set up and operate stage directions and lighting for a live event in a safely manner
- Digitally create and produce original compositions
- Develop knowledge of specific terminologies required for Certificate II Music Industry (Year 10).

Assessment

- Sound & Lighting Set Up Task (Practical)
- Digital Music Composition Portfolio

Advance (Year Long Subject)

Description

Advance is a youth development program that provides opportunities for students to work in partnership with community organisations on a project or series of activities that contribute to building their community. Students will complete the prestigious Duke of Edinburgh award during Advance. Students will be required to complete a number of projects both at school and in their own time. They will also be required to attend camps and therefore a financial commitment will be required.

Outcomes

The Duke of Edinburgh award consists of four components:
1. Service - Challenge yourself to be a responsible, caring member of the community.
2. Physical Recreation - Challenge yourself to improve your, health, fitness and performance.
3. Skills - Challenge yourself to improve your skills and widen your interests.
4. Adventurous Journey - Challenge yourself to journey and explore with your eyes open.

Assessment

Assessment includes a completion of all components and log book of activities.

Outdoor Education

Description

Students will study a range of skills relating to safe and sustainable interactions with a range of outdoor environments. Other topics such as environmental issues, alternative energies, and minimal impact strategies will be addressed. The various theory components and activity specific skills learnt in the classroom will be applied to the outdoor specific settings. These include bushwalking, surfing, remote cooking, and camp preparation. Students will be required to attend the mandatory 3 day coastal camp.

Outcomes

Upon completion of Outdoor Education, students will develop a range of skills that can be applied to undertaking safe and sustainable interactions with outdoor environments. Students will evaluate strategies to minimise human impacts on outdoor environments and develop a greater understanding of ecological implications that arise from human interactions with the outdoors. With an emphasis on increasing individual leadership and group management strategies, this can lead to a development of crucial life skills to benefit in the future.

Assessment

Students will complete a number of set tasks through various practical activities, such as remote cooking, navigation, camp preparation and individual abilities while on camp. A practical report will be completed as the final assessment piece upon completion of the 3 day coastal camp. Students will also have an opportunity to demonstrate their abilities through an end of semester exam.

Additional Comments

It is compulsory for students to participate in a range of practical activities and camps. The total coast for the Semester will be approximately $200. This will cover the cost for the camp and class materials. For further information regarding Outdoor Education for Craigieburn Secondary College please contact the Health & Physical Education/Outdoor Education Learning Area Leader.

Sports Coaching

Description

Students will develop sport coaching skills. Students will commence the year by completing an Australian Sports Commission coaching course. Students will receive a nationally recognised certificate through the completion of this course. Throughout the year, students will work towards completing session and season coaching plans, culminating in a student run tournament with local primary schools. Sessions will be delivered by teachers, as well as outside professionals.

Outcomes

Students will complete their Beginning Coaching General Principles course. Throughout the year, students will learn the principals of coaching, and through the participation and application of the coaching principles, will also:
- Improve sport specific skills
- Develop game play and tactics
- Develop leadership skills

Assessment

Worksheets, assignments, tests, unit tests, an end of semester exam, practical coaching assessment, development and participation in student run tournament, 75% participation in full PE uniform.

Additional Comments

Some activities may incur a small charge.

Environmental Science

Description

Students will learn the scientific principles, concepts and methodologies required to identify and analyse environmental problems both natural and human-made. Through investigating enhanced global warming and climate change, students will critically evaluate risks associated with these problems and examine alternative solutions for resolving and/or preventing them on further impacting the environment and population.

Outcomes

Students should satisfy the requirements of the Curriculum Standards.

Assessment

Assessment tasks will include a variety of tasks such as research assignments, media analysis, presentation, workbook and tests.

Forensic Science

Description

Students will learn how to apply scientific knowledge to establish an accurate description of a situation or sequence of events as they might apply to a scene of a crime. Students will understand the importance of interpreting evidence without bias and explaining findings clearly as they investigate methods of forensic analysis including fingerprinting, hair and fibre examination, blood spatter patterns, chromatography and DNA profiling. Students will undertake intensive study into the minds of serious criminals, encompassing their motives, behaviours and outcomes.

Outcomes

In addition to satisfying the requirements of the Curriculum Standards for Science students will be able to:
- Explore and interpret observations they make using a range of forensic methods
- Use basic sampling procedures when collecting evidence
- Critically evaluate the validity of using forensic evidence in the solving of a crime
- Communicate scientific findings in an appropriate format.

Assessment

Assessment will include a portfolio of practical activities, visual presentation of a crime scene, video analysis and tests.

Coding: Application of Programming

Description

The course explores and develops students' coding and programming knowledge. Students learn how to code by working with creative and problem based projects that focus on the use of Arduino microprocessors. Students begin to understand how to design circuits and add programs to these circuits, creating an array of different outcomes.

Outcomes

- Identify code that relates to component control and structure
- Analyse the structure, elements and logic of electrical control
- Create their own code to address a given problem.

Assessment

- LED Digital Control
- Arduino portfolio

Technology – Materials

Description

This program introduces the student to the technological process. It consists of design, research, material testing, fabrication, safety procedures and skill acquisition using different materials.

Outcomes

Students will demonstrate their ability to investigate, design, construct and evaluate a product.

Assessment

Students design, develop and construct a product and undertake a research task.

Food Studies

Description

Students will revise safety and hygiene procedures required in a food preparation setting. During practical classes students are introduced to various processes which will allow them to further develop their practical skills. Students are introduced to food labelling and the requirements a food label will need to have in line with set regulations. Students will continue to implement the design process, with a focus on the development of a design brief with all required specifications. They are introduced to the importance of food security and factors that impact a secure food supply. Due to resource requirements, strict class size numbers are adhered to.

Outcomes

Students will have a greater understanding of the skills involved in food planning and preparation. They will be able to apply the safety and hygiene practices in the implementation of various practical skills. Students are able to identify the requirements of a food label and justify their importance. They are able to implement the design process in the development of their own product. Students can identify behaviours that can be carried out to minimise food wastage and ensure a secure food supply

Assessment

- Safety and Hygiene Test
- Recipe Analysis Task
- Food Labelling Task
- Design Process Task
- Food Security Written Report

Systems Engineering

Description

In Systems Engineering, students will learn about the design process and apply it when solving real-world problems that require engineering solutions. Students will also learn about engineering principles, systems and materials, and explore the ways in which designs have evolved over time. They will learn to use 3D modelling software to design a range of products and bring them to life using a 3D printer.

Outcomes

Applying each stage of the design process, students will:
- Design a device that responds to an identified need and evaluate its functionality
- Apply their understanding of engineering principles and 3D modelling to the creation of 3D-printed device.

Assessment

Assessment tasks will have the students design two 3D models. The first task being the creation of a 3D sculpture of their choice, using inspiration and creativity from outside sources to inspire their own creations. The second being a model car. The car will be fitted with a power source and raced with fellow students to test various design elements.

Additional Comments

Students will be required to contribute $30 to the purchase of 3D printing filament.

2D Art

Description

Students will be given the opportunity to explore and develop their creativity and build on the skills started in Art in Years 7 and 8. Students will experiment and learn how to create a range of two dimensional art pieces focussing on art-forms such as painting, drawing and mixed media. In addition to practical pieces, students will also complete a theory task for each unit, looking at the work of various artists and art practices from different cultural and historical contexts. Students will keep a folio of work throughout the course, documenting their experiments and media trials as well as design ideas and assignments.

Outcomes

Students will be able to:
- Follow the design process to explore areas of inspiration, come up with design options and refine ideas.
- Create a variety for two dimensional art pieces
- Look at and explore art from various cultural contexts and use this as a basis for their own art.

Assessment

Students will be assessed on a range of practical and theory tasks while completing units of work based on drawing, painting and mixed media applications. Additionally, they are assessed on their work folio's documentation of ideas, media trials and assignments.

3D Art

Description

The Year 9 3D art program offers students the opportunity to explore and develop their skills, working with a range of mediums including clay, 3D digital art software and open media for sculptural work. Students employ the design and development process to research artists work and through appropriation and planning, they develop their own sculptural responses to themes that connect with characters and narratives in art. Students complete their designs with a written reflection on the process of developing a sculptural work, including reference to their sources of inspiration and explanation of their technique development.

