



**Craigieburn Secondary College**

# **JUNIOR YEARS — Years 7 and 8 College Handbook 2024 Course Outline**

Principal

Ms K Morphy

Assistant Principals

Mrs V Dass

Mr M Fowles

Mrs H Kerr

Mr J McGavisk

Ms C Mountney

Mrs V Sipsas



## Contents

Principal's Message.....	5
General Information.....	6
Guiding Principles of the College.....	7
College Administration.....	8
Facilities.....	8
College Organisation.....	9
Student Representative Council.....	9
Term Dates for 2024.....	9
Bell Times.....	10
Student Organisation.....	10
Student Services.....	19
Special Programs.....	20
Student Wellbeing Program.....	21
Policies.....	22
Craigieburn Enrichment and Acceleration Program (CEAP).....	24
Student Programs — Years 7 and 8 Curriculum Structure.....	25
Year 7 Subject Information.....	26
Art.....	26
English as an Additional Language (EAL).....	26
English.....	27
Humanities.....	27
Italian.....	28
Mathematics.....	28
Music.....	29
Physical Education, Sport and Health (PESH).....	30
Social and Emotional Learning (SEL).....	30
Science.....	31
Food Studies.....	32
Information & Communication Technologies (ICT).....	32
Year 8 Subject Information.....	33
Art and Design.....	33
English as an Additional Language (EAL).....	34
English.....	34
Humanities.....	35
Italian.....	35
Mathematics.....	36
Music.....	36
Physical Education, Sport and Health (PESH).....	37
Science.....	38
Social and Emotional Learning (SEL).....	39
Food Studies.....	39
Technology — Materials.....	40



## Principal's Message

As students in Years 7 and 8, you are at the beginning of your secondary school journey. As you make the step up from primary school to secondary school you may be feeling nervous or excited. This is a journey that presents you with some tremendous opportunities.

During these two years you will study a range of subjects. Some of these will be familiar to you from primary school. Others will be new. All of the subjects you will study provide you with a strong foundation for your future. Remember that the better your results in school, the wider the range of choices you will have in the future.

Try to be an active participant in school life, both inside and outside the classroom. Craigieburn Secondary College offers more than just curriculum. You have the opportunity to pursue a wide range of other interests. 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

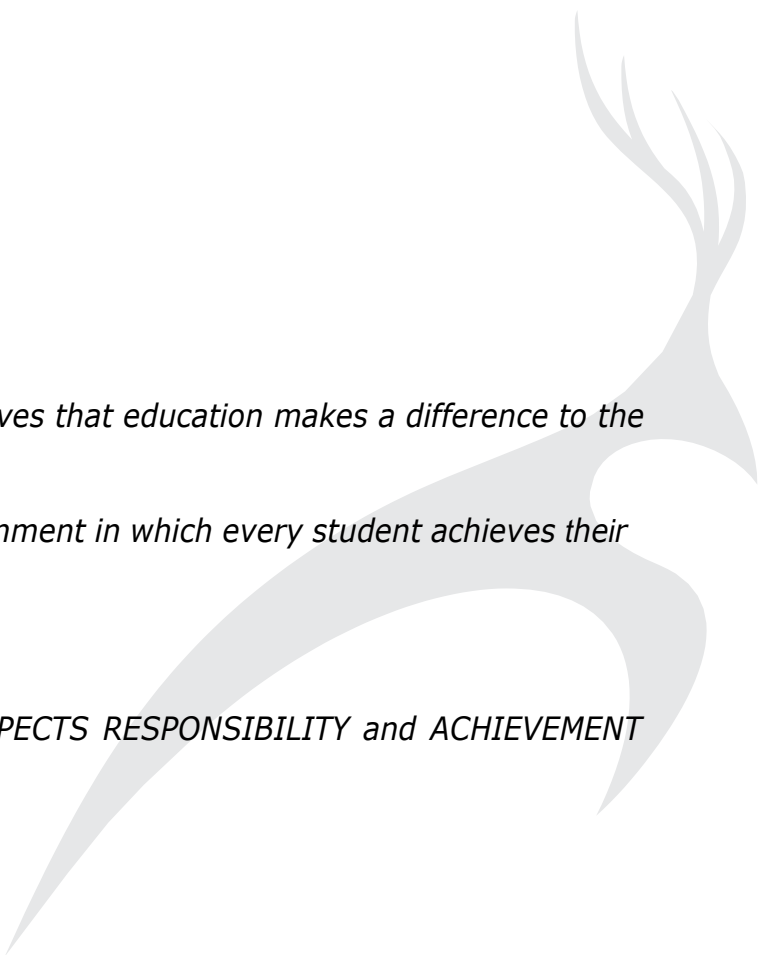
## OUR VISION

*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

<i>School Address</i>	102 Hothlyn Drive Craigieburn Victoria 3064
<i>Phone</i>	+613 9308 1144
<i>Fax</i>	+613 9308 1279
<i>Email</i>	craigieburn.sc@education.vic.gov.au
<i>LMS</i>	lms.craigieburnsc.vic.edu.au/
<i>College Website</i>	www.craigieburnsc.vic.edu.au
<i>Office Hours</i>	Monday to Thursday 8:00am – 4:30pm Friday 8:00am – 4:00pm

## 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

<i>Principal</i>	Ms Kate Morphy
<i>Year 7 Assistant Principal</i>	Ms Haley Kerr
<i>Year 8 Assistant Principal</i>	Mr Michael Fowles
<i>Year 7 Leading Teacher</i>	Mr Carl Trewin
<i>Year 7 Form Teacher Leader</i>	Mrs Tracey Bailey
<i>Year 7 Restorative Practices Leader</i>	Miss Farah Yousif
<i>Year 8 Leading Teacher</i>	Mrs Rebekah Pelechaty
<i>Year 8 Form Teacher Leader</i>	Mr David Owen
<i>Year 8 Restorative Practices Leader</i>	Mr Raymond Saw

## 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

#### Student Behaviour Matrix

At Craigieburn Secondary College we model our school values by...

Area	Respect	Responsibility	Achievement	Community
<b>IN THE PHYSICAL SPACE</b>  <i>At school, in the classroom, in the yard, on excursions, travelling to and from school, when you represent the College.</i>	<ul style="list-style-type: none"> <li>- Listening and speaking politely to all.</li> <li>- Following staff instructions.</li> <li>- Considering and accepting the contributions, values and ideas from others.</li> <li>- Being considerate of others' feelings and their personal space.</li> <li>- Looking after the environment around me and using it appropriately.</li> <li>- Minimising waste and eliminating litter and pollution.</li> </ul>	<ul style="list-style-type: none"> <li>- Arriving on time and being organised.</li> <li>- Bringing all required equipment.</li> <li>- Using class time effectively.</li> <li>- Allowing everyone the right to learn</li> <li>- Behaving in a way that allows others to feel safe.</li> <li>- Seeking support from staff before and when issues occur.</li> <li>- Wearing the correct uniform at all times.</li> <li>- Attending all classes.</li> <li>- Actively seeking out and catching up on missed work in a timely manner.</li> <li>- Being honest.</li> <li>- Acting safely in the appropriate areas.</li> </ul>	<ul style="list-style-type: none"> <li>- Accepting challenges by having a growth mindset.</li> <li>- Making every day count.</li> <li>- Participating and completing all set work to the best of our ability.</li> <li>- Seeking assistance and feedback.</li> <li>- Giving and responding to feedback.</li> <li>- Setting goals and planning for success.</li> <li>- Revising the work completed in class.</li> <li>- Sharing strengths and skills with others.</li> </ul>	<ul style="list-style-type: none"> <li>- Being an active bystander by taking steps to make a difference.</li> <li>- Encouraging others to do their best.</li> <li>- Participating in extra-curricular activities.</li> <li>- Acknowledging and celebrating talent and success.</li> <li>- Allowing opportunities for everyone to participate.</li> <li>- Being active in improving the College.</li> <li>- Involving our families and carers in our learning.</li> </ul>
As well as the above, the College values are modelled in Digital Spaces by...				
<b>IN THE DIGITAL SPACE</b>  <i>(Includes: Social media, email, LMS, Compass, Websites)</i>	<ul style="list-style-type: none"> <li>- Using technology appropriately.</li> <li>- Acknowledging others' contributions and other sources by referencing appropriately.</li> <li>- Maintaining confidentiality and reporting misuse, abuse and inappropriate material.</li> </ul>	<ul style="list-style-type: none"> <li>- Only using your own account.</li> <li>- Protecting your password at all times.</li> <li>- Accessing sites that are related to your work.</li> <li>- Ensuring all devices are ready for use.</li> <li>- Saving and backing up drafts of your digital work regularly.</li> <li>- Using your College email to communicate with teachers.</li> <li>- Keeping your phone in your lockers.</li> </ul>	<ul style="list-style-type: none"> <li>- Using a range of appropriate resources and sites for research.</li> <li>- Using technology to extend your skills and knowledge.</li> <li>- Using technology to support creativity.</li> </ul>	<ul style="list-style-type: none"> <li>- Adhering to all relevant policies and legislation for ICT use.</li> <li>- Reporting unacceptable behaviour to relevant digital platforms.</li> </ul>

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 story 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 in this Handbook.

### Middle School — Years 9 and 10

Courses of study including a wide range of electives are outlined in the Middle School 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 and the Vocational Major are outlined in the Senior School Handbook.

These handbooks are available from the school, on the LMS, or on 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 2024

	Commences	Finishes
Term 1	30th January	28 <sup>th</sup> March
Term 2	15 <sup>th</sup> April	28 <sup>th</sup> June
Term 3	15 <sup>th</sup> July	20 <sup>th</sup> September
Term 4	7 <sup>th</sup> October	20 <sup>th</sup> December



## Session Times

Period	Times
Staff Briefing	8.50am – 8.55am
Warning Bell	8.55am
Form Assembly	9.00am – 9.12am
Period 1	9.14am – 10.14am
Period 2	10.16am – 11.16am
Recess	11.16am – 11.36am
Period 3	11.36am – 12.36pm
Period 4	12.38pm – 1:38pm
Lunch	1:38pm – 2:18pm
Period 5	2:18pm – 3:18pm

## 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. Mobile phones/electronic devices should be switched off and not visible in class. 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	<ul style="list-style-type: none"> <li>• Able to take responsibility for going beyond existing standards and creating own interpretations</li> <li>• Excellence achieved with relative ease</li> <li>• No longer relies on rules / guidelines / maxims</li> <li>• Grasp of situations and decision-making is intuitive</li> <li>• Vision of what is possible</li> <li>• Uses an analytical approach in new situations</li> </ul>
Proficient	<ul style="list-style-type: none"> <li>• Able to take full responsibility for own work and to coach others</li> <li>• Fully acceptable standard achieved routinely</li> <li>• Sees what is most important in a situation</li> <li>• Perceives deviations from the normal pattern</li> <li>• Principles vary according to situation</li> </ul>
Competent	<ul style="list-style-type: none"> <li>• Able to achieve most tasks using own judgement</li> <li>• Fit for purpose, though may lack refinement</li> <li>• Copes with multiple activities or information</li> <li>• Sees actions partially in terms of goals</li> <li>• Deliberate planning</li> <li>• Has standard and routine procedures</li> </ul>
Progressing	<ul style="list-style-type: none"> <li>• Able to achieve some steps using own judgement, but supervision needed for overall task</li> <li>• Straightforward tasks likely to be completed to an acceptable standard</li> <li>• Limited situational perception</li> <li>• Action based on attributes or aspects</li> <li>• All aspects of work treated separately with equal importance</li> </ul>
Beginning	<ul style="list-style-type: none"> <li>• Rigidly adheres to taught rules or plans</li> <li>• Needs close supervision or instruction</li> <li>• Unlikely to be satisfactory unless closely supervised</li> <li>• Little situational perception</li> </ul>

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.

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

## Uniform — Boys

### *Summer and Winter Uniform*

<i>Shorts</i>	CSC navy blue
<i>Windcheater</i>	CSC navy blue - with logo.
<i>Jumper</i>	CSC navy blue - woolen with logo. Optional item
<i>Shirts</i>	CSC white polo - with striped collar and logo. CSC white unisex cotton shirt - with logo. Shirt to be worn with the CSC tie.
<i>Trousers</i>	CSC tailored - navy blue.
<i>Tie</i>	CSC tie to be worn with the white unisex cotton shirt. Optional item.
<i>Socks</i>	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.
<i>Shoes</i>	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.
<i>Jacket (winter)</i>	CSC navy blue College jacket with logo.

## Uniform — Girls

### *Summer Uniform*

<i>Summer Dress</i>	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.
<i>Shorts</i>	CSC navy blue - no higher than 5cm above the knee.
<i>Windcheater</i>	CSC navy blue, with logo.
<i>Jumper</i>	CSC navy blue - woolen with logo. Optional item.
<i>Shirts</i>	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.
<i>Tie</i>	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.
<i>Trousers</i>	CSC tailored - navy blue.
<i>Socks</i>	Plain white - turned down anklet or knee high when worn with summer dress. Plain white, grey, or black when worn with trousers.
<i>Shoes</i>	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*

<i>Winter Skirt</i>	CSC school skirt - no higher than 5cm above the knee. To be worn in Terms 2 and 3, with navy tights.
<i>Tie</i>	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.
<i>Navy Tights</i>	To be worn with the winter skirt.
<i>Windcheater</i>	CSC navy blue - with logo.
<i>Jumper</i>	CSC navy blue - woolen with logo. Optional item.
<i>Shirts</i>	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.
<i>Trousers</i>	CSC tailored - navy blue.
<i>Socks</i>	Plain white, grey or black to be worn with trousers.
<i>Shoes</i>	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.
<i>Jacket</i>	CSC navy blue College jacket - with logo.

## Uniform Details — Sports

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

<i>Track pants</i>	CSC navy blue track pants.
<i>Shorts</i>	CSC school sports shorts.
<i>Skirt</i>	Navy blue netball skirt and navy blue sports briefs.
<i>Windcheater</i>	Navy blue windcheater - with logo.
<i>Shirt</i>	Navy blue polo - with striped collar and logo.
<i>Socks</i>	White socks — plain or with one or two navy stripes.
<i>Shoes</i>	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 Second-Hand 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.

Second hand 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 all students in Years 7 and 8.

This program is a time of self-discovery. It is an opportunity for students to learn more about themselves - their strengths and interests, and find new ones along the way. As well as learning about themselves, students will learn about the world of work. Together as a class, students will investigate jobs of the future and learn more about the rapidly changing world of work.

Each student completes an individual career action plan where they begin to develop the skills to plan their future career pathway.

## Special Programs

### Pastoral Care

Craigieburn Secondary College has worked closely with Craigieburn primary schools to develop students' welfare and achievement in the Middle Years. Students have a Personal Learning teacher to assist them with the process of transitioning into Secondary School. Teachers run activities which develop team and social skills, promote safety, and reduce bullying.

### 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.

### Transition Program

*Please note that all of the activities described below are subject to Departmental advice. This advice is pending at the time that this Handbook goes to print.*

The transition program begins with a Discovery Day for Grade 5 students, where students visit the College to participate in various high school activities. The aim of Discovery Day is to provide Grade 5 students with an initial positive experience of high school that they will then build on in Grade 6.

In Grade 6 the focus is on the change to the learning environment. Activities are planned to allow Grade 6 students the opportunity to settle into Year 7. Grade 6 students visit the College at least twice in the year and participate in a program of learning activities designed to familiarise the students with high school life. A range of transition activities are also arranged for each of our feeder primary schools. These include primary school information sessions, Grade 6 Open Day, various information evenings, and orientation days.

Once Year 7 Students have successfully enrolled at our College, the transition process is an ongoing focus. The transition process continues through the Ready to Learn Program, Year 7 BBQ, and the Year 7 Transitions Camp. Programs are also conducted at the conclusion of each school year to ensure that the transition process is seamless between each year 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                        | • Craigieburn Youth Centre             |
| • Breakthru                             | • Anglicare                            |
| • Child First                           | • Uniting ReGen                        |
| • Foundation House                      | • Connections Craigieburn              |
| • Salvation Army Re-connect Program     | • Shine Bright Psychology              |
| • Orygen Youth Health                   | • ACT for kids                         |
| • Headspace                             | • CASA House                           |
| • Royal Children's Hospital CAMHS       | • Arabic Welfare Inc.                  |
| • Department of Health & Human Services | • 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 7 and 8 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 2020 year, the design of the program will focus on implementing current pedagogy and preparing to support 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.

## Student Programs – Years 7 and 8 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 7	
Subject	Number of Periods Per Fortnight
English	9
Maths	9
Humanities	5
Science	5
PE/Health	6
Italian	5
Music / ICT (elective)	3
Food / Art (elective)	5
SEL	3

Year 8	
Subject	Number of Periods Per Fortnight
English	8
Maths	9
Humanities	5
Science	5
PE/Health	6
Italian	5
Music / Art (elective)	5
Technology / Food (elective)	5
SEL	2

In Year 7 and 8, the electives are semester-long subjects.



## Year 7 Subject Information

### Art

#### Description

With a focus on 2D and 3D art, students are introduced to a variety of materials, skills and techniques, including painting and drawing, design, and sculpture. They explore, develop and extend their ideas, finding solutions in different media. Students develop their knowledge of art language and apply this to art analysis at an emergent level. They study the work of other artists, developing an understanding of past and present historical and artistic contexts.

#### Outcomes

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

- Create a variety of artwork using a range of skills, techniques and processes, in drawing, painting, print making and sculpture/ceramics.
- Explore and respond to a variety of art works from selected styles and artists.
- Use appropriate art language in the discussion of their own and others' work.

#### Assessment Tasks

Students will be assessed on their creative responses to 2D and 3D art-making, criteria attached to the practical artwork, written art appreciation, participation in class activities, and finished artworks.

### 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 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.



## English

### Description

The development of literacy is central to the English Curriculum. Students are taught various literacy skills to speak, listen, read and write for a range of different purposes. Students will use their literacy skills to recognise and select language appropriate to different situations. In order to do this, students study the specific genre features of films, narrative prose, and multi-modal texts.

### Outcomes

Students should satisfy the Year 7 Curriculum Standards for English, with a main focus for achievement related to:

- The ability to speak, listen, read, view and write with enjoyment, purpose, effect and confidence in a wide range of contexts
- A knowledge of the ways in which language varies according to context, purpose, audience and content, and the capacity to apply this knowledge
- A knowledge of the linguistic patterns used to construct different texts, and the capacity to apply this knowledge, especially in writing
- A broad knowledge of a range of texts and a capacity to relate this to aspects of contemporary society and personal experience

### Assessment Tasks

Students are assessed on their ability to read, write, speak and listen. In order to demonstrate these skills, students are expected to:

- Respond in writing to a novel
- Read different text types using literacy strategies
- Create oral presentations using multi-modal text types

## Humanities

### Description

The Historical Component of the Humanities Course across Years 7 & 8 will focus on the Ancient to the Modern World. In Year 7, students build on their inquiry and historical skills by developing an understanding of how to evaluate sources using a variety of methods. Students will study ancient societies including the rich culture of Indigenous Australia some 40,000 years ago. As part of Civics and Citizenship, students will gain an understanding our parliamentary system and the democratic process of elections. Students also undertake an explicit Geography unit where they build on their geographical knowledge and understanding by exploring the topic of Place and Liveability. Furthermore, students build on their geographical inquiry and skills by completing a variety of practical tasks.

### Outcomes

The course complies with the Curriculum Standards and covers three areas of the Humanities Learning Area:

- History
- Geography
- Civics and Citizenship

### 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 8, and are then offered as an elective from Year 9 to Year 12.

### Italian

#### Description

A communicative approach to the study of Italian is adopted. Students practise and develop the four language skills: listening, speaking, reading and writing in Italian. An awareness and understanding of the various aspects of the Italian culture and geography are also incorporated.

#### Outcomes

Students are introduced to the Italian language focusing on reading, writing and oral components. They develop initial literacy in Italian and begin to develop their skills in using the language in a practical setting.

#### Assessment Tasks

Participation in daily oral activities, satisfactory completion of listening, reading, written grammar and vocabulary exercises, cultural and geography units, written work requirements, tests and satisfactory maintenance of a workbook.

### Mathematics

#### Description

At Craigieburn Secondary College, students will be supported to develop their basic numeracy and mathematical skills and thinking through their engagement in a wide variety of units and topics. Learning is supported through the Fluency program which assists students to access learning at their level. Their problem solving and mathematical thinking skills are further enhanced and consolidated in problem solving lessons and Rich Tasks which encourage students to apply their thinking and learning to real world problems.

#### 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 carry out procedures and methods where 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 sophisticated situations.

#### Assessment Tasks

Skills practice and applications will include skill exercises, tests, investigative or Rich Tasks and problem solving.



## Music

### Description

Year 7 music sees students study compositional techniques, traditional notation, practical performance skills and critical listening. Students compose an original work using SoundTrap, where they experiment with digital music and loops and manipulate these to achieve various expressive outcomes. Year 7 students also engage in practical performance activities, where they will demonstrate their knowledge and understanding of graphic and traditional notation in a hands-on context. Critical listening is embedded throughout the Semester, where students will listen and respond to musical works from a variety of styles, time periods and cultures.

### Outcomes

Students will demonstrate knowledge, understanding and skill in all areas of Music Curriculum Standards including:

- Music Practices
- Presenting & Performing
- Exploring & Expressing
- Responding & Interpreting

### Assessment Tasks

- Music Analysis Task
- SoundTrap Digital Composition
- Group Performance (practical)
- Music Language Test

## Physical Education, Sport and Health (PESH)

### Description

Students will study topics such as Fitness Components and the Sociology of Sport. The theory and practical components are closely linked so that students are able to practice and experience what they are learning in theory classes during their practical classes. Students will explore a range of health topics including Influences of Adolescents and Changes and Challenges associated with Puberty. Students will also participate in a variety of different sports and activities such as Athletics, Minor Games, Invasion Sports, Football Codes, Dance, and Recreation. Physical Education, Sport and Health aims to develop active and informed members of society who use physical activity as a way to maintain health and wellbeing.

### Outcomes

Students will also be able to:

- Proficiently perform motor skills which are appropriate to specific games.
- Develop a strong sense of teamwork and cooperation through the participation in practical activities.
- Identify the sport and health related fitness components and link them to sport and everyday life.
- Breakdown a particular skill and give appropriate feedback to improve the skill.
- Select and use appropriate strategies to effectively manage individual conflict and assist others in resolution processes.
- Describe the physical, emotional, and social changes that occur throughout puberty.
- Identify outcomes of risk-taking behaviours and evaluate harm-minimisation strategies.
- Identify the health concerns of young people and the strategies that are designed to improve their health.

### Assessment Tasks

Students will be assessed through individual and group assignments, class participation, and workbook completion.

### Additional Comments

Note: Some activities may incur a small cost.

## Social and Emotional Learning (SEL)

### Description

Students undertake a personal investigation into their own personal strengths and learn how to apply these strengths within different contexts. Students learn emotional self-management and the ability to recognise the characteristics of respectful relationships in a range of contexts and explore personal values and how they may differ. Through collaborative and restorative circles students explore forms of conflict and reflect on the appropriateness of strategies to avoid or resolve conflict. By investigating personal, social and cultural factors students learn the importance of empathy and the acceptance of diversity for a cohesive community.

### Outcomes

- Students will be able to:
- Reflect on the influence of emotions on behaviour, learning and relationships.
- Identify their emotions, linking feelings, values and thoughts.
- Demonstrate a growth mindset.

- Reflect on strategies to cope with difficult situations and are able to justify their choice of strategy demonstrating knowledge of resilience and adaptability.
- Explain the impact of valuing diversity and promoting human rights in the community.
- Explore different values and beliefs of different groups in society, by examining prejudices and biases.
- Identify indicators of respectful relationships in a range of social and school-related situations.
- Reflect on their role to promote personal, family and community well-being.
- Explore forms of conflict and reflect on the appropriateness of strategies to avoid or resolve conflict.
- Participate in school and community events and activities that contribute to improving community issues.

#### Assessment Tasks

Students will be assessed through individual and group assignments, class participation and workbook completion.

### Science

#### Description

Students learn to think scientifically and apply their understandings through the use of scientific methods. Practical skills of conducting experiments safely and writing of practical reports are emphasised. Students learn different methods for separating mixtures and the particle model of matter. They investigate Laboratory Safety and the Branches of Science; the Night Sky; Forces; Ecosystems; and Matter and Mixtures.

#### Outcomes

Students should satisfy the requirements of the Curriculum Standards.

#### Assessment Tasks

Assessment will include a variety of tasks such as scientific poster, practical reports, workbook and tests.



## Food Studies

### Description

Students are introduced to health and safety practices relevant to food preparation. They are also made aware of the terminology used in cookery. They examine basic nutrition based on the five food groups and Australian Guide to Healthy Eating. Students become aware of the technology design process, which is used to develop and evaluate food products.

### Outcomes

Students will have an understanding of the concepts of the dietary models studied. They will develop their organisational skills as well as understand written instructions in the form of recipes. They will also be able to justify, develop and implement design ideas, using some complex equipment and processes, and evaluate the efficiency of the processes used.

### Assessment Tasks

- Safety and Hygiene Practical Task
- Food Processes Assessment Task
- Dietary Analysis Assessment Task
- Design Process Assessment Task - Fruit Smoothie

## Information & Communication Technologies (ICT)

### Description

Students will investigate the social and ethical considerations with the use of ICT in modern society. Students will look into issues such as plagiarism, cyber bullying, sexting and cyber-safety. Students explore different types of networks and their suitability in meeting defined purposes. Students will learn to design simple algorithms and implement their design using a programming language.

### Outcomes

The ICT outcomes are organised into five interrelated elements:

- Applying social and ethical protocols and practices when using ICT
- Investigating with ICT
- Creating with ICT
- Communicating with ICT
- Managing and operating ICT

### Assessment Tasks

Students will be assessed through a variety of tasks such as Presentation, Infographic, group projects and programming tasks.



## Year 8 Subject Information

### Art and Design

#### Description

Year 8 Art and Design introduces students to the areas of Visual Communication and Design whilst also extending their study of Art. Students will create artwork using a variety of media, techniques and skills. They will apply their understanding of art design and development through digital platforms. Their work focuses on the study of symbols and logos, design, printing, and sculpture. Students will also explore and respond to art works from a range of forms, times, traditions and cultures, and be encouraged to apply their knowledge in practical tasks.

#### Outcomes

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

- Design and create a variety of graphic, textiles and general artwork using a range of skills, techniques and processes.
- Analyse and respond to a variety of artwork from selected styles and artists.
- Use appropriate art language in the discussion of their own and others' work.

#### Assessment Tasks

Students will be assessed on their practical art work, written art appreciation, and participation in class activities.





## 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 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.

## English

### Description

The development of literacy is central to the English Curriculum. Students are taught various literacy skills to speak, listen, read and write for a range of different purposes with an emphasis on visual literacy in Year 8. Students will build upon their literacy skills to recognise and select language appropriate to different situations including analytical writing. In order to do this, students study the specific genre features of films, narrative prose, multi-modal texts, and textual responses.

### Outcomes

Students should satisfy the Year 8 Curriculum Standards for English, with a main focus for achievement related to:

- The ability to speak, listen, read, view and write with enjoyment, purpose, effect and confidence in a wide range of contexts
- A knowledge of the ways in which language varies according to context, purpose, audience and content, and the capacity to apply this knowledge
- A knowledge of the linguistic patterns used to construct different texts, and the capacity to apply this knowledge, especially in writing
- A broad knowledge of a range of texts and a capacity to relate this to aspects of contemporary society and personal experience
- The capacity to critically discuss and analyse texts and language
- A knowledge of the ways textual interpretation and understanding may vary according to cultural, social and personal differences, and the capacity to develop reasoned arguments about interpretation and meaning.

### Assessment Tasks

Students are assessed on their ability to read, speak, listen and write. In order to demonstrate these skills students are expected to respond creatively and analytically to a variety of texts using oral, written and multi-modal text types.

## Humanities

### Description

The Historical Component of the Humanities Course across Years 7 & 8 will focus on the Ancient to the Modern World. Students will explore the European and Mediterranean World from 590 – 1500 AD where they will develop an understanding of Medieval Europe. This is where students investigate the different facets of Medieval society including: crime and punishment, the structure of society, medieval values and the Black Death. Students will develop their understanding of Economics and Business by examining what market forces impact on Australia's economy and study the qualities of successful entrepreneurs. Students will apply this knowledge to a business rescue. Students will then explore the Asia-Pacific World by learning about the Polynesian expansion across the Pacific. Students learn about the origin and spread of Polynesian settlers throughout the Pacific and explore their way of life, including their use of environmental resources.

### Outcomes

The course complies with the Curriculum Standards and covers four areas of the Humanities Learning Area:

- History
- Civics and Citizenship
- 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 will continue learning Italian. Learning a language is compulsory to Year 8, and then is offered as an elective from Year 9 to Year 12.

## Italian

### Description

The course will emphasise communication skills in real life situations. Students will continue to practise and develop the four language skills: listening, speaking, reading and writing in Italian. Cultural and geographical topics are also introduced to students.

### Outcomes

Students continue to develop knowledge and understanding of Italian, again focusing on reading, writing and oral components.

### Assessment Tasks

Participation in daily oral activities, satisfactory completion of listening, reading, written grammar and vocabulary exercises, cultural and geography units, written work requirements, tests and maintenance of a workbook.

## Mathematics

### Description

At Craigieburn Secondary College, students will consolidate their learning through problem solving lessons and Rich Tasks. Through these tasks students are supported to develop their numeracy and mathematical thinking skills by engaging in targeted lessons that are designed to both meet them at their current level and to challenge and extend their skills and reasoning. The use of Rich Tasks encourage students to see the links between the concepts learning and application in the world outside the classroom.

### 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 carry out procedures and methods where 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 sophisticated situations.

### Assessment Tasks

Skills practice and applications will include skill exercises, tests, investigative or Rich Tasks and problem solving.



## Music

### Description

Year 8 Music students begin by exploring the world of video game music. Students work through a compositional portfolio to create and produce their own three-part soundtrack to a video game narrative they have created. Students also build on their knowledge of traditional music notation, and use this to participate in practical performances using a range of instruments. Year 8 Music students also investigate careers in the music industry and look at pathways within performance and production.

### Outcomes

Students will demonstrate knowledge, understanding and skill in all areas of Music Curriculum Standards including:

- Music Practices
- Presenting & Performing
- Exploring & Expressing
- Responding & Interpreting

### Assessment Tasks

- Video Game Music Composition
- Music Industry Career Research Project
- Group Performance (practical)
- Music Language Test

## Physical Education, Sport and Health (PESH)

### Description

Students will study topics such as Game Analysis and Sport Education for Physical Education Program (SEPEP). The theory and practical components are closely linked so that students are able to practice and experience what they are learning in theory classes during their practical classes. Students will explore a range of health topics including Health concerns of Young People and Respectful Relationships. Students will participate in a variety of different sports and activities such as Athletics, Minor Games, Striking and Fielding, Net/Wal and Invasion Sports. Physical Education, Sport and Health aims to develop active and informed members of society, who use physical activity as a way to maintain health and wellbeing.



### Outcomes

Students will be able to:

- Demonstrate respect and acknowledge diversity of others.
- Select and use appropriate strategies to effectively manage individual conflict and assist others in resolution processes.
- Describe the physical, emotional, and social changes that occur throughout puberty.
- Identify outcomes of risk-taking behaviours and evaluate harm-minimisation strategies.
- Identify the health concerns of young people and the strategies that are designed to improve their health.
- Determine personal learning goals and monitor their progress as learners.
- Present points of view on contemporary issues and events.
- Participate in school and community events and participate in activities to contribute to improving community issues.

### Assessment Tasks

Students will be assessed through individual and group assignments, class participation, and workbook completion.

### Additional Comments

Note: Some activities may incur a small cost.

## Science

### Description

Students develop inquiry skills and discover the answers to questions about the natural and physical world. They gain insight in to the way science is applied and the work conducted by scientists within the community. Students strengthen their scientific technique and use of equipment through the investigation of energy, matter, chemical reactions, the human biological system, cells of animals and plants, as well as geological science.

### Outcomes

Students should satisfy the requirements of the Curriculum Standards.

### Assessment Tasks

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

## Social and Emotional Learning (SEL)

### Description

Students undertake a personal investigation into their own personal strengths and learn how to apply these strengths within different contexts. Students learn emotional self-management and the ability to recognise the characteristics of respectful relationships in a range of contexts and explore personal values and how they may differ. Through collaborative and restorative circles students explore forms of conflict and reflect on the appropriateness of strategies to avoid or resolve conflict. By investigating personal, social and cultural factors students learn the importance of empathy and the acceptance of diversity for a cohesive community.

### Outcomes

Students will be able to:

- Reflect on the influence of emotions on behaviour, learning and relationships.
- Identify their emotions, linking feelings, values and thoughts.
- Demonstrate a growth mindset.
- Reflect on strategies to cope with difficult situations and are able to justify their choice of strategy demonstrating knowledge of resilience and adaptability.
- Explain the impact of valuing diversity and promoting human rights in the community.
- Explore different values and beliefs of different groups in society, by examining prejudices and biases.
- Identify indicators of respectful relationships in a range of social and school-related situations.
- Reflect on their role to promote personal, family and community well-being.
- Explore forms of conflict and reflect on the appropriateness of strategies to avoid or resolve conflict.
- Participate in school and community events and activities that contribute to improving community issues.

### Assessment Tasks

Students will be assessed through individual and group assignments, class participation and workbook completion.

## Food Studies

### Description

Students are introduced to safe food preparation practices that involve an understanding of cross contamination and the temperature danger zone. They will focus on the introduction of key processes in a recipe and justify the importance of the processes in contributing to a successful end product. Students will continue to work through the technology design process, further focusing on developing and justification of ideas and evaluation. Students are introduced to the topic of food sustainability and food wastage.

### Outcomes

Students will have an understanding of how to follow safety and hygiene procedures within a kitchen setting. They will develop skills relating to effective planning and management of time. Students will understand key ingredients and processes in recipes and how these can impact a final product. Students will also be able to extend their knowledge on the design process by implementing and justifying design ideas and evaluating their outcomes. Students will develop an understanding of sustainable food practices and behaviours that can minimise food wastage.



### Assessment Tasks

- Safety and Hygiene Practical Task
- Recipe Folio - Recipe Analysis Plan
- Design Process Assessment Task - Buddha Bowl
- Food Waste - 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 such as timber, metal and plastic.

### Outcomes

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

### Assessment Tasks

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





Responsibility  
Respect  
Community  
Respect  
Responsibility  
Achievement  
Community  
Respect  
Community  
Achievement  
Achievement  
Responsibility