

CRAIGIEBURN SECONDARY COLLEGE NEWSLETTER

**EDITION 5
TERM 3 2025**



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We acknowledge the Indigenous lands, waters, and gathering places on which we live, learn, and thrive.

We value the commitment and knowledge of Indigenous peoples, and we honour their teachings from the past that now inform our future.

We pay our respects to all Elders of the Wurundjeri People of the Kulin Nation and extend that same respect to Elders of other Indigenous communities with us today.

As a College, we make a commitment to taking a step forward in reconciliation and to the preservation of Indigenous cultures in Australia.



A Message from the Principal Team

We began this term with our NAIDOC week celebrations, a wonderful way to return from the holiday break and celebrate our value of Belonging as a school. Across this week, we honoured the history, culture and achievements of Aboriginal and Torres Strait Islander peoples.

The next three weeks of the term were framed by our Pathways theme, exploring future aspirations and encouraging our students to think about their academic and career goals. Year 12 Parent Teacher Interviews supported our senior students and their families to meet the challenges of the next few months, with a view to preparing for the October exams. In week 3, the Discovery Day activities and Year 10 Subject Selection Interviews combined with the Pathways Expo in the school gym to expose our students to possibilities and opportunities on offer. Subject selections for 2026 were also made by students in years 8 to 11 by the end of this week.

Our student achievements were showcased and celebrated in our year level Semester Awards ceremonies, attended by families and carers and connected to our school value of Growth. These awards recognise academic growth as well as progression in overall GPA performance and personal learning, and featured performances by our Instrumental students.

We've had a busy term with our sporting events, with students in our Intermediate Netball (years 9 and 10) qualifying for the final and students in our Rugby Academy representing the school in the Cameron Smith Under 14s and Cameron Munster U16s Gala Days. Languages Day in week 5 was an opportunity to celebrate the diversity of our community and students and staff enjoyed the lunchtime activities and sharing of food and culture. Also held in week 5, our instrumental music concert, Winter Wonderland, highlighted the talents of our student bands across all year levels and celebrated the hard work and skills of our Performing Arts students.

Our Curriculum Day in week 6 was an incredible success, with our staff learning about how to include Aboriginal and Torres Strait Islander perspectives in our curriculum. Staff also participated in further professional learning and planning about the Victorian Teaching and Learning Model 2.0, and then applied this understanding to curriculum review and documentation.

As we look towards the end of term 3, we are building towards our Parent Teacher Interviews for our year 7 to 11 students in week 9. This will be an important opportunity for students, families and carers to understand learning growth across term 3 and to link this growth to goals for term 4 and 2026 aspirations. In this period of reflection and goal-setting, the words of Leonardo da Vinci inspire us to have curiosity and a love of educational opportunity: 'Learning never exhausts the mind'.

CRAIGIEBURN SECONDARY COLLEGE

ATTENDANCE SUMMARY

Absence Communication:

Automated Messages: Parents receive text messages at 10 AM and 3 PM for absences.

Weekly Emails: Unexplained absences trigger Monday emails via Compass.

Reporting Absences: Use Compass, email, or call 9308 1144 to provide reasons and estimated return dates.

Attendance Expectations:

DET requires a **90%** attendance rate for student success.

School events and sports days are compulsory.

The '2-hour rule' means students must attend at least two hours in the morning and afternoon to be marked present.

Managing Lateness & Truancy:

Chronic lateness can lead to disengagement.

Unexplained lateness results in Compass emails and demerits.

Truancy notifications are sent if students are out of class without permission.

Support for Attendance Concerns:

Students with attendance below **90%** will receive; Compass alerts, support plans, and school interventions.

Chronic absenteeism may involve DET referrals for further support.

For assistance, contact the Attendance Team at;
attendance@craigieburnsc.vic.edu.au or call 9308 1144.

Let's work together—Every Day Counts!

<https://craigieburnsc.vic.edu.au/learning/attendance-matters/>



DOCTORS IN SCHOOLS

HELPING VICTORIA'S YOUNG PEOPLE ACCESS HEALTH CARE

The Doctors in Secondary Schools program funds an adolescent health-trained GP and a registered nurse to visit Craigieburn Secondary College once a week, offering medical advice and healthcare services to all our students.

The Doctors in School program is a free -Bulk Billing service.

Dr Vajna Rafeek is at Craigieburn Secondary College every Friday from 10 AM – 2 PM.

The doctor is a great place to start if you are concerned or needing help.

Services Include but are not limited to:

- Information or advice about any health issue.
- Medical and Health check-ups.
- Information or advice about your physical wellbeing.
- Healthy eating and exercise advice.
- Advice on relationship issues.
- Asthma Management & Action Plans.
- Mental Health & Wellbeing.
- Vision Checks.

The School Nurse



To book an
appointment
or for more
information
- please visit
the sick bay

ACCEPT

LOVE

ADVOCATE

SUP

ACH

EMPOWER

NAIDOC Week 2025 – Celebrating Strength, Vision & Legacy

In Week 1 of Term 3, Craigieburn Secondary College proudly celebrated NAIDOC Week 2025 within our community.

This year's theme, "The Next Generation: Strength, Vision & Legacy," highlighted the important role young people play in shaping our shared future. Throughout the week, students reflected on the strength to stand up for what is right, the vision to imagine new possibilities, and the legacy they are creating through their actions every day.

Students engaged with interactive PowerPoint activities that showcased inspiring stories from Aboriginal and Torres Strait Islander leaders, such as Cathy Freeman and Michael Long. These activities were both fun and thought-provoking, deepening cultural understanding while celebrating the achievements of First Nations peoples.

To make the week even more exciting, form groups competed for a pizza party prize, which encouraged participation and created plenty of energy across the school.

As always, we proudly acknowledged the Traditional Custodians of the land on which we learn and grow, and we paid our respects to Elders past, present, and emerging.