Outcomes

At the completion of the unit students will be able to:
- Reflect on the design and development process
- Provide a small folio of idea development and research
- Create a sculptural artwork that reflects character and/or narrative in art
- Write a reflection, articulating their understanding of other artists work, and explaining their own improvements in technique and skill.

Assessment

Students will be assessed on three aspects of their work:
- Research of and reflection on the works of other 3D artists
- The design and development and reflection of the art making process
- The making of a sculptural art piece.

Media Studies

Description

This unit introduces students to the study of mass media. Students will view and analyse feature films, television shows and visual advertising to learn how various elements are combined to present a story/message. They will develop their skills in photographic media, planning and producing their own pieces to convey a message to an audience. Through developing their research skills and their ability to design and develop responses to contemporary ideas/issues, students will create photographic, video and multimedia bodies of work for presentation and display.

Outcomes

Students will examine:
- How characters are portrayed
- How a story is told visually
- How filmmakers convey values and issue

Students will learn:
- The basic operation skills of photographic video cameras
- How to develop a script and storyboard
- Editing techniques
- The contribution of a particular production role.

Assessment

Students will be assessed on two written assignments and two production exercises. They will complete production exercises to demonstrate their understanding of the skills and techniques of basic media production (filmmaking). Students will also present an assignment on at least one media production role (e.g. Director, Cinematographer).

Textiles

Description

This course is designed as a basic introduction to textiles and sewing, including fabric decoration and machine construction and techniques. A range fibre and fabric specific techniques are explored and students have the opportunity to focus on a specific area of interest for research and skill development. Students apply their new understandings and skills to the making of a textile piece from a pattern and modify this to an individual design through decorative adaptations. Students also complete an analysis task by responding to the work of a designer of interest

Outcomes

At the completion of this unit students will:
- Create a variety of textiles works, using appropriate skills, techniques and processes
- Explore and respond to a variety of textiles work focussing on the media, technique and function of the work.

Assessment

Students will be assessed on three areas of study:
- A progressive folio of developmental pieces and their personal reflections on their skill development.
- Analysis task – Reflecting on the work of a contemporary designer
- Finished textiles piece.

Visual Communication and Design

Description

Students will continue to develop their skills in graphic design for the purpose of producing a Visual Communications piece of work. They will develop their technical drawing skills and deepen their understanding of the way graphics equipment supports the visual design process. Students will develop and apply their skills in freehand, isometric and one and two point perspective drawings. They will work on designing and developing packaging for a product, making choices about visual elements based on an identified target audience. Students will explore the work of current Visual Communications designers, analysing their use of visual elements and developing an understanding of why advertisements and commercial products are packaged and advertised in certain ways.

Outcomes

At the completion of the unit students will be able to:
- Create a variety of artworks using a range of graphics skills, techniques and processes
- Explore and respond to a variety of graphic works, analysing the media, technique, meaning and function of the work.

Assessment Tasks

Students will be assessed on three areas of study:
- A progressive folio of developmental pieces and their personal reflections on their skill development.
- Analysis task – Reflecting on the work of a contemporary Visual Communications designer
- Collection of at least two complete designs.

Year 10 Subject Information

Students choose six units each Semester. English and Mathematics are 4 periods per week. Humanities, PE and Science are 3 periods per week. VET and elective subjects are 3 periods per week.

- Students must study English for the entire year.
- All students must study core Mathematics or Maths Pre-Methods in Semester 1 and one Mathematics elective in Semester 2 (Maths Foundation, Core, or Pre-Methods).
- Students may study a VET subject.
- All students must complete the core Humanities, Science, and Physical Education Units (either in Semester 1 or Semester 2).
- Students must choose a unit from either Arts or Technology. This is compulsory.
- Students have the option of continuing their study of Languages (Italian) in Semester 2.
- Students also have the option of choosing a Science, Humanities or PE elective.

Semester 1	Semester 2
English (all year with same teacher)	
Core Mathematics or Maths Pre-Methods	Maths Foundation, Core, or Pre-Methods
Humanities	Science
PE	Elective (Art/Technology)
Elective	Elective
Unit 1/2 VCE or VCE VET (all year with same teacher) or an Elective in Semester 1 and 2	

*Language (Italian) is an elective.

Year 10 Suggested Pathways

English/EAL

Year 10		Year 11		Year 12
Semester 1: Gaming Culture and Argument	▶	English Units 1 and 2	▶	English Units 3 and 4
Semester 1: Justice and Argument	▶	English Units 1 and 2	▶	English Units 3 and 4
Semester 1: Celebrity Culture and Argument	▶	English Units 1 and 2	▶	English Units 3 and 4
Semester 1: Workplace Culture and Argument	▶	English Units 1 and 2	▶	English Units 3 and 4
Semester 2: Crime and Punishment in Texts	▶	English Units 1 and 2	▶	English Units 3 and 4
Semester 2: Justice and Race in Texts	▶	English Units 1 and 2	▶	English Units 3 and 4
Semester 2: Identity and Relationships in Texts	▶	English Units 1 and 2	▶	English Units 3 and 4
Semester 2: War and Fantasy in Texts	▶	English Units 1 and 2	▶	English Units 3 and 4
Semester 1 and 2: Advanced English	▶	English Units 1 and 2	▶	English Units 3 and 4
Literature and Perspectives Elective subject taken in addition to a core English subject	▶	English Units 1 and 2 and Literature Units 1 and 2 **(Students studying VCE Literature 1 and 2 are recommended to complete VCE English 1 and 2)**	▶	English Units 1 and 2 and Literature Units 1 and 2 **(Students studying VCE Literature are recommended to complete English 3 and 4)**
English as an Additional Language (Semesters 1 and 2) *EAL is subject to student meeting eligibility requirements.	▶	English as an Additional Language Units 1 and 2	▶	English as an Additional Language Units 3 and 4
Bridging English (Units 1 and 2) For eligible EAL students as the core English subject	▶	English as an Additional Language Units 1 and 2	▶	English as an Additional Language Units 3 and 4

Suggested Pathways — Commerce

Year 10		Year 11		Year 12
General Humanities	▶	Politics Units 1 and 2	▶	Politics Units 3 and 4
Rights and Responsibilities	▶	Legal Studies Units 1 and 2	▶	Legal Studies Units 3 and 4
Mind Other People's Businesses (MYOB2)	▶	Accounting Units 1 and 2	▶	Accounting Units 3 and 4
	▶	Business Management Units 1 and 2	▶	Business Management Units 3 and 4
			▶	VET Business Administration Units 3 and 4
	▶	VET Business Administration Units 1 and 2	▶	VET Business Administration Units 3 and 4
VET Business Administration Units 1 and 2	▶	Business Management Units 1 and 2	▶	Business Management Units 3 and 4
			▶	VET Business Administration Units 3 and 4
	▶	VET Business Administration Units 3 and 4		

Suggested Pathways — Humanities

Year 10		Year 11		Year 12
General Humanities	▶	History of the Twentieth Century Units 1 and 2	▶	History of Revolutions Units 3 and 4
			▶	Australian History Units 3 and 4
	▶	Geography Units 1 and 2 (subject to confirmation)	▶	Geography Units 3 and 4 (subject to confirmation)
History through Film	▶	History of the Twentieth Century Units 1 and 2	▶	History of Revolutions Units 3 and 4
			▶	Australian History Units 3 and 4
Geography	▶	Geography Units 1 and 2 (subject to confirmation)	▶	Geography Units 3 and 4 (subject to confirmation)
Minding other people's businesses	▶	Business Management Units 1 and 2	▶	Business Management Units 3 and 4
Rights and Responsiblities	▶	Legal Studies Units 1 and 2	▶	Legal Studies Units 3 and 4

Italian (Languages)

Year 10		Year 11		Year 12
Italian	▶	Italian Units 1 and 2	▶	Italian Units 3 and 4

Suggested Pathways — Mathematics

SEMESTER 1	SEMESTER 2
Core Mathematics	Foundation Mathematics
	General Mathematics
Mathematical Pre-Methods	Mathematical Pre-Methods
General Mathematics Unit 1	General Maths Unit 2

Note: Year 9 CEAP and other high performing students will complete Mathematical Pre-Methods as their Year 10 Mathematics course. These students may also choose to undertake VCE General Mathematics Units 1 and 2. This is a Year 11 subject and satisfactory completion will see these units included on their VASS records. Students transitioning from Semester 1 Core Mathematics to Semester 2 Pre-Methods will undertake some bridging units to help further develop their skills.

