



Craigieburn Secondary College

JUNIOR YEARS — Years 7 and 8 College Handbook 2026 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

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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 leadership structure. 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 2026 and appreciate the achievements of your fellow students.

Kate Morphy

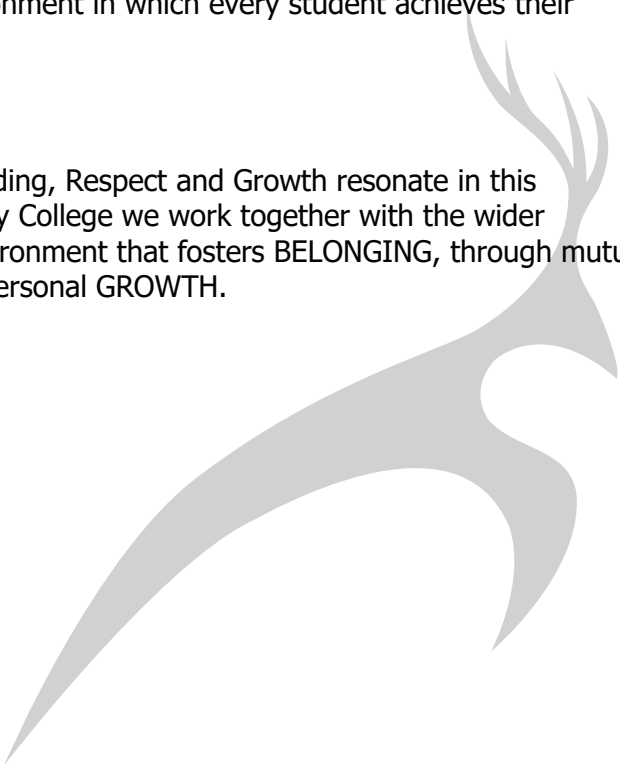
Principal

OUR VISION

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

OUR VALUES

Our values of Belonging, Understanding, Respect and Growth resonate in this statement: At Craigieburn Secondary College we work together with the wider community to create a learning environment that fosters BELONGING, through mutual RESPECT, UNDERSTANDING, and personal GROWTH.



General Information

<i>School Address</i>	102 Hothlyn Drive Craigieburn Victoria 3064
<i>Phone</i>	+613 9308 1144
<i>Email</i>	craigieburn.sc@education.vic.gov.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>	Mrs Vianka Dass
<i>Year 8 Assistant Principal</i>	Mrs Vivian Sipsas
<i>Year 7 Leading Teacher</i>	Mr Aleksander Liber
<i>Year 8 Leading Teacher</i>	Mr Will Sayers

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). SWPBS is a school improvement framework that helps to improve student behavioural, wellbeing, and academic outcomes.

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;
- A dedicated Social Emotional Learning Curriculum at Years 7-10;
- 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.

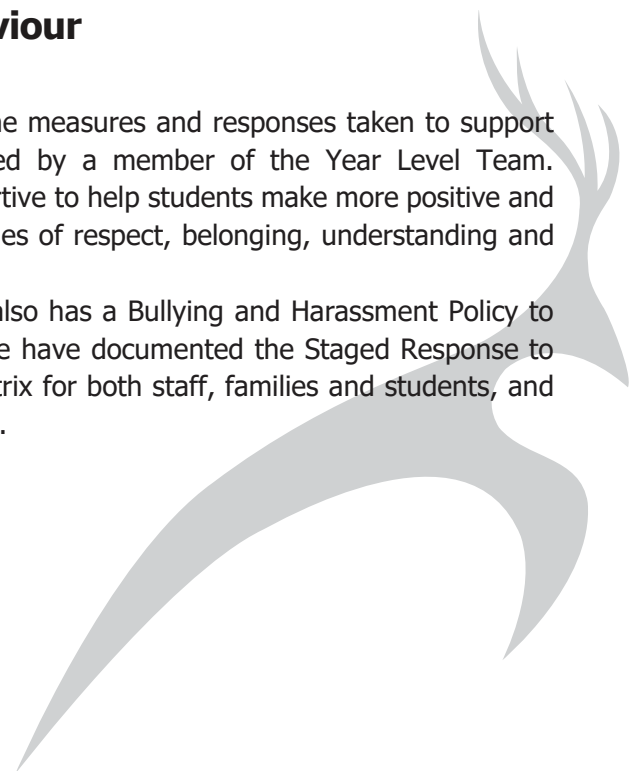
Craigieburn Secondary College expects its students to:

- Work to the best of their ability;
- Follow our colleges values and expected behaviours;
- 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 Staged Response comprehensively outlines the measures and responses taken to support correction of behaviour; usually this is conducted by a member of the Year Level 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, belonging, understanding and growth.

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.





CSC BEHAVIOUR MATRIX

In the classroom

	ALWAYS	CLASSROOMS
RESPECT	We are mindful of the personal space and belongings of others and keep our hands and feet to ourselves.	We leave the classroom clean.
	We actively listen when others speak and follow our teachers instructions.	We make the most of our learning opportunities, valuing everyone's right to learn.
	We use manners and kindness when communicating with others.	We put our hand up when we have something appropriate to share.
BELONGING	We speak out against any discriminatory comments and actions, including sexism, homophobia, racism and ableism.	We create a safe environment where everyone feels welcome.
	We wear our school uniform with pride.	We contribute and participate in class activities.
	We celebrate our diversity and our uniqueness.	We collaborate with others to improve our learning.
GROWTH	We set goals and accept challenges through having a growth mindset.	We attend all classes and make everyday count.
	We build our transferable skills to become lifelong learners.	We show up to class on time and ready to learn, giving all tasks a go.
	We model and work to demonstrate our college values in all settings.	We know that mistakes are a part of learning and will take on feedback to improve.
UNDERSTANDING	We are open to learning new things about our world and other people	We know taking risks can be scary so we support others when they have a go.
	We know being self aware is a starting point for being socially aware.	We use our own and others experiences with new knowledge to help make sense of our learning
	We know where we are at with our learning and what to do next	We check our understanding by applying new learning to a different context



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College Administration

The College has a 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, home economics rooms, and engineering and woodwork rooms. Our campus also features a Performing Arts Centre.

The College has a two-story middle year's building, comprising of a modern library, science room and state of the art classrooms. This building is shared with Craigieburn South Primary School.

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

A two-room sickbay, which is run by a staff member with First Aid qualifications, 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 study either VCE Units 1-4 or the VCE Vocational Major as outlined in the Senior School Handbook.

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

Student Leadership

At Craigieburn Secondary College, student leadership is built on the foundation of the college's core values, Respect, Growth, Belonging and Understanding. From College Captains who embody these values to Community Captains who bridge connections with the wider community, leadership is woven into every aspect of life for our students at Craigieburn Secondary College. Through the Student Representative Council (SRC), Student Improvement Team (SIT), and dedicated Year Level Leaders, students are empowered to drive positive change, shaping a vibrant and supportive educational environment. Our student leadership team work closely with students, teaching staff, support staff, leadership teams and the principal team throughout the year, ensuring that student voice is heard and embedded throughout Craigieburn Secondary College. The application process occurs in Term 4 of each school year, in preparation for the following year. For information on applying, please speak to your year level leaders or the Student Voice, Agency, and Engagement Leader.

Term Dates for 2026

	Commences	Finishes
Term 1	27th January	2nd April
Term 2	20th April	26th June
Term 3	13th July	18th September
Term 4	5th October	18th 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

Attendance

The Department of Education (DE) states it is a legal requirement that all students attend school until 17 years of age and aim for a 90% attendance rate to be achieving academically, socially and emotional at school.

College policy is that students attend all classes as per Compass scheduling/timetables. Each morning, rolls are marked by the Form Teacher during Form Assembly to account for students on school grounds and for college information to be provided. In all other classes teachers mark an attendance roll and update rolls for lateness throughout the class. Attendance can be tracked via the Compass APP attendance feature.

Based on teacher roll marking, a Compass automated notification of student absence is sent daily via Compass SMS messages, including a Compass chronicle email requesting absence be reasonably explained for absences to be updated accordingly as per DE absence codes. Families may also be notified of absences during meetings, or via phone contact, and for student truancy.

Contact is made with the families of students who do not attend school or miss classes without approval. Unexplained absence staged response level chronicle letter emails are generated termly for absences to be reasonably explained. 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 by the primary parent/guardian contact on CASES21 system.

Parents/guardians will be notified via Compass chronicles emails acknowledgement of explained absences and how explanations may be deemed approved or unapproved based on the evidence/reason provided. Students' attendance rates are communicated via Compass chronicle emails termly encouraging parent/guardian contact if additional support is required. Assistant Principal generated attendance 'Nudge Letters' are posted encouraging parent/guardian contact to work with families to improve students' attendance and engagement at school outcomes.

Reporting Absences

Parents/guardians are advised that a written, signed and dated note, a Compass attendance note or phone contact or an absence voice message or email at attendance@craigieburnsc.vic.edu.au is required to explain all absences from school, including lateness. This is a legal requirement, and we seek your assistance in this matter promptly. 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 to discuss an extended absence learning plan so that the school can provide continued learning support where appropriate and update absences according to DE absence coding requirements.

Craigieburn Secondary College will keep a record of the reason given for each absence. The Principal or Principal delegate will determine if the explanation provided is a reasonable excuse for the purposes of the parent/guardian meeting their responsibilities under the *Education Training Reform Act 2006* and the School Attendance Guidelines. Student attendance records are uploaded daily to the DE for bench marking and accountability purposes and may be referred to the region *School Attendance Officer* and Victorian Government third party human service organisations when a student's whereabouts are unknown, extended absences are unexplained or for welfare purposes.

Attendance Tracking

Students' attendance is tracked period by period to account for students in class and students who are out of class without permission (deemed truant and communicated via Compass chronicles); and students who may have signed in late or departed early with parent/guardian permission. Students' attendance is impacted when they are absent from classes (approved/unapproved) under the DE 2-hour rule - for students to be considered present they must be 2 hours present or late in the morning and afternoon sessions or will accrue a half day absence from school, reportable to DE and services.

Awards

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

The following awards are given:

- Effort for each subject.
- Achievement 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.

Bathroom Access

Based on teacher/staff discretion, students may be given permission using a teacher/staff toilet pass to access the bathroom facilities during 30 mins of class time. Access is restricted in the first and last 15 mins of class time, unless medically exempt and approved. Bathroom and toilet facilities are recommended to be accessed before school and during break times for students to avoid missed learning and to minimize class disruptions. One student per class may access bathrooms at one time and students may be returned to class due to long wait times or closed facilities. Student attendance at bathroom facilities is recorded for OHS and duty care purposes.

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 via Compass. Students not in full uniform or not giving full co-operation to staff at all times will forfeit privileges to attend.

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 inter-house competitions, such as swimming and athletics.

A range of interschool sports are offered throughout terms 1 to 3, for all year levels. 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

All students who are absent from Form Assembly are required to SIGN IN via the relative Executive Officer's (EO) office with a reasonable excuse from a parent/guardian. Students who arrive late without parental/guardian consent will receive a demerit and deemed truant.

Leaving Early

No students should leave school grounds unless they have SIGNED OUT with a reasonable excuse from a parent/guardian. The Hothlyn Drive Shops are out of school bounds during school hours, take-away food is not permitted on school grounds.

Lockers and Valuables

Lockers are provided for students to store their bags and belongings. 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.

Everyday Counts at Craigieburn Secondary, therefore students must attend each day or have a valid reason for non-attendance (such as illness with medical certificate, dentist appointment, 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 are banned for all students at Victorian state primary and secondary school, to help reduce distraction, tackle cyber bullying and improve learning outcomes for students.

- This is a Ministerial policy formally issued by the Minister for Education under section 5.2.1 (2)(b) of the Education and Training Reform Act 2006.

Students who choose to bring a mobile phone/cellular device to school must have them switched off and securely stored during school hours. Exceptions to the policy may be applied if certain conditions are met. Exceptions can only be granted by the Principal. This policy also extends to associated Bluetooth devices (i.e. air pods/earbuds, watches).

For wider information around this please refer to the policy of the College's website.

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 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 jewelry 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 earmuffs 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 Year

Level Leading Teacher 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 2.0 (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. At the College, we also use developmental rubrics that outline the explicit skills that students need to show competency in, in order to master the overall understanding and application that is being assessed.

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 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 can 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 Family Liaison Officer or Assistant Principal.

Please read the following information carefully.

<i>Logo</i>	A school logo is required on all upper garments.
<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 or the College scarf are to be worn.
<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. shorts. Plain black or grey when wearing trousers.
<i>Shoes</i>	Black leather lace up 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.
<i>Jacket (winter)</i>	CSC navy blue College jacket with logo.
<i>Summer Dress</i>	CSC school dress - no higher than 5cm above the knee. To be worn and 4 – wear with turned down anklet or knee high white socks
<i>Winter Skirt</i>	school skirt - no higher than 5cm above the knee. To be worn in Terms 2 and 3, with navy tights.
<i>Navy Tights</i>	To be worn with the winter skirt.

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 3:30-4.30pm. 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. A supervising teacher 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 school's information and resource centre. It provides learning resources for all students and teachers in the form of books, graphic novels, databases, audiobooks, eBooks, internet access and more. 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 to become independent and efficient researchers. Members of the library staff are always happy to help with enquiries and provide assistance.

The library is open to students at lunchtime for a range of purposes, including studying, reading, playing board games & video games, or just as a space to hang out quietly and relax. During class time students can come to the library to study, research, and to use computers. If you want to visit the library outside these times, for instance before school or during recess, access will be available if staff are on duty.

Students may borrow four books for two weeks. It is important that all books are returned on time and in good condition so that our resources can be shared fairly. Books borrowed from the library can be returned at any time via the returns chute located next to the entrance door.

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.

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 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

MultiLit Reading Program

Our corrective reading program at CSC uses a well-researched program named MultiLit developed by Macquarie University.

MultiLit supports and extends reading development by explicitly teaching decoding, accuracy and fluency skills. Students are selected based on testing to qualify to be part of the program. MultiLit groups run with a maximum of five students in one-hour sessions at least three times a week. Research suggests the major benefits of the MultiLit Program are:

- Reading with more independence
- Reading with greater accuracy
- Reading with greater fluency
- Growing confidence with reading more complex texts

The MultiLit 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 semester or year. At the end of the program the students are re-tested to ascertain their reading level progress and next steps.

Transition Program

In Year 6 the focus is on the change to the learning environment. Activities are planned to allow Year 6 students the opportunity to settle into Year 7 and develop positive relationships with peers and teachers. Year 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 secondary school life. A range of transition activities are also arranged for each of our feeder primary schools. These include primary school information sessions, Year 6 Open Day, various information evenings and Orientation Day.

Once Year 7 Students have successfully enrolled at our College, the transition process is an ongoing focus. This process includes structured learning in the Social and Emotional Learning curriculum and our special events such as our Year 7 BBQ, teachers versus students' activities and a year level camp. Programs are also conducted at the conclusion of each school year to ensure that the transition process is seamless to the following 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.

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, 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
- The Zone
- Odyessey House
- Royal Children's Hospital CAMHS
- Department of Health & Human Services
- Craigieburn Youth Centre
- Anglicare
- Uniting ReGen
- Connections Craigieburn
- Drummond Street Services
- 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 Year Level team.

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 Form Teacher, 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

Compass

Compass is a web-based and APP school management system that has enabled the College to streamline communication with students and families. The College uses Compass to support student management and school operations, including attendance and roll marking, semester reports and GPA progress reporting, booking Parent/Guardian Teacher Interviews, calendars and event and school payments, news and school notifications (Newsfeed), and communicating with families as per our Student Wide Positive Behaviour Support framework. The College can receive feedback from students/parents/guardians via the 'Insights' survey and questionnaire module. Compass works on all modern internet browsers or on smart mobile phone devices, with parents/guardians encouraged to download the Compass APP to receive school communications. Parent/guardian and student login details are provided by the school, not Compass. After security checks, parent/guardian usernames and passwords can be accessed via the general office during school hours.

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, Health and Physical Education, Humanities, Languages, Mathematics, Science, Technologies, Four Capabilities and 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 Craigieburn 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 in Mathematics enrichments and opportunities across all subject area 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 advance into VCE Mathematics Units 1 and 2 in Year 10.

The CEAP program continues to evolve and respond to best practice advice from the Department of Education and Training (DET). During the 2025 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
Mathematics	9
Humanities	5
Science	5
Health & PE	6
Language	5
Music / ICT (elective)	3
Food / Art (elective)	5
SEL	3

Year 8	
Subject	Number of Periods Per Fortnight
English	8
Mathematics	9
Humanities	5
Science	5
Health & PE	6
Language	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, and sculpture.
- 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 artmaking, 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

In Year 7, students develop historical skills by exploring an ancient society from Europe or Asia, examining its geographical features, social organisation, belief systems, significant events, economic achievements, and lasting legacies in the modern world.

They also continue to build their inquiry and historical thinking skills by studying the diverse and enduring cultures of Indigenous Australians, whose history spans over 65,000 years. Through this, students gain an appreciation of the complex technologies developed by Indigenous Peoples in response to dramatic climate changes, as well as the economic strategies that supported their continued survival from Deep Time to the present day.

As part of the Civics and Citizenship strand, students deepen their understanding of Australia's parliamentary system and the democratic election process.

In Geography, students investigate the concept of Place and Liveability, expanding their geographical knowledge and applying practical inquiry skills through a range of hands-on tasks designed to enhance their understanding of real-world environments.

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 a language. Languages are compulsory to Year 8 and are then offered as an elective from Year 9 to Year 12. Languages offered are Arabic and Italian

Language

Description

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

Outcomes

Students are introduced to a second language focusing on reading, writing and oral components. They develop initial literacy in the language 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



Health and Physical Education

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 the Influences of Adolescence and the 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 and Recreation. Health and Physical Education aims to develop active and informed members of society who use physical activity 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 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

- Food Processes Assessment Task
- Design Process Assessment Task

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 key concepts of Visual Communication and Design whilst also extending their study of Art. Students will create a developmental folio and finished artworks/designs using a variety of media, techniques and skills. They will apply their understanding of design and development through digital platforms. Their work will focus on the study of symbols and logos, design elements and principles, as well as the design process. 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 designs and general artwork using a range of skills, techniques and processes.
- Analyse and respond to a variety of designs and artwork from selected styles and artists.
- Use appropriate art/design language in the discussion of their own and others' work.

Assessment Tasks

Students will be assessed on their practical artwork, 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

Year 8 students will investigate historical contexts in Europe and the Pacific from 600 to 1750 CE, focusing on the Viking Age and Polynesian expansion. They will examine the social, economic, environmental, and political aspects of Viking society, including governance and justice systems, and compare these to modern-day Australian structures. Following this, students will explore the Asia-Pacific region through the study of Polynesian migration and settlement across the Pacific. They will investigate the origins and spread of Polynesian cultures and gain insight into their way of life, particularly their use and management of natural resources.

In Economics and Business, students will deepen their understanding of market forces that influence Australia's economy and analyse the characteristics of successful entrepreneurs. This knowledge will be applied in a business challenge, where students will design strategies to rescue a struggling business.

Additionally, students will explore the significance of water in the Australian context. As one of the driest continents on Earth, Australia faces unique challenges related to water scarcity and pollution. Students will examine the importance of sustainable water management and develop strategies to address threats to water systems.

Outcomes

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

- History
- Geography
- Civics and Citizenship
- 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 a second language in Year 8. Learning a language is compulsory to Year 8, and is then offered as an elective from Years 9 to 12.

Languages

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. Cultural and geographical topics are also introduced to students.

Outcomes

Students continue to develop knowledge and understanding of language, 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



Health and Physical Education

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 can 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/Wall and Invasion Sports. Health and Physical Education aims to develop active and informed members of society, who use physical activity 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 into 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.



Growth
Respect
Belonging
Respect
Growth
Understanding
Belonging
Understanding
Growth
Respect
Belonging
Understanding