NAIDOC Week at CSC was a meaningful and memorable occasion, bringing together our values of belonging, respect, growth, and understanding while celebrating the strength, vision, and legacy of First Nations communities and our students.

Community and Engagement



Wear it Purple: Bold Voices Bright Future

I SHOW PRIDE BY BEING MY AUTHENTIC SELF.

YOU ARE ENOUGH, BECAUSE YOU EXPRESS YOURSELF.

My uniqueness is my power, and the world shines brighter because
I'm in it.

BEING DIFFERENT IS WHAT MAKES YOU UNFORGETTABLE, WEAR PURPLE WITH PRIDE.

AN INCLUSIVE COMMUNITY LOOKS LIKE ONE WHERE NO ONE
FEELS ASHAMED TO BE THEIR AUTHENTIC SELVES.

A BRIGHT FUTURE STARTS WITH BOLD VOICES.

I raise my voice for change.

BEING DIFFERENT IS REAL!! OWN IT.

To my future self, I hope you know how proud I am of how far
you've come, keep going.

You are seen, you are valued, you are loved.

IMAGINE WE WERE ALL THE SAME, HOW BORING. CELEBRATE OUR DIFFERENCES.

EVERYONE DESERVES TO FEEL LOVED.



LANGUAGES DAY

Good News Story – Sudi's Success

Sudi, a Year 12 VM student, recently visited the Pathways team seeking career advice. He was feeling quite anxious about his future and was eager to have a clear plan in place for life after Year 12. Raf worked closely with Sudi, developing a tailored action plan to help him gain clarity and direction. Together, they worked on improving Sudi's resume and cover letter, applied for several jobs on Seek, and Raf also referred him to one of his employer contacts who was looking for a first year apprentice.

Just a few days later, Sudi returned to share some exciting news he had been successful in securing an interview for one of the positions they had applied for with Raf's employer. However, due to nerves Sudi was hesitant about attending the interview. Raf stepped in to support him, confirming the interview time and location with the employer and running through interview techniques and mock interviews to help Sudi feel more confident. Recognising the importance of the opportunity, Raf arranged for Sudi to leave early to prepare and encouraged him to arrive well ahead of time.

Sudi took the advice on board, arriving 30 minutes early to the interview, where he was one of five applicants. His preparation and presentation impressed the employer, and he was offered the position. The employer provided excellent feedback about Sudi's professionalism and attitude.

Raf continued to support Sudi through the onboarding process, assisting with his employment contract. Sudi has now successfully completed his first week on the job and is set to begin his full time plumbing apprenticeship at the end of October, following the completion of Year 12.

We are incredibly proud of Sudi's journey and the determination he has shown. He has come a long way, and we wish him all the very best in his future career.

Pathways Team



Term 3 – Keepin' Busy

It has been a massive term 3 for year 10! From Discovery Day and meeting with teachers to plan what the final years of secondary school will look like, to trying to squeeze as much learning as possible out of a short term, year 10 across the board, from students to staff, have been kept incredibly busy!

Our term started off with the celebration of one of our own students – Niana Leausa – who was the successful recipient of the Hume Youth Opportunity Award. Over the course of her learning journey here at CSC, Niana has shown a perseverance and dedication to taking on feedback and working to improve her outcomes.

In the lead-up to the College's annual Discovery Day, the year 10 team ran a Year 10 into 11 Information evening, and the turn-out from our families was absolutely amazing! It was so wonderful to see so many students and families coming out to learn what lies ahead as we all prepare to navigate VCE together.

In the last few weeks, as we head toward the end of term, we'd like to take this opportunity to remind our year 10s that work experience takes place in the first week of December (1st – 5th), and that your forms need to be in ASAP!

Year 10 Team

What was your favourite part of the Hume Youth Opportunity Awards?

It was nice to be recognised for my hard work, and to be able to share this with my family and my teachers and Mr Fowles. (Niana, 10C)



What advice would you give to other students about planning for term 3 and work experience?

Get your work experience forms in EARLY! When the teachers say you need to be thinking about this in term 1, you really do. (Ashton Totoro, 10A)

NEW
IDEAS

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LOVE
YOURSELF
♡

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FOR A REASON

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BELIEVE
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Student Success Story

What was your favourite part of the CSC experience?

From the friends I've made, they've looked out for me to ensure I have a great social life at school

What advice would you give to other students about this?

Work, study and play hard, and enjoy your time at school. I want to be an engineer and make good of my studies while at school.

In our work on championing student experience, Craigieburn Secondary College (CSC) not only celebrates the achievements of our cohort, but also stories of new student experiences. Commencing at our college in this term with his younger brother, Victor has not only settled well into CSC, but has worked hard to build strong relationships with peers and teachers. Known for his polite and social nature, Victor has thrived with support of his friends, teachers and family.

Victor's academic achievements have included maintaining an excellent 100% attendance record, coupled with over 50 merits and 6 Student of the Week awards. Victor has a career aspiration in engineering, where he is currently studying Math Methods, Physics and Business Management, with a strong passion for sports.

Victor's father has raved about how the school community at CSC have provided unwavering positive encouragement and support to his sons. Victor's success has only fuelled his aspirations to seek greater opportunities, such as considering student sport programs in Year 12 next year.

We anticipate as a school community that these successes will foster his dreams and give him the bolstering he seeks as an emerging young leader in our Craigieburn Community.

Year 11 Team



Year 11 Mid Year Awards Ceremony

Belonging, Understanding, Respect and Growth are values we live by at CSC. These values have been celebrated through the academic and sporting achievements of our students, which have been manifested in our annual Mid Year Awards ceremony.

The Year 11 awards ceremony saw over 40 individual students, earn their awards with honour and excitement. These awards spanned across Academic Studies, Sporting Achievements, Community Values, Performing Arts and the highly coveted Principals Award for outstanding academic and attendance. Each candidate receiving their award was met with a thunderous applause from our audience, with great pride expressed from our year level Principal, Mr. McGavisk and our college Principal, Ms. Morphy.