Year 9	Year 10 Semester 1	Year 10 Semester 2	Year 11	Year 12
Year 9	**VCE Unit 1 and 2 General** Minimum Requirements: • 60% average from CEAP • 70% average from Year 9		**VCE Unit 3 and 4** General Minimum Requirements: • 60% average from 1&2 General	
	Pre-Methods Minimum Requirements: • 60% average from CEAP • 70% average from Year 9	**Pre-Methods** Continues from Semester 1 Minimum Requirements: • 70% average from Pre-General	**VCE Unit 1 and 2 Specialist** Minimum Requirements: • 60% average from Pre-Methods	**VCE Unit 3 and 4 Specialist** Minimum Requirements: • 60% average from 1&2 Specialist
			VCE Unit 1 and 2 Methods Minimum Requirements: • 60% average from Pre-Methods • 70% average from Pre-General	**VCE Unit 3 and 4 Methods** Minimum Requirements: • 60% average from 1&2 Methods • 70% average from 1&2 General
	Year 10 General Minimum Requirements: • 50% average from CEAP • 50% average from Year 9	**Pre-General** Minimum Requirements: • 50% average from Pre-General • 70% average from Pre-Trade Maths	**VCE Unit 1 and 2 General** Minimum Requirements: • 60% average from Pre-General • 70% average from Pre-Trade Maths	**VCE Unit 3 and 4 General** Minimum Requirements: • 60% average from 1&2 General • 70% average from 1&2 Foundation
	Year 10 Trade Maths	**Pre-Trade Maths**	**VCE Unit 1 and 2** Foundation	**VCE Unit 3 and 4** Foundation Minimum Requirements: • 50% average from 1&2 Foundation
			Year 11 Vocational	**Year 12 Vocational**

Important points to note about course selection:

- Important points to note about course selection:
- Maths selection will be assisted with recommendations from the Maths Leader and your Maths teacher.
- Arrows show the suggested pathway from each selection
- Subject choices are limited by meeting the minimum requirements
- Specialist Maths can only be undertaken with Maths Methods, it is not a standalone subject.
- Percentages listed below are used to ensure students are prepared to succeed in the specific level of mathematics selected
- For any Maths Pre-requisites you may need for university courses, go to VTAC.edu.au. Then select the course search button.

Suggested Pathways — Performing Arts

Year 10		Year 11		Year 12
Drama	▶	Theatre Studies Unit 1 and 2		Theatre Studies Units 3 and 4
Music	▶	Music Performance Units 1 and 2	▶	Music Performance Units 3 and 4
	▶	VET Music (Tech. Production) Units 1 and 2	▶	VET Music (Tech. Production) Units 3 and 4
VET Music Industry 1 & 2	▶	VET Music (Tech. Production) Units 3 and 4		
VET Dance 1 & 2	▶	VET Dance Units 3 and 4		

Suggested Pathways — Physical Education, Sport and Health (PESH)

Year 10		Year 11		Year 12
Physical and Health Education **Compulsory for all students**	▶	Physical Education Units 1 and 2	▶	Physical Education Units 3 and 4
	▶	Health and Human Development Units 1 and 2	▶	Health and Human Development Units 3 and 4
Personal Training	▶	Physical Education Units 1 and 2	▶	Physical Education Units 3 and 4
Health and Human Development	▶	Health and Human Development Units 1 and 2	▶	Health and Human Development Units 3 and 4
Outdoor and Environmental Studies	▶	Outdoor and Environmental Studies Units 1 and 2	▶	Outdoor and Environmental Studies Units 3 and 4
		VET Sport and Recreation Units 1 and 2	▶	VET Sport and Recreation Units 3 and 4
VET Sport and Recreation Units 1 and 2	▶	VET Sport and Recreation Units 3 and 4		

Suggested Pathways — Science

Year 10		Year 11		Year 12
General Science	▶	Any Science Units 1 and 2	▶	The same Science Units 3 and 4
Physical Science	▶	Physics Units 1 and 2	▶	Physics Units 3 and 4
	▶	Chemistry Units 1 and 2	▶	Chemistry Units 3 and 4
Biology	▶	Biology Units 1 and 2	▶	Biology Units 3 and 4
Psychology	▶	Psychology Units 1 and 2	▶	Psychology Units 3 and 4

Suggested Pathways — Technology (ICT & Hospitality)

Year 10		Year 11		Year 12
Coding: Application of Programming	▶	Computing ICT Units 1 and 2	▶	Computing ICT Units 3 and 4
		VET Information Technology (Information, Digital Media and Technology) Units 1 and 2		VET Information Technology (Information, Digital Media and Technology) Units 3 and 4
Food Studies	▶	Food Studies Units 1 and 2	▶	Food Studies Units 3 and 4
Systems Engineering	▶	Systems Engineering Units 1 and 2	▶	Systems Engineering Units 3 and 4
Textiles	▶	Product Design and Technology Units 1 and 2	▶	Product Design and Technology Units 3 and 4
VET Hospitality (Kitchen Operations) Units 1 and 2	▶	VET Hospitality (Kitchen Operations) Units 3 and 4		
VET Information Technology (Information, Digital Media and Technology) Units 1 and 2	▶	VET Information Technology (Information, Digital Media and Technology) Units 3 and 4		

Suggested Pathways — Visual Arts

Year 10		Year 11		Year 12
Art – 2D Art – 3D	▶	Studio Art Units 1 and 2	▶	Studio Art Units 3 and 4
Visual Communication and Design	▶	Visual Communication and Design Units 1 and 2	▶	Visual Communication and Design Units 3 and 4
Media Studies	▶	Media Studies Units 1 and 2	▶	Media Studies Units 3 and 4

Year 10 Core Subject Information

English – Students select one Semester 1 unit and one Semester 2 unit or Advanced English (all year).

10 English - Semester 1: Gaming Culture and Argument

Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

English in Year 10 is divided into electives giving students' choice in the texts studied in each semester. In order to undertake semester one, students are asked to choose between debatable topics to develop analysis, writing and presentation skills.

In Gaming Culture and Argument, students engage with a variety of texts related to the issue of gaming, e-sports, violence in gaming, and wellbeing issues related to gaming. They analyse, create and evaluate a wide range of persuasive texts and non-fiction texts. Students develop critical understanding of ways texts are created to appeal to their target audiences and achieve a variety of purposes.

Outcomes

This course prepares students to develop the skills and language to navigate media culture. Students create persuasive and analytical types of texts including performances, discussions and a written language analysis. By the end of this semester, students should be able to:

- Evaluate the reliability of resources
- Form interpretations based on an issue
- Justify their decision making process
- Analyse persuasive language within different text types
- Develop presentation, listening and oration skills.

Assessment

Assessment is based on responding to texts and creating texts, including written, oral and multi-modal tasks. Students will be reported on their achievement of the following tasks:

- A written language analysis
- Written persuasive texts
- An oral point of view with a written statement of intention
- An exam

10 English - Semester 1: Justice and Argument

Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

English in Year 10 is divided into electives giving students' choice in the texts studied in each semester. In order to undertake semester one, students are asked to choose between debatable topics to develop analysis, writing and presentation skills.

In Justice and Argument, students engage with a variety of texts related to the issue of homelessness, civil rights, workers' rights, and asylum seekers. They analyse, create and evaluate a wide range of persuasive texts and non-fiction texts. Students develop critical understanding of ways texts are created to appeal to their target audiences and achieve a variety of purposes.

Outcomes

This course prepares students to develop the skills and language to navigate media culture. Students create persuasive and analytical types of texts including performances, discussions and a written language analysis. By the end of this semester, students should be able to:

- Evaluate the reliability of resources
- Form interpretations based on an issue
- Justify their decision making process
- Analyse persuasive language within different text types
- Develop presentation, listening and oration skills.

Assessment

Assessment is based on responding to texts and creating texts, including written, oral and multi-modal tasks. Students will be reported on their achievement of the following tasks:

- A written language analysis
- Written persuasive texts
- An oral point of view with a written statement of intention
- An exam.

10 English - Semester 1: Celebrity Culture and Argument

Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

English in Year 10 is divided into electives giving students' choice in the texts studied in each semester. In order to undertake, Semester One students are asked to choose between debatable topics to develop analysis, writing and presentation skills.

In Celebrity Culture and Argument, students engage with a variety of texts related to the issue of global warming, sustainability, electric cars, and the meat industry. They analyse, create and evaluate a wide range of persuasive texts and non-fiction texts. Students develop critical understanding of ways texts are created to appeal to their target audiences and achieve a variety of purposes.

Outcomes

This course prepares students to develop the skills and language to navigate media culture. Students create persuasive and analytical types of texts including performances, discussions and a written language analysis. By the end of this semester, students should be able to:

- Evaluate the reliability of resources
- Form interpretations based on an issue
- Justify their decision making process
- Analyse persuasive language within different text types
- Develop presentation, listening and oration skills.

Assessment

Assessment is based on responding to texts and creating texts, including written, oral and multi-modal tasks. Students will be reported on their achievement of the following tasks:

- A written language analysis
- Written persuasive texts
- An oral point of view with a written statement of intention
- An exam.

10 English - Semester 1: Workplace Culture and Argument

Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

English in Year 10 is divided into electives giving students' choice in the texts studied in each semester. In order to undertake semester one, students are asked to choose between debatable topics to develop analysis, writing and presentation skills.

In Workplace Culture and Argument, students engage with a variety of texts related to the issue of bullying/cyberbullying, role models, image, and positive relationships. They analyse, create and evaluate a wide range of persuasive texts and non-fiction texts. Students develop critical understanding of ways texts are created to appeal to their target audiences and achieve a variety of purposes.

Outcomes

This course prepares students to develop the skills and language to navigate media culture. Students create persuasive and analytical types of texts including performances, discussions and a written language analysis. By the end of this semester, students should be able to:

- Evaluate the reliability of resources
- Form interpretations based on an issue
- Justify their decision making process
- Analyse persuasive language within different text types
- Develop presentation, listening and oration skills.

Assessment

Assessment is based on responding to texts and creating texts, including written, oral and multi-modal tasks. Students will be reported on their achievement of the following tasks:

- A written language analysis
- Written persuasive texts
- An oral point of view with a written statement of intention
- An exam.

10 English - Semester 2: Crime and Punishment In Texts

Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

English in Year 10 is divided into electives giving students' choice in the texts studied in each semester. In order to undertake, Semester Two students are asked to choose between different genres of fictional narrative writing.

In Crime and Punishment In Texts, students will explore ideas of post- apocalyptic fictional worlds, asylum seeking and survival. They analyse a fictional text and a film, generate creative responses and compare and contrast different texts.

Outcomes

Students are invited to interpret texts, create fictional texts and compare texts within a genre. Through their textual study, students should:

- Explore authorial meaning including views and values of authors
- Identify, analyse and replicate the features of fictional texts
- Express ideas in a response to set texts
- Compare and Contrast ideas, forms, characters, language and imagery between texts
- Present ideas to others.

Assessment

Assessment is based on responding to texts and creating texts, including written, oral and multi-modal tasks. Students will be reported on their achievement of the following tasks:

- A written textual response
- A written creative response with a statement of intention
- A multi-modal presentation comparing the set texts
- An exam.

10 English - Semester 2: Justice and Race in Texts

Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

English in Year 10 is divided into electives giving students' choice in the texts studied in each semester. In order to undertake semester two, students are asked to choose between different genres of fictional narrative writing.

In Justice and Race in Texts, students will explore ideas of social justice, race, coming-of-age, identity, and finding 'voice'. They analyse a fictional text and a film, generate creative responses and compare and contrast different texts.

Outcomes

Students are invited to interpret texts, create fictional texts and compare texts within a genre. Through their textual study, students should:

- Explore authorial meaning including views and values of authors
- Identify, analyse and replicate the features of fictional texts
- Express ideas in a response to set texts
- Compare and Contrast ideas, forms, characters, language and imagery between texts
- Present ideas to others.

Assessment

Assessment is based on responding to texts and creating texts, including written, oral and multi-modal tasks. Students will be reported on their achievement of the following tasks:

- A written textual response
- A written creative response with a statement of intention
- A multi-modal presentation comparing the set texts
- An exam.

10 English - Semester 2: Identity and Relationships in Texts

Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

English in Year 10 is divided into electives giving students' choice in the texts studied in each semester. In order to undertake semester two, students are asked to choose between different genres of fictional narrative writing.

In Identity and Relationships in Texts, students will explore ideas of love, friendship, loss, identity, and coming-of-age. They analyse a fictional text and a film, generate creative responses and compare and contrast different texts.

Outcomes

Students are invited to interpret texts, create fictional texts and compare texts within a genre. Through their textual study, students should:

- Explore authorial meaning including views and values of authors
- Identify, analyse and replicate the features of fictional texts
- Express ideas in a response to set texts
- Compare and Contrast ideas, forms, characters, language and imagery between texts
- Present ideas to others.

Assessment

Assessment is based on responding to texts and creating texts, including written, oral and multi-modal tasks. Students will be reported on their achievement of the following tasks:

- A written textual response
- A written creative response with a statement of intention
- A multi-modal presentation comparing the set texts
- An exam.

10 English - Semester 2: War and Fantasy in Texts

Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

English in Year 10 is divided into electives giving students' choice in the texts studied in each semester. In order to undertake semester two, students are asked to choose between different genres of fictional narrative writing.

In War and Fantasy in Texts, students will explore ideas of blended genres, reality versus fantasy, loss, and historical context used for dramatic effect. They analyse a fictional text and a film, generate creative responses and compare and contrast different texts.

Outcomes

Students are invited to interpret texts, create fictional texts and compare texts within a genre. Through their textual study, students should:

- Explore authorial meaning including views and values of authors
- Identify, analyse and replicate the features of fictional texts
- Express ideas in a response to set texts
- Compare and Contrast ideas, forms, characters, language and imagery between texts
- Present ideas to others.

Assessment

Assessment is based on responding to texts and creating texts, and will include a variety of written, oral and multi-modal tasks. Students will be reported on their achievement of the following tasks:

- A written textual response
- A written creative response with a statement of intention
- A multi-modal presentation comparing the set texts
- An exam.

10 Advanced English - Semesters 1 and 2

Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

In Year 10 Advanced English, students are introduced to an advanced model of English including the study of Shakespeare. Undertaking this course prepares students for VCE English and/or VCE Literature. This course runs for an entire year.

Outcomes

Students are invited to analyse, interpret, create and compare texts. Through their textual study, students should:

- Explore authorial meaning including views and values of authors
- Identify, analyse and replicate the features of fictional texts
- Express ideas in a response to set texts
- Compare and Contrast ideas, forms, characters, language and imagery between texts
- Present ideas to others
- Evaluate the reliability of resources
- Form interpretations based on an issue
- Justify their decision making process
- Analyse persuasive language within different text types
- Develop presentation, listening and oration skills.

Assessment

Assessment tasks include a variety of spoken and multi-modal task. Assessed activities include class discussions, presentations, close analysis, annotation of texts, reflections, and analytical essays and exams.

English as an Additional Language (EAL)

Description

Students view, read and analyse a variety of written, visual and multimodal texts. They respond to these texts analytically, creatively and comparatively to examine the ways in which authors construct meaning. Students also develop their speaking and listening skills by responding to spoken texts and composing a speech. This course is modelled on the VCE EAL Study Design and is designed to build the English language skills required for success in Years 11 and 12.

Outcomes

Students are assessed against the EAL curriculum in the following areas:

- Reading
- Writing
- Speaking and listening

Assessment

Assessment includes a variety of tasks including creative writing, analytical essays, oral presentations and listening activities. N.B. Eligibility criteria applies for enrolment in this class.

Bridging English as an Additional Language

Description

If you enjoy learning about: *Analytical and creative skills that will better equip you not only for VCE and VCAL subjects but also for the workforce and beyond*

If you like: *learning English skills with a different perspective in order to participate effectively in Australian life.*

In this study you will develop skills in: *analysing and creating literature, everyday texts and media content; communicating effectively in social, academic and professional environments; and becoming an independent and active global citizen.*

Bridging English as an Additional Language is only on offer to Year 10 and Year 11 students. Career Pathways include: everything you can do with Units 1 and 2 English or EAL. After Bridging English, you may choose to:

- move on to either Units 1 and 2 in EAL or English (as part of a 3 year VCE)
- move on to Units 3 and 4 in EAL or English
- use this as credit for Literacy in the VCE Vocational Major or Pathways Certificate.
- Each success fully completed unit is worth one credit point.

Units 1 and 2

Areas of Study

Unit 1	English for everyday and academic purposes
Unit 2	English for self-expression

Description

In Bridging English, you will learn how to read, understand and analyse information from a new perspective. You will learn essential skills for communicating in the workforce and real life, as well as developing your academic English skills for school and further education.

Assessment

Assessment tasks may include; written essays, analytical essays, short answer tests, creative responses, role plays and form filling.

Humanities

Description

The theme of this course is the Modern World and Australia. There are two depth studies covered in detail. In the Rights and Freedoms study, students will explore how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context. They will consider case studies including the 1967 Referendum and those currently debated in the Australian media. The second is an investigation of the wartime experiences of Australians and the broader world during the Second World War. Students will consider the causes, events, outcomes and broader impact of the conflict, as well as the nature of Australia's involvement.

Outcomes

The course covers two areas of the Humanities Victorian F-10 Curriculum:

- History
- Civics and Citizenship

Assessment

Assessment pieces may take the form of research assignments, diary entries, reports, and essays.

Core Mathematics – Semester 1

Description

Unless enrolled in the Year 10 Pre-Methods subject, students will engage in the Core Mathematics course which runs in Semester 1. Students undertaking the subject engage in a range of topics designed to develop, consolidate and extend their mathematical reasoning, thinking and application skills and their conceptual understandings. Real world problems and scenarios are used to consolidate learning and enhance problem solving skills. Some of units studied are Financial Maths, Algebra and Data Representation and Interpretation. Technology is integrated into the course and student learning is supported through the CAS calculator applications.

Outcomes

Students will develop knowledge, skills and strategies consistent with the proficiency strands:

1. Understanding: knowledge obtained previously will help establish whether students are able to establish a link connecting the 'why' and 'how' of mathematical concepts
2. Fluency: the development of skills, knowledge and concepts helping to carry out procedures and methods when answering problems
3. Problem Solving: modelling is used here to link the skills obtained with real life scenarios
4. Reasoning: the development of solutions to complex problems and situations.

Assessment

The assessment in this subject will involve a selection of problem solving and open investigation tasks, tests and an end of semester exam.

Additional Comments

After engaging in the Core Mathematics course in Semester 1, students will select Foundation, General or Pre-Methods for Semester 2. Any requested changes will be subject to an interview with the parent/guardian(s) of the student and the Pathways Leader. A request for subject change can also be made after Semester 1 results.

General Mathematics – Semester 2

Description

Students will continue to consolidate their skills and knowledge from the Core Mathematics course. Through a study of topics such as Data, Trigonometry and Linear Relationships, students are challenged to apply their learnings to real world scenarios and problems. This course is designed to prepare students for Units 1 and 2 in General Mathematics in Year 11.

Outcomes

Students will develop knowledge, skills and strategies consistent with the proficiency strands:

1. Understanding: knowledge obtained previously will help establish whether students are able to establish a link connecting the 'why' and 'how' of mathematical concepts
2. Fluency: the development of skills, knowledge and concepts helping to carry out procedures and methods when answering problems
3. Problem Solving: modelling is used here to link the skills obtained with real life scenarios
4. Reasoning: the development of solutions to complex problems and situations.

Assessment

The assessment in this subject will involve a selection of problem solving and open investigation tasks, tests and an end of semester exam.

Mathematical Pre-Methods – Semesters 1 and 2

Description

The Mathematical Pre-Methods course is the most challenging of the mathematics options at Year 10. This course is designed to appeal to those students who display high aptitude for mathematics or have been part of the CEAP program. It is also designed to prepare students for Units 1 and 2 of the Mathematical Methods and Specialist Mathematics courses. In this subject students will be challenged to extend their mathematical skills and thinking through an exploration of topics such as Co-ordinate Geometry and advanced Statistics and Probability. Student learning is also supported through the use of technology in particular the CAS calculator.

Outcomes

Students will develop knowledge, skills and strategies consistent with the proficiency strands:

1. Understanding: knowledge obtained previously will help establish whether students are able to establish a link connecting the 'why' and 'how' of mathematical concepts
2. Fluency: the development of skills, knowledge and concepts helping to carry out procedures and methods when answering problems
3. Problem Solving: modelling is used here to link the skills obtained with real life scenarios
4. Reasoning: the development of solutions to complex problems and situations.

Assessment

The assessment in this subject will involve a selection of problem solving and open investigation tasks, tests and an end of semester exam.

Additional Comments

Students will be placed into Pre-Methods for Semester 1 and 2 based on their overall Year 9 results. Any requested changes will be subject to an interview with the parent/ guardian(s) of the student and the Pathways Leader. A request for a subject change can also be made after Semester 1 results. Students are also required to purchase a Ti-nSpire CAS calculator for this subject.

Foundation Mathematics – Semester 2

Description

Through an exploration of topics such as Percentage and Consumer Mathematics, students will learn key skills with real life applications. Students enrolling in this subject should be aware that it only prepares them for VCE Foundation Mathematics.

Outcomes

Students will develop knowledge, skills and strategies consistent with the proficiency strands:

1. Understanding: knowledge obtained previously will help establish whether students are able to establish a link connecting the 'why' and 'how' of mathematical concepts
2. Fluency: the development of skills, knowledge and concepts helping to carry out procedures and methods when answering problems
3. Problem Solving: modelling is used here to link the skills obtained with real life scenarios
4. Reasoning: the development of solutions to complex problems and situations.

Assessment

The assessment in this subject will involve a selection of problem solving and open investigation tasks, tests and an end of semester exam.

Physical and Health Education

Description

Physical and Health Education gives students an understanding of what is required to improve their physical wellbeing. It is designed to assist students in making informed choices on decisions that affect their physical health. Physical and Health Education is a semester based subject that includes two main topics. The first topic is Body Systems, where students are introduced to the respiratory cardiovascular, skeletal and muscular systems. The second topic is Healthy Lifestyles in Society, where the main focus is on understanding how an individual's lifestyle can impact their long-term health.

Outcomes

Satisfactory completion of this subject will provide students with knowledge and skills that can be used throughout life and will also provide students with a foundation for Health and Physical Education-related studies in VCE.

Assessment

Assessment includes 75% participation in full PE uniform, theory assignments – worksheets, lab reports, case study analysis and exam.

Assessment

Note: Some activities may incur a small cost.

General Science

Description

In this unit, students will extend their knowledge of scientific concepts, practices and processes. The topics covered are drawn from the major science disciples and reflect the need for students to understand the common processes in daily life and inquire further into new scientific developments that will become significant in their future. The topics covered are Chemical Reactions, Genetic Inheritance and Light and Sound. Development of skills in observation, measurement, research and communication will be integral to the unit with an emphasis on safe laboratory procedures.

Outcomes

Students should satisfy the requirements of the Curriculum Standards.

Assessment

Assessment tasks will include a variety of tasks such as research assignments, practical reports, presentations, workbook and tests and examinations.

Additional Comment

Students who are considering studies of Chemistry or Physics in Year 11 are strongly recommended to consider selecting the Physical Sciences elective and students who are considering studying Biology or Psychology are strongly recommended to consider selecting the relevant elective in addition to General Science.

Year 10 Elective Subject Information

10 Literature and Perspectives - Semester Elective

Description

This subject is an elective taken in addition to a core English subject or Advanced English. In this course, students develop the ability to critically analyse texts. Students will develop their own perspective of texts and begin to analyse texts through different literary theories. Students will develop an understanding of themselves as readers and make connections between the texts and their own lives. The course is designed for students interested in the study literature as well as preparation for undertaking VCE Literature.

Outcomes

Students are invited to analyse, interpret, create and compare texts. Through their textual study, students should:
- Explore authorial meaning including views and values of authors
- Identify, analyse and replicate the features of fictional texts
- Express ideas in a response to set texts
- Compare and Contrast ideas, forms, characters, language and imagery between texts
- Present ideas to others.

Assessment

Assessment tasks include a variety of spoken and multi-modal task. Assessed activities include class discussions, presentations, close analysis, annotation of texts, reflections, and analytical essays and exams.

History through Film

Description

In History through Film, students will investigate two important historical events of the 1960s. Students will initially explore the topics of the Civil Rights Movement in the USA and Australia's involvement in the Vietnam War. Students will examine a variety of primary and secondary sources and documentaries. The learning activities students will undertake include document analysis in order to gain sufficient knowledge to study the film texts. Students will develop critical analysis skills in interpreting both visual and written resources and be able to evaluate the accuracy or reliability of texts. They will also understand the reasons behind the choices made by film makers in delivering a perspective on an event or person.

Outcomes

The course complies with the Curriculum Standards and covers two areas of the Humanities Learning Area:
- History
- Civics and Citizenship.

Assessment

Assessment pieces may take the form of research assignments, diary entries, reports, and essays.

Rights and Responsibilities

Description

In this subject, the students will explore what our laws are, why we need them and how we decide on them. Students will learn about the Australian Constitutional parliamentary system and the rights and responsibilities of being a citizen. Students will compare the Australian system with that of our Asian neighbours. Students will also explore the nature of the legal system, the responsibilities of the various courts and how justice is served. Students will then look at the issue of Human Rights at home and internationally. Students will gain a broad picture of how laws on an International Level can impact on citizens across the world resulting in improved Human Rights for global citizens.

Outcomes

The course complies with the Curriculum Standards and covers two areas of the Humanities Learning Area:
- History
- Civics and Citizenship.

Assessment

Assessment pieces may take the form of research assignments, reports, and essays.

Mind Other People's Businesses

Description

In Minding Other People's Businesses, students explore the changing workforce environment and investigate jobs of the future. The changing nature of work is impacted by the types of new businesses, products, and services. Students will evaluate business case studies and apply these principles to a hypothetical business. They will learn about marketing, financial management, taxation, Government regulations, and how businesses rely on a variety of specialised services. Students are introduced to the concepts of accounting and they use these to formulate reports and evaluate the success of a business.

Outcomes

The course complies with the Curriculum Standards and covers one area of the Humanities Learning Area:
- Economics and Business

Assessment

Assessment pieces may take the form of research assignments, reports, and essays.

Italian

Description

Students continue to use and develop more sophisticated forms of listening, speaking, reading, and writing. The course is designed to build on students' understanding of contemporary Italian culture and language introduced at Year 9.

Topics include:
- Italian Cinema and film study
- New and Traditional Families
- The environment and sustainability

Outcomes

The course provides students with the opportunity to practise the Italian language in everyday situations and equip them with the skills to communicate in modern Italian. Students will practise their listening, speaking, reading, and writing skills.

Assessment

Participation in daily oral activities, completion of listening, reading, written grammar and vocabulary exercises, end-of-semester exams, completion of cultural units, oral presentations, tests and maintaining a satisfactory workbook.

General Mathematics Units 1 & 2 – Semester 1 and 2

Description

In this Year 11 subject students develop skills in: algebra; arithmetic; graphs of linear relations; data analysis and decision making using maths. Students are required to apply mathematical knowledge and skills creatively to solve problems in unfamiliar situations, including real life scenarios. General Mathematics Units 1 and 2 leads into Year 12 Further Mathematics. This is subject is suitable for students considering a pathway in business, accounting and commerce, education, science, nursing, or architecture.

Areas of Study

- Linear Relations and Equations
- Graphs and Networks, Matrices
- Investigating and Comparing Data Distributions
- Investing Relationships between Two Numerical Variables
- Number Patterns and Recursion
- Linear Graphs and Models
- Financial Arithmetic

Assessment

School Assessed Coursework (SACs) for Unit 1 and 2 of the VCE General Mathematics course

Additional Comments

General Mathematics Units 1 & 2 is offered to Year 9 CEAP students as an addition to undertaking Pre-Methods a yearlong elective at Year 10. Students are also required to purchase a Ti-nSpire CAS calculator for this subject.

Drama

Description

Students in Year 10 Drama will build on the performance and design skills introduced in Year 9. They will study production roles, focussing on the director, and how they design for theatre. Students will participate in an ensemble performance, where each student will both perform in a play and take on a designing role as part of a stagecraft team, producing a design folio at the end of the unit. The focus then moves onto Comedy, and the many variations of comedy seen in theatre styles. Students will explore slapstick and physical comedy, parody and Commedia Dell'Arte before putting these skills into practice in a comedic performance. Building on their stagecraft and design skills, students will have an opportunity to create a second design portfolio in another area for the comedy performance. Students in this subject will also have the opportunity to watch live performances at a theatre, or with touring groups visiting the College.

Outcomes

Students will be able to:
- Develop and extend their expressive skills including facial expression, voice, gesture and movement
- Interpret an existing script and develop a directorial concept for a performance
- Identify stagecraft areas and develop their skills in designing and implementing their own vision
- Perform as part of an ensemble in two short plays
- Work together as a group to achieve the intended outcome
- Explore, analyse and evaluate various comedy performance and TV shows
- Develop their slapstick skills including comedic stage fighting

Additional Comments

- Ensemble Performance & Evaluation
- Stagecraft & Design Portfolio x 2
- Comedy Performance & Evaluation

Music Performance

Description

As part of Year 10 Music Performance, students will continue to build on their performance, listening and writing skills developed in Year 9. Through guided practical classes, students will develop their technical skills on their chosen instrument, and present a solo performance piece. Students will explore the concept of performance anxiety, and look at the impacts of mental health on music performance, by watching and analysing live and pre-recorded performances from a variety of artists. This knowledge will then be applied to their own performances, both in the classroom and at concert opportunities. Students will then develop their skills as song writers, and build their own song writing portfolio incorporating a range of genres and styles. Group performance skills are then refined as students perform their original songs as an ensemble.

Outcomes

Students will be able to:
- Practise, rehearse and perform on their chosen instrument as a solo performer, and as part of a band
- Apply mindful performance techniques to their own performances
- Develop their understanding of the impact of music on mental health
- Extend their performance skills through a variety of repertoire
- Create their own original songs through a composition portfolio
- Realise an original composition as part of a band

Assessment

- Performance Anxiety Report
- Solo Performance
- Song Writing Portfolio
- Group Performance

Additional Comments

Students who elect to study Year 10 Music Performance are highly encouraged to undertake instrumental music lessons to support the practical components of this class.

Health and Human Development

Description

Health and Human Development introduces the concept of optimal Health and Well-being, including physical, social, mental, emotional and spiritual dimensions. Students will examine health on a global scale and determine the prerequisites for health such as education, income and equity. Students will measure the health status of individuals using a series of indicators to assess quality of life and life expectancy. Sustainable Development goals will reviewed which involves exploring human development and looking at the advantages and limitations surrounding achievable health.

Outcomes

Students will develop knowledge and skills to identify dimensions of health and development, and the factors influencing the health of the Australian and global populations. Students will also develop skills to interpret data in relation to the impacts on health status and analyse factors that influence health status as a continuum.

Assessment

Assessment includes completion of topic booklets, mini tests, research tasks and an end of Semester exam.

Outdoor Education

Description

Students will study a range of skills relating to safety and survival in different outdoor settings. Environmental issues will also be addressed and the skills and theory learnt in the classroom will be applied to an outdoor setting, in a range of activities. These may include bushwalking, surfing, archery and mountain bike riding. Students will be required to participate in one three-day camp and a one-day excursion.

Outcomes

Students will develop knowledge and skills relating to safety and survival in the outdoors. Students will gain a greater understanding of the ecological implications of human interaction with the environment. Students will identify and apply strategies to minimise impact on the environment. Students will also develop skills relating to bike maintenance and road safety.

Assessment

Completion of practical activities; Successfully demonstrating a range of safety and survival skills in the outdoors, tests/exam, and practical reports.

Additional Comments

It will be compulsory for students to participate in a range of activities and camps. The total cost for the semester will be approximately $200.00, which will cover the cost for day trips, a camp and class materials.

Personal Training

Description

Personal Training is an excellent subject for students wanting to continue with VCE Physical Education or who want a career in Exercise Science and/or in the Sport and Recreation industry. Students will develop an understanding of exercise technique, training principles, training methods, exercise prescription and how to improve specific fitness components. They will also develop their knowledge of relevant anatomy and physiology. Personal Training includes both theoretical and practical assessments.

Outcomes

Students will reflect on their participation in a variety of practical fitness activities, whilst being introduced to a range of exercises and training methods that can be used both within and outside of the gym environment. Students will focus on resistance training as they develop the ability to demonstrate appropriate technique, correct common errors and perform proper spotting procedures. They will also develop the ability to analyse and critique existing training programs, as well as the ability to create their own training programs.

Assessment

Assessment includes active participation in practical classes and the completion of all theoretical activities and assignments, including the end of Semester exam.

Additional Comments

This elective may incur a small cost. Excursions would involve visits to local fitness facilities.

Physical Science

Description

Chemistry – Students will study atoms as a small particle of matter and how it behaves in various materials together with chemical changes. They will get an understanding of how the Periodic Table acts as an organiser based on electronic structure of elements, and investigate the uses and risks of chemical energy such as Nuclear power.

Physics – Students will study forces, motion and conservation of energy together with their interactions and how they can be described qualitatively and quantitatively. They will get an understanding of how motion and forces affect a Formula 1 driver. This unit will be followed by the intriguing world of electronic systems.

Outcomes

Students should satisfy the requirements of the Curriculum Standards.

Assessment

Assessment will include tasks such as written tests, investigative reports and an examination.

Biology

Description

Students will study the role of Deoxyribonucleic Acids (DNA) in cell function and inheritance. The link between natural selection and evolution will also be investigated. They will also study how sunlight helps plants make food, how animals convert the chemical energy in food, how energy flows through ecosystems, and how matter is recycled.

Outcomes

Students should satisfy the requirements of the Curriculum Standards.

Assessment

Assessment will include tasks such as written tests, investigative reports, practical reports and an examination.

Psychology

Description

Students will study how Psychology is the systematic study of thoughts, feelings and behaviour. They will learn how our ability to function effectively in our environment is influenced by the way the brain processes information from our surroundings and makes sense of our world. Students will engage with topics ranging from psychopaths to the adolescent brain whilst adopting a scientific approach to collecting evidence to support relevant theories.

Outcomes

Students should satisfy the requirements of the Curriculum Standards.

Assessment

Assessment will include tasks such as class activities, empirical research activities (ERAs), posters, presentations, essays and an examination.

Coding: Application of Programming

Description

This course builds on students' coding and programming experience. Students learn how to code by working with creative and problem based projects that focus around the use of Arduino microprocessors. Students develop a basic understanding on electronics, circuit theory and circuit design to supplement their application of coding at various system levels.

Outcomes

- Identify code that relates to component control and structure
- Analyse the structure, elements and logic of electrical control
- Create their own code to address a given problem

Assessment

- LED Digital Control
- Arduino portfolio

Food Studies

Description

Students will examine and apply safe and hygienic work practices when handling food. By exploring the characteristics and properties of key food groups, students will have an understanding of the physical and chemical changes that take place during preparation and cooking. Students develop a broader understanding of the Design Process and the implementation of the each of the steps involved in producing their own product. Students explore various cultural dishes and their impact upon our food choices in Australia today. Students will investigate and research the impact of food miles on the environment and food choices. Due to resource requirements, strict class size numbers are adhered to.

Outcomes

- Identify safety and hygiene practices.
- Describe the physical and chemical changes that take place during food preparation and cooking.
- Implement the principles of the design process.
- Examine the impact of various cultural foods on Modern Australia.
- Examine the impact of food miles on the environment food choices.

Assessment

- Safety and Hygiene test
- Design Process - Cultural Dish
- Design Process - Risotto
- Food Science - Test
- Food Miles - Written Report

Technology – Materials

Description

This program introduces the student to the technological process. It consists of design, research, material testing, fabrication, safety procedures and skill acquisition using different materials.

Outcomes

Students will demonstrate their ability to investigate, design, construct and evaluate a product.

Assessment

Students design, develop and construct a product and undertake a research task.

Systems Engineering

Description

Students apply the enquiry process to fix real-world problems. Systems Engineering at Year 10 builds on students' knowledge of CAD, while exposing them to a wider range of systems. Students work in teams to efficiently integrate mechanical, electrical and software systems.

Outcomes

Students will gain skills in the areas of:
- Application of every stage of the Enquiry Model
- Application of Engineering principles and 3D modelling
- Integration of different systems
- Create electrical systems with increasing levels of complexity, involving microprocessors.

Assessment

Term 3 - PBL problems: Ideation and Construction
Term 4 - PBL problem: Evaluation and final project

2D Art

Description

This course strengthens and extends students practical and theoretical skills as they relate to 2D art. Students will explore, develop and apply a range of techniques and styles in drawing, painting and printmaking. Students will broaden their experience by experimenting with a wide range of materials. They will deepen their knowledge of art history, developing their analytical skills and use of art terminology. They will analyse and compare different artist's styles and techniques across various cultural contexts. Through art appropriation, students own work will be directly informed by the works of artists studied within the theoretical lessons, leading to the production of a series of works that reflect the inspiration students gain from learning about the works of others.

Outcomes

At the completion of the unit students will be able to:
- Create a variety of artwork using a range of skills, techniques and processes
- Explore and respond to a variety of works from selected artists, analysing the style, media, technique and meaning of their work
- Use appropriate art language in discussion of their own and others work.

Assessment

Students will be assessed on four aspects of their work:
- A folio of research , design and development
- A written reflection on the work of another artists
- A variety of finished artworks that demonstrate developed skills and techniques
- 2D Art Exam.

3D Art

Description

Students will extend their skills in ceramic design with a focus on hand building techniques. Students will make both functional and sculptural objects using a variety of clays as well as other sculptural media and experiment with decorative applications, including underglazes and glazes. A range of themes will be explored in both practical and theoretical work as students study the art and ceramics of different cultures and eras. They will also explore a focus on environmental sculpture, developing pieces of work that reflect their ideas relating to sustainability.

Outcomes

At the completion of the unit students will be able to:
- Create ceramic and sculptural pieces using a range of skills, techniques and processes
- Explore and respond to a variety of ceramic works from selected artists, analysing the form, technique, function and aesthetics of their work
- Use appropriate art language in discussion of their own and others work.

Assessment

Students will be assessed on four aspects of their work:
- A folio of research , design and development
- A written reflection on the work of another artists
- A variety of four or five ceramic and/or sculptural pieces
- 3D Art Exam.

Media Studies

Description

In this unit students develop the essential skills for understanding and creating various media products. Through studying the work of other Media artists, students develop an understanding of techniques used in planning and production. They explore and practice skills for engaging with a variety of media forms before applying them to the design and development of their own works. Students study issues in the Media industry, developing a critical understanding of how these issues influence the use of media in differing contexts. Working with scripts, storyboards and planning models, students move through the production process, explaining the role of media in societies and gaining an understanding of the range of occupations and skills within the industry.

Outcomes

At the completion of this unit students will be able to:
- Create a variety of media work, using a range of skills, techniques and processes.
- Explore and respond to a variety of media works from selected artists, analysing the techniques, functions and aesthetics of the works
- Use appropriate art language in the discussion of their own and others work

Assessment

Students will be assessed on four aspects of their work:
- A folio of research , design and development
- A written reflection on the work of another artists
- A variety of finished media works that demonstrate developed skills and techniques
- Media Exam

Visual Communication and Design

Description

Students develop their graphic design skills in this unit through the lens of VCE preparation. Students explore a range of freehand and instrumental drawing techniques for application in the production of Visual Communications pieces of work. They will continue to broaden and consolidate their understanding of the way graphics equipment supports the visual design process. Students will explore the work of current Visual Communications designers, analysing their use of visual elements and developing an understanding of why advertisements and commercial products are packaged and advertised in certain ways. The design process will be explored as student practices begin to reflect the processes of Visual Communications designers and student works at a more complex level.

Outcomes

By the end of this course students will have gained a thorough understanding of the Design Process. They will have developed the ability to generate and refine ideas as appropriate for their designs. Students will be able to construct accurate instrumental and observational drawings and understand and appropriate different systems f drawings. Students will be able to write a design brief and discuss the use of the elements and principles of design.

Assessment

Students will be assessed on four aspects of their work:
- A folio of research , design and development
- A written reflection on the work of another artists
- A variety of finished artworks that demonstrate developed skills and techniques
- Visual Communications and Design Exam

Textiles – Fashion

Description

Students will develop the skills they have been taught in previous years. They will be required to complete the design and construction of textile items with developmental folio and theme board. Students are taught the techniques and drawing skills involved in fashion design. Students will explore a range of textile topics including the history of fashion and the study of fibres and fabrics.

Outcomes

Students will gain skills in the areas of:
- Investigating and Designing
- Producing
- Analysing and Evaluating

Assessment

Assessment includes workbook/folio, production of textile pieces, research assignments and an exam.

Additional Comments

It is recommended that students who want to study VCE Product Design and Technology Units 1-4 complete this subject.

VCE VET in Schools Program (Vocational Education and Training)

Students should note that VCE VET courses are a two year commitment.

These are programs which make it possible for students to gain some VCE units and a basic TAFE certificate. There are currently many different VCE VET in Schools programs available and others that are being developed. They are usually conducted over two years.

VCE VET in Schools programs were originally introduced at Year 11 and 12 levels, but it is also possible to begin them in Year 10 which is what our school does. Students selecting a VCE VET in Schools program in Year 10 study it during one of their elective blocks each week.

Some benefits for students are:

- Some career training is started in Year 10, which can help students to gain motivation
- and some focus for the future.
- Some programs enable students to complete part of the first year of an apprenticeship.
- Some VCE units are gained in Year 10, giving students a head start and some useful and relevant experiences.
- Students who continue with the program for a second year have the opportunity to gain an increased VCE score.
- Students who wish to complete the VCE Vocational Major Certificate or Victorian Pathways Certificate in year 11 can use a VCE VET as part of their requirements for this pathway.

Our school will be offering six VCE VET in Schools programs at Year 10 level within the elective program. These are:

- VCE Vet in Schools – Business
- VCE Vet in Schools – Hospitality (Kitchen Operations)
- VCE Vet in Schools – Information Technology (Information, Digital Media and Technology)
- VCE Vet in Schools – Music Industry
- VCE Vet in Schools – Sport and Recreation
- VCE Vet in Schools – Dance

VCE VET in Schools – Business

This is a two-year program which is usually studied throughout VCE, but it can also be started in Year 10. It enables a student to gain VCE units, as well as the Certificate II in Business Administration that is normally studied at a TAFE Institute.

Students will complete 19 competencies. A 'Statement of Attainment' is awarded identifying the different modules which the student has completed.

Some examples of modules include:

- Organise and complete daily work activities
- Deliver a service to customers
- Communicate electronically
- Work effectively with others
- Communicate in the workplace
- Produce simple word processed documents

Satisfactory completion of this program enables a student to gain a total of four VCE VET units and a study score which contributes to their ATAR.

VCE VET in Schools – Hospitality (Kitchen Operations)

This is a two-year program which is usually studied throughout VCE, but it can also be started inYear10.ItenablesastudenttogainVCEunits,aswellasaCertificateIIinKitchenOpera-
tions.

The first year consists of nine core units and several electives that include:

- Use hygienic practices for food safety
- Participate in safe work practices
- Work effectively with others
- Prepare and present simple dishes
- Source and use information on the hospitality industry
- Maintain the quality of perishable items
- Use food preparation equipment
- Produce dishes using basic methods of cookery
- Clean premises and equipment

The second year consists of five compulsory units that include:

- Produce appetisers and salads
- Produce stocks, soups, and sauces
- Produce vegetable, fruit, egg, and farinaceous dishes
- Use cookery skills effectively
- Prepare poultry dishes

Satisfactory completion of this program enables students to gain four VCE units and a study score which contributes to their ATAR.

VCE VET in Schools – Information Technology (Information, Digital Media and Technology)

The aims of the VCE VET Information Technology program are to:
- Provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the Information and Communications Technology related industries
- Enable participants to gain a recognised credential and to make a more informed choice of vocation or career paths.

This is a two year program which is studied from Year 10, but it can also be started in VCE. It enables a student to gain VCE units, as well as Certificate II and III in Information, Digital Media and Technology, which is normally studied at a TAFE Institute. If completed in the two-year sequence the student will gain four VCE Units with Certificate II and partial completion of Certificate III in Information, Digital Media and Technology.

In Units 1 & 2, modules completed are:
- Participate effectively in WHS communication and consultation processes
- Work and communicate effectively in an ICT environment
- Run standard diagnostic tests
- Operate application software packages
- Produce digital images for the web.

In Units 3 & 4, module options include:
- Create user documentation
- Install and optimise operating system software
- Install, configure and secure a small office or home office network
- Provide ICT advice to clients

Satisfactory completion of this program enables students to gain four VCE units and a study score which contributes to their ATAR.

VCE VET in Schools – Music Industry

VET Music is a pathway to the music industry where students will complete a Certificate II in Technical Production through Collarts Music College. Students will learn how to combine technical production skills with creative skills by performing and recording with the software Ableton Live to further develop their production abilities. By using MIDI controller instruments such as the Novation Launchpad to create beats and perform live with the computer program, students will demonstrate how Electronic and Hip Hop music is performed live.

With support of the teacher and Collarts resources, students will be able to:
- Identify different roles and responsibilities within the music industry such as Music Producer, Live Sound Engineers and Record Label representatives.
- Apply problem solving strategies to live music scenarios with support of the course work.
- Use Abelton Live software to record and produce technical music productions.
- Use Abelton Live software to perform their own compositions.

Satisfactory completion of this program enables students to gain four VCE units and a study score which contributes to their ATAR.

VCE VET in Schools – Dance

VCE VET Dance provides participants with the opportunity to dive deeper into their creative side. As an Arts subject, VCE VET Dance gives students a creative outlet that allows students a more explorative method of work. Completing coursework within this subject will give a deeper understanding of how the body moves both with and without the accompaniment of music. Students interested in a career in performing arts will gain skills and competencies that will enhance and develop the necessary industry and professional knowledge and skill.

By completing the Certificate II and III in Dance (CUA20113 & CUA30113) students will complete a total of 12 units of competency over two years, majoring in two elective dance styles.

Elective units being studied at Craigieburn Secondary College are:
- Jazz
- Street Dance
- Contemporary
- Cultural

On successful completion of the VCE VET Dance program, students may be eligible for:
- The award of CUA20113 Certificate II in Dance
- Recognition of up to four units at Units 1 and 2, and a Unit 3 and 4 sequence, which can fast track further Dance education in higher education.

VCE VET in Schools – Sport and Recreation

This is a two-year program which is usually studied throughout VCE but can also be started in Year10.It enables a student to gain VCE units as well as Certificate II in Sport and Recreation which is normally studied at a TAFE Institute. At the end of the first year of the program, students will attain their Certificate II.

The units of competency studied in the first year of the program include:

- Organise personal work priorities and development
- Use business technology
- Conduct non-instructional sport, fitness or recreational sessions
- Provide equipment for activities
- Maintain equipment for activities
- Participate in workplace health and safety
- Provide first aid
- Respond to emergency situations
- Provide quality service
- Use social media tools for collaboration and engagement

During the second year of the course, students complete the Unit 3/4 sequence of the Certificate III program, enabling them to gain four VCE units and a contribution to their ATAR.

Units of competence for the second year of the program include:
- Develop and update knowledge and coaching practices
- Participate in WHS hazard identification, risk assessment and risk control
- Facilitate groups
- Plan and conduct programs
- Conduct basic warm-up and cool-down programs
- Educate user groups

This course provides skills in both sports administration and fitness instruction/community recreation. Students will gain skills in a number of sport and recreation areas such as coaching, conducting and officiating games and sessions. Students will to be involved in assisting with the school athletics and swimming carnivals. During the second year of the program, students will gain skills in fitness areas such as screening clients and providing fitness programs.

Satisfactory completion of this program enables students to gain four VCE units and a contribution to their ATAR.

Notes

Notes

Responsibility
Respect
Community

Respect
Responsibility
Achievement
Community
Respect
Community
Achievement
Achievement
Responsibility