A pivotal moment from the day, was when we had 20 students across Year 11 forms gathered for GPA improvement awards. Each student received accolades personally from Mr. McGavisk, highlighting a remarkable achievement. Our award ceremony concluded with parents, guardians and extended families expressing pride on how the college have provided unwavering positive encouragement for their children's success.

Year 11 Team

"Did I really get an award? This is the first time I have gotten an award!"
– Eysan Sahinkaya, 11A

"I did not know I was going to achieve an award, my parents are going to be very proud of me!"
– Saif Alzowaid, 11F



Year 11 News Term 3, 2025

As we approach the final weeks of Term 3 2025, we took a moment to reflect upon our work in fostering the Senior School experience, with our cohort settling into responsibilities of Year 11 VCE / VCE-VM. Our students worked hard to meet deadlines and outcomes vital for their journey into Year 12 in 2026.

The commitments from the Year 11 team ensure ongoing support complimentary to foster curiosity for learning and growth in our students' studies.

This has led to an exceptional GPA average of 3.4 this term across all subjects. We, of course, also have augmented the student experience through events such as the 4C's, Student Leadership Evening, Pasifika Family Fono, After School Homework Club and Birthday celebrations.

After a semester of collaboration between our student leaders, our work for the Year 12 outfits have been graciously received by students, staff and community members. We have no doubt that our cohort will continue to achieve much meaningful growth in their student experience during Term 4 2025.

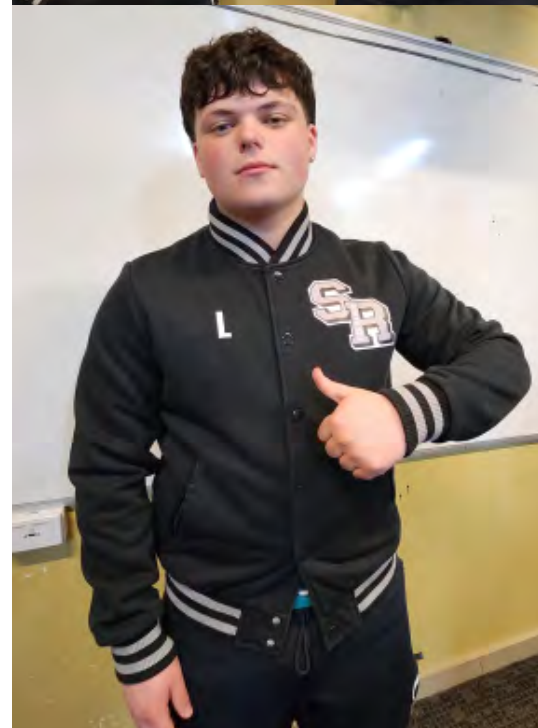
What was your favourite part of the Term 3 school experience?

Teriza: I am proud that our hard work for the Year 12 jackets has paid off where the students and families can celebrate our final year next year when we wear our outfits.

Ezrah: I am looking forward to the 4Cs and Rugby events, and I keep urging my brothers and sisters to work hard and play hard to make our families proud.

William: As a student leader, I know its important for me to lead by example and I also want my fellow students to always make the most of opportunities in Year 11.

Antonius: I feel that the effort with the senior school jackets has been worth it. I am proud of the work my fellow leaders have put in with the Community Team.



Y7 Short Story Competition for Book Week!!

This year, Book Week ran during Week 5, Term 3, with the theme: Book an Adventure! To celebrate and promote a love for literacy and all things book-related, the Y7 Form Teacher Leader Ms DeVincentis ran a Short Story Competition for Year 7.

Y7 students embraced the opportunity, and their entries were prepared with great dedication. So much so that it was quite a challenge for the panel to choose the winners! After careful consideration, however, the following students were awarded prizes:

1st Prize EAL Category ~ Muhammed Alrashed, 7A

1st Prize English Category ~ Leilani Manuel-Uili, 7F

2nd Prize English Category ~ Cherry Hanbunsri, 7B

3rd Prize English Category ~ Ayub Mohamed, 7F

Please read Leilani's 1st -prize-winning short story 'Copper's Diary' here. You're sure to be impressed by Leilani's incredibly creative and original writing style!

Well done to the winners and well done to all the Y7 students who entered the competition!! Their efforts really demonstrated the College value of Growth!!

Angela Antonas

FRONT PAGE



COPPER'S DIARY

September 23 1293

Today was a pretty good day, I guess. If you didn't count the fact that I got manhandled-

This morning I heard Yoba smack alarm clock again. Big Man's not gonna be happy. Outside I found this cool rock, it's quartz but it has cool spirals on it, and I found this cool stick that's shaped like an L. I threw it to see if it was a boomerang (weird shaped sticks that come back when you throw them. Big Man told me about them.).

Newsflash: it did not. Damn it.

I found something weird though. It was a rope in a circle, and it was directly under a tree. Of course, my thought it was a good idea to step into the circle. Only for the rope thingy to suddenly tighten and like wrap around my antlers and hoisted me up into the air. I was hanging there like a fricking fish on a line!! Then I heard laughing, and turned around to see: a human. He was dressed like Big Man back when he was a ranger, and he had weird bumps on his face that were red and looked like those things Big Man called pimples, the things that Yoba has on her forehead. She squeezes them sometimes, and this weird white stuff comes out, which she tried wiping on me (mission failed heheh).

Anyway, he started speaking in a language I didn't understand. But I could tell he was laughing at me. That made me sad, because my antlers were hurting. I tried untangling them, but I couldn't. Damn it part 2. I was up there for around three hours, cause the ranger left me there. Until Yoba came!! She was glaring daggers at me. Suddenly it didn't seem so bad that I was up there. She did get me down though, and dragged me back home by my wrist. Big Man came later, and apparently, I had marks around my antlers. (I couldn't see them, but I could deffo feel them.) He had to wrap something around them, which felt funny, but it definitely helped a lot.

After that little shenanigan, I was free to go off in the woods again- with Yoba though. We went down to the creek, and I found another cool rock. It was teal, and had stripes of darker teal. I gave it to Pretty Woman (Big Man's wife). Anyway, that's it. Uhhhhhh bye??



HANDS ON LEARNING: BILLY CART RACE

On Friday 1st August, after tireless weeks constructing them, the Hands on Learning program came together to race their one-of-a-kind Billy Carts. The Hands-on Learning crew brought speed, style, and just a little bit of carnage to the school grounds as they launched their billy carts into an all-out obstacle course showdown.

Each program day, with their uniquely designed Billy Cart, competed as a team through a series of trade-based challenges...

First, construct a drill and unscrew three screws as quickly as possible.

Second, work together to hit a tennis ball into a bucket.

And third, draw up a 25 degree angle using a rafter square.

Isabelle approached the race with laser-sharp focus and her tongue sticking out like a seasoned pro deep in concentration. Paired unevenly with Amir, she protested loudly mid-race, "I'm too little to push him!" Still, she gave it everything she had, and Amir, to his credit, seemed mildly amused.

Hands on Learning



Wednesday Group
'VL Turbo'



Thursday Group
'Dragon Wagon'



Friday Group
'25'



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EVERY
THING
HAPPENS
FOR A REASON

SMILE
PLEASE

DREAM
BIG!

REMEMBER
WHY YOU
STARTED

SEE
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GOOD

YOU
CAN
DO
IT

Discovery Day

Craigieburn Secondary College (CSC) was buzzing with excitement during its annual Discovery Day, a vibrant and informative event designed to help students explore their future education and career pathways. The day offered an engaging mix of opportunities for students to connect with tertiary institutions and gain insights into subject choices as they prepare for senior school.

A major highlight of the day was the Career Expo, which featured representatives from universities and TAFEs across Victoria. Students had the chance to speak directly with experts from institutions such as La Trobe University, RMIT University, Kangan TAFE, and many others. These interactions allowed students to ask questions, collect resources, and explore various study and career options available after secondary school. Throughout the day, all CSC learning areas, from the sciences and humanities to the arts and technologies delivered engaging presentations to showcase what each subject offers. These sessions gave students a deeper understanding of the learning experiences, projects, and skills involved in each subject area, helping them to make informed choices.

For Year 10 students in particular, Discovery Day played a key role in supporting their upcoming transition into VCE or VCE VM. Subject selection interviews were held to assist students in choosing the right combination of subjects based on their interests, strengths, and future aspirations. With guidance from teachers and pathway advisors, students were able to have one-on-one conversations about their goals and how best to achieve them. Discovery Day reflects CSC's strong commitment to preparing students for success beyond school by providing meaningful opportunities for exploration, planning, and support. The event was a valuable experience for students, staff, and families alike, setting a strong foundation for the academic and career choices ahead.

Meron Ayshoa Yr 12

"Attending the Discovery Day helped me realise my career path. I hadn't planned on finishing school, but now I feel confident about completing my education and working toward my future goals."
GABRIEL ALKUBBA 10B

" Before I attended discovery daymy future pathway choices were a complete mess. Discovery day allowed me to gain vital insight of what I want to do after school and had made me realise how much potential and opportunity I've got inside of me."
MERON AYSHOA 12F

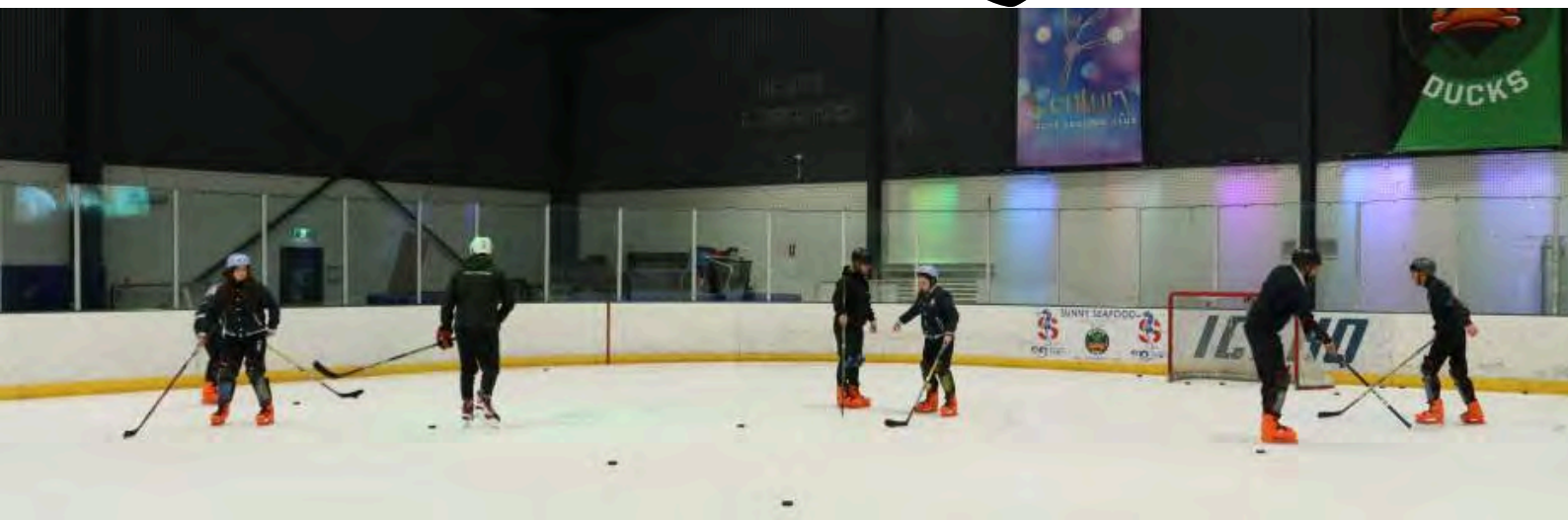
"Discovery day provided me with the opportunity to really understand the steps I need to take in order to achieve my future career goals."
TENAYAH-GRACE AZZOPARDI 12F

The two Year 12 Physical Education classes travelled to IceHQ in Reservoir to participate in an ice hockey excursion. Prior to the session, students got geared up in their skates and equipment and were given a safety lesson that included tips on falling safely and how to get back up again. The IceHQ staff then provided a skating lesson for all students, followed by a lesson in basic ice hockey skills for those who felt they were ready for the action. Some students had previous skating experience and could move around independently right away, whereas, others started off clinging to the boards (walls) or relying on skating aids.

The students did a great job of demonstrating the College value of growth through their resilience and determination at improving their skating skills. By the end of the session, almost all students could glide on the ice independently. They even, had a massive partner relay race that involved the skating aids.

The excursion helped enrich the students' learning experience and deepen their understanding of concepts covered in the Biomechanics unit, such as stability, momentum and friction. The excursion also provided an opportunity to record a written reflection for the upcoming SAC. Thank you to IceHQ for hosting us.

Mr Huang and Mr Muir
Year 12 PE teachers



Live your
life

I may
go home

Do
be

Live now

ive to give

Do you

Just do it

Be cool

Don't worry
be happy

Impossible is
nothing

Live to give

Never give
up

Clickview : Secure, educational videos on demand

Why ClickView Isn't Just Another Study Tool

Think of ClickView as your on-demand study buddy, handy, engaging, and totally tuned into what you actually need.

Videos That Actually Make Sense

ClickView serves up short, sharp videos that break down complicated topics into easy-to-get chunks with no fluff. Everything is picked to match what you're learning at school, so it's legit useful!

Interactive Quiz Stuff

Binge watching your school's content? Not here. Videos can become mini-quiz zones, letting you test yourself without writing anything down. Instant feedback helps you figure out what clicks and what doesn't.

Study Your Way

Struggling with a topic? ClickView lets you go back, re-watch, pause, and even test yourself at your own pace. Teachers can even send you videos straight to your device, perfect for when class just didn't click.

We've Got Your Back

ClickView's built to be fair and flexible. Auto-captions, immersive reader tools, text to speech, plus offline viewing if your Wi-Fi's acting up. Everyone gets a fair shot to understand.

Locker-Friendly and Private

No worries about ads or distractions, videos are safe, quietly encrypted, and free from pop-ups. It's just the content you need, uninterrupted.

Cool Extras: Films, Clips, and More

Love movies or documentaries? ClickView has you covered. Snip clips from Aussie films or studied texts, add interactive questions, and share them in class or keep them for study ideas later.

Library Team



Log in

Students can log in with their school email at clickview.net



Need support?

If you need support managing your child's eduPass account, visit vic.gov.au/edupass-students

Year 12 – Celebrations and Key Information!

A Night to Remember: Year 12 Formal

The Year 12 Formal was a huge success, filled with delicious food, dazzling outfits, and some truly impressive dance moves. Congratulations to all the winners of the Seniors Crowning awards – well deserved! A big thank you to our School Captains for facilitating the fun and ensuring the night ran smoothly. Special appreciation goes to George from I Am NSA for providing the drumming beats that kept the dance floor alive, and to Johanna from JG Event Hire for creating the stunning backdrop that set the perfect scene.

Science in Action: Biology & Chemistry Excursion

Our Year 12 Biology and Chemistry students recently enjoyed an excursion that brought their studies to life. Chemistry students visited the School of Chemistry to complete advanced experiments in preparation for their Unit 4 SAC, gaining hands-on experience with mass spectrometry, infrared spectrometry, and proton NMR which are powerful tools for identifying unknown substances. Meanwhile, Biology students investigated changes in allele frequency in drosophila flies and carried out ELISA antibody screening to explore immunity in different individuals. The day was packed with learning, discovery, and plenty of "aha" moments.

Sharing the Secrets of Success: High Achievers

Some of our high achieving Year 12 students recently shared their top study tips with their peers. Lisa, Lina, and Elias P presented engaging sessions on what worked for them in 2025, from effective revision strategies to balancing workload and wellbeing. Their insights were both practical and inspiring. We're grateful for their generosity in passing on their wisdom.

Exam Season

VCAA external exams are just around the corner in October and November. The exam timetable is now available, and students will be sitting practice exams at school during the end of Term 3 and the start of the school holidays. Further details will be communicated soon. We encourage students and families to review the VCAA Exam Navigator for essential information about the external assessments.

Available Now: Unsourced Forms

Unsourced forms are now available in the Year 12 Office. Students wishing to go unsourced, meaning they will not receive an ATAR, or will complete one unsourced subject, should collect and return the form as soon as possible.

Save the Date – Year 12 Graduation Mark your calendars!

The Year 12 Graduation for the Class of 2025 will be held at La Belle Venues, Somerton (VIC) on Tuesday, 17 December. It promises to be a wonderful evening celebrating the achievements of our graduating students. Further details regarding tickets and the event schedule will be communicated shortly.

Year 12 Team

Cameron Smith: U14s Rugby League

On August 12th, the Under 14s boys and girls represented Craigieburn Secondary College at the Cameron Smith Gala Day, competing against other schools in rugby league. It was a fun and memorable day, with students showing teamwork, respect, and school values throughout.

The boys' team faced some tough challenges, losing two games and drawing one, however, they made a strong comeback by winning their final match. The girls' team also showed great spirit, especially with some players being new to rugby. Despite losing their first two games, they improved dramatically, winning their third match and advancing to the semi-finals, where they narrowly missed out on a win. Despite the results, everyone ended the day with smiles and laughter.

Standout Players – Boys

Three boys stood out for their performances:

- Eddie Chen Pao (Year 8) – A natural leader and one of the team's strongest attackers.
- Ngatokorua Orii Mingi (Year 8) – Known for his powerful defence and constant drive to improve.
- Houston Jabez Susuga – An impressive ball runner who always gives his best.



Standout Players – Girls

Two Year 7 students shone on the field:

- Amani Walker – Known for her smart ball movement and teamwork, she scored the first try in their third match.
- Liana Iloa – A skilled attacker who always shows respect; she scored the winning try that sent the team to the semi-finals.

“The more I fail, the more it motivates me.”

Ngatokorua Orii Mingi

This quote inspires Ngatokorua to keep improving, reminding us all that failure is part of growth.

-Written by Rina Muavao



Eagle's Nest Rainbow's End Workshop

On Friday 25th July, the Year 12 English and EAL students attended a 2-hour workshop facilitated by Eagle's Nest Production company. The purpose of the workshop was to provide students with a multi-sensory experience of the studied play 'Rainbow's End' to facilitate deeper contextual analysis within their upcoming text response outcome.

The session promised to guide students "as key scenes were read out loud with the belief that being in the play, exploring the characters and talking openly, in a supportive environment, will help students enormously to empathise with a narrative that might otherwise seem foreign."

The workshop was led by a Noongar/Gunaikera woman and theatre director, Shiralee Hood, and Eagle's Nest's artistic director, James Adler. Framing the workshop as significant for all Australian citizens, they each began with an Acknowledgement of Country modelling respect and collaboration between different cultural backgrounds.

Our students were invited into discussion of the text through the viewing of key scenes and subsequent questioning, allowing students to make connections with what they had witnessed, what else they could recall from the text and what they themselves could bring to the interpretation of a text as its reader. Hood and Adler supported the students to interrogate and appreciate these moments through the lens of Indigenous culture to reach a deeper understanding.

Across the two hours, Elias T, Laurence J, Andrew C, Cayden C, Faith S, and Wali S all took up the challenge to perform key scenes in front of their peers. They listened to feedback from the facilitators and their peers to better capture the characterisation and emotional depth present in the play, then repeated their performance with the new perspective. This immersion allowed our students to develop a deeper understanding of the authorial intent and make long-lasting connections with the critical analysis.

Overall, the session led to an open discussion of the central ideas within Rainbow's End which were underscored by Hood's personal anecdotes as an Indigenous Australian, who endured the terrifying reality of the Stolen Generations. Our students demonstrated respect and enthusiasm in their participation, and all who attended, teachers and students alike felt privileged to witness such an insightful workshop.

-Aaron Freeman



*ARE YOU LOOKING
FOR EMERGING
TALENT?*

*CONTACT DAMIEN
STINGELL TO HOST A
BUSINESS ACADEMY
STUDENT*



BUSINESS ACADEMY



What have we been learning?

- ✓ Self-Awareness (Year 12)
- ✓ Communication/Problem Solving (Year 12)
- ✓ Leadership (Year 12)
- ✓ Feedback (Year 12)
- ✓ Conflict Resolution (Year 12)
- ✓ High Performing Teams (Year 12)
- ✓ Accountability (Year 11 and Year 12)
- ✓ Non-Negotiable Behaviours (Year 11 and 12)



Activities

Year 11 Happy and healthy minds workshop

Year 11 Monopoly Dreams excursion

Year 11 HoMie excursion

**Year 11 Digital Boss- Creating an App workshop
with Christian Bien**

Year 11/12 Enterprising Girls workshop

Year 12 Choose Tourism Careers Expo excursion

Year 12 Frontyard Youth Services excursion

Year 12 Hume Youth Services excursion

Year 12 Billy Cart Blitz workshop

**Year 12 Clues, codes and communication
workshop**

Year 12 VM Community Project



What's New

Business Academy has expanded

The Business Academy has expanded in 2025.

The Business Academy is now delivered in Year 11 and Year 12. There is high demand for places in the VCE VM select entry program. If you wish to apply, students are required to apply through an application process for 2026 in August/September 2025.



Reminders

GPA and Attendance

Business Academy expectations are that all students maintain a 3.0 GPA or higher and maintain above 90% attendance in both school and work placement.

2026 Business Academy applications

All Year 10 and Year 11 VM students are required to complete a Business Academy application to receive entry into 2026 Business Academy.



Upcoming

Year 11 Digital Boss

Students finish their Digital Boss program. By the end of Term 4, they will pitch and present their businesses to an audience, showcasing their creativity and innovation

Year 11 \$20 Boss

Students will host a market day to sell their products, gaining real-world experience in planning, budgeting, marketing, and customer service.

Year 11 Rock climbing and indoor sky diving excursion

Students will take part in an exciting rock climbing and indoor skydiving excursion designed to build resilience, perseverance, and confidence.

Business Academy celebrations

The Business Academy will celebrate the achievements of its students, recognising their growth, resilience, and entrepreneurial spirit.

Year 11 Happy and healthy minds workshop



Students participated in the Happy Healthy Minds workshop, an engaging and interactive session focused on strengthening mental health and emotional wellbeing.

Students explored strategies to manage stress, build resilience, and maintain a positive mindset. They participated in a range of hands-on activities designed to promote self-awareness, mindfulness, and emotional regulation, while also developing key interpersonal skills such as communication, empathy, and peer support.



Year 11 Monopoly Dreams excursion



Year 11 Business Academy students participated in an excursion to Monopoly Dreams, an immersive experience that brought the iconic board game to life in creative and unexpected ways. This excursion was more than just fun, it provided students with valuable insights into the world of business, branding, and entrepreneurship.

Students explored how Monopoly Dreams has transformed a well-known brand into a fully immersive attraction, showing that successful businesses aren't always about selling a product as they can also be about selling an experience, a feeling, and a lasting memory. This highlighted the importance of customer experience, emotional connection, and innovation in driving business success.

Throughout the experience, students identified key entrepreneurial skills in action, including creative thinking, marketing, financial decision-making, and customer engagement strategies. They returned realising how they can apply these skills to their own business ideas in the Digital Boss and \$20 Boss programs by focusing on creating experiences that people value and remember.



Year 11 HoMie excursion



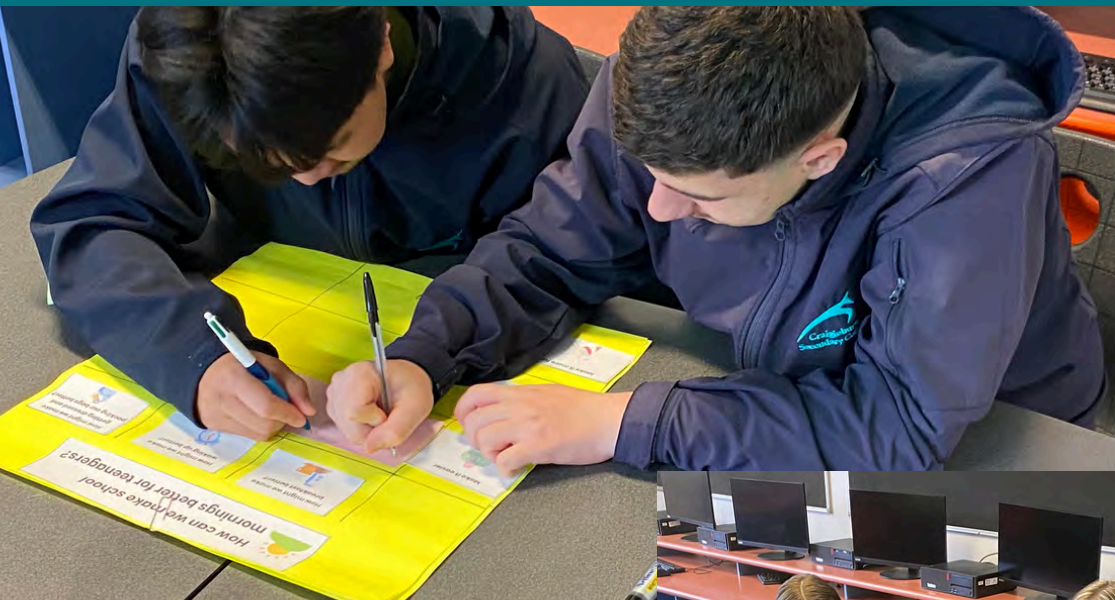
As part of their Year 11 PDS , students were learning about “What is Community? and Community Engagement. Students visited HoMie, a social enterprise dedicated to supporting young people affected by homelessness or hardship. During the excursion, students learned about the realities of youth homelessness and how HoMie actively engages with the community to create positive change. They explored what defines a social enterprise and how HoMie uses its purpose-driven mission to achieve meaningful results through both retail and support programs. Student engagement was exceptionally high, as they were assessed on the quality of their questions throughout the session, with several students impressing the HoMie team and being rewarded with clothing from the brand. This excursion offered students a powerful, real-world example of how purpose can drive impact within a community.



Year 11 Digital Boss- Creating an App with Guest Speaker Christian Bien



Year 11 and 12 Business Academy students recently had the opportunity to hear from guest speaker Christian Bien, who shared his inspiring personal and professional journey to launching his own business. Christian spoke candidly about the challenges he faced, the lessons he learned along the way, and the key decisions that shaped his entrepreneurial path. His story offered valuable insight into the importance of resilience, perseverance and the realities of starting and running a business, sparking curiosity and motivation among the students. Following his presentation, students engaged in a Q&A session, asking thoughtful questions and gaining further understanding of what it takes to succeed in the world of business.



Year 11 and 12

Enterprising Girls workshop



Future of Our Regions Design Challenge @ Craigieburn Secondary College on 21st August 2025

Thanks to the support of the Academy for Enterprising Girls 35 students from Craigieburn Secondary College were selected to receive a funded Young Change Agents Design Challenge Workshop.

Some of the problems they identified included:

➡ **PROBLEM:** Not enough health care workers in regional areas. How might we increase more workers in the medical industry and change the price of medical necessities.

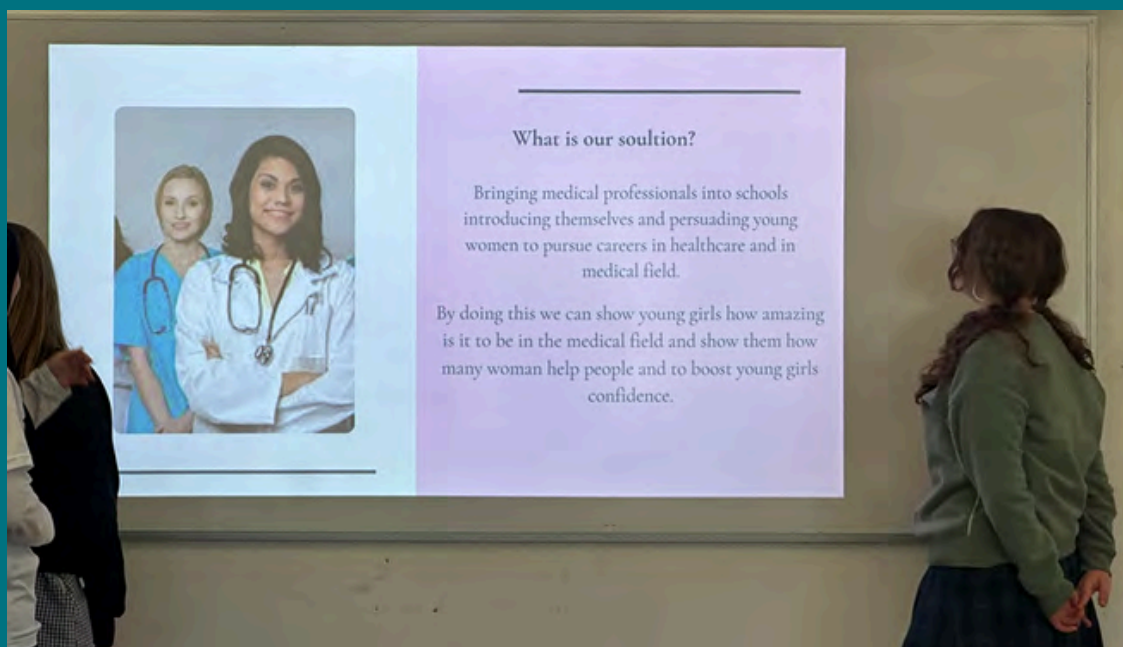
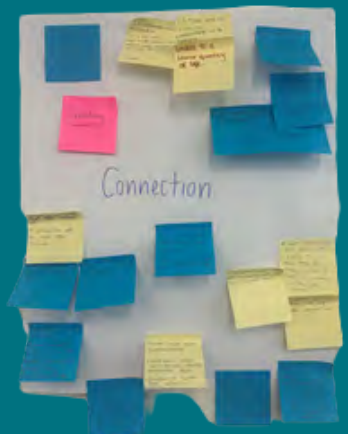
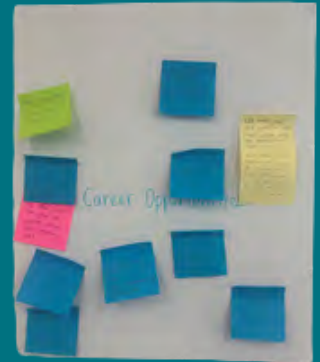
➡ **PROBLEM:** Long wait times for health care in regional areas. How might we gain more access to medical education and health care in rural Australia?

➡ **PROBLEM:** There's no enough community centres in rural and regional communities. How might we have more access to community centres and create more open dialogue in rural areas?

➡ **PROBLEM:** People in rural areas are disconnecting because of social media. How might we make people connect more online to encourage community connection in regional areas?

➡ **PROBLEM:** Hospital wait time in regional areas are extensive. How might we build bigger hospitals with more rooms and staff?

➡ **PROBLEM:** The lack of efficient education for medical careers in regional areas. How might we educate children living in regional areas on the benefits of going into medicine?



Year 11 and 12

Enterprising Girls workshop



💡 **WOMEN IN HEALTH:** Inspiring and encouraging young girls to choose a path in the medical field. A program will bring medical professionals into schools to talk and discuss what the career looks like. This should inspire teens in rural communities to believe in themselves and hopefully choose a medical career

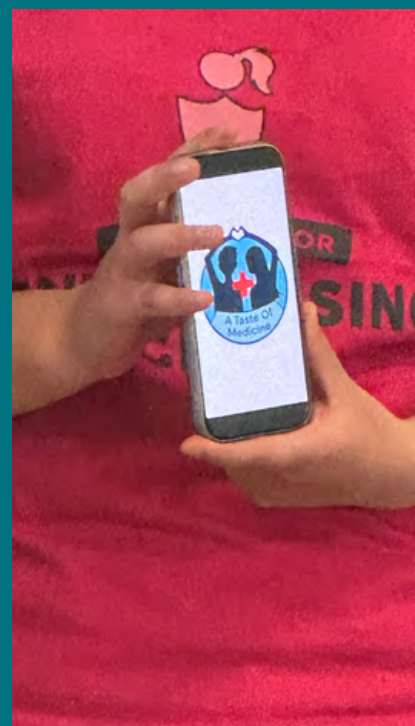
💡 **A TASTE OF MEDICINE:** A program that teaches teens in rural areas basic first aid to spark interest in the medical field. The program will teach high schoolers about medical education for those who are interested. Kids in rural areas might not know this is a possibility for them, this program will raise awareness in a fun way. They will sell the programs and 50% will go towards schools and hospitals in rural areas

💡 **GROWTH FROM YOUR HEART:** A program to help prevent suicide and mental health. Will also help rural communities to connect by creating a community centre, this is aimed at adults and elderly who have left school as well. They will start a podcast to raise awareness and get people comfortable with communicating their feelings and situations.

💡 **MINI MEDICS:** Selling story books to educate students and kids on the medical field and careers in medicine. The funds from selling the books will go towards building a foundation that can help educators travel and present in schools in rural communities

A Taste of medicine

Phoebe, Mirna, Rita, Aeysha, Maryam



Year 12 Choose Tourism Careers Expo



Year 12 VM students attended the Choose Tourism Careers Expo, where they had the opportunity to explore a wide range of potential careers within the tourism and hospitality industries. Students actively interacted and networked with industry professionals, gaining valuable insights into the diverse roles, pathways, and skills needed to succeed in this fast-paced sector. The expo allowed students to ask questions, gather resources, and build connections that could support their future career planning. This experience helped students develop key skills such as communication, networking, initiative, and career planning, while broadening their understanding of the opportunities available within the tourism industry.



Year 12 Frontyard Youth Services excursion



Year 12 students visited Frontyard Youth Services as part of their focus on building social cause awareness around youth issues, particularly homelessness. During the excursion, students learned about the complex challenges faced by young people experiencing or at risk of homelessness and the holistic support services Frontyard provides, including housing assistance, mental health support, education, and employment pathways. Engaging directly with youth workers allowed students to gain a deeper understanding of the social factors contributing to homelessness and the importance of early intervention and community support. This experience helped students develop empathy, social awareness, and critical thinking skills, while inspiring them to consider how they can contribute positively to addressing youth issues within their own communities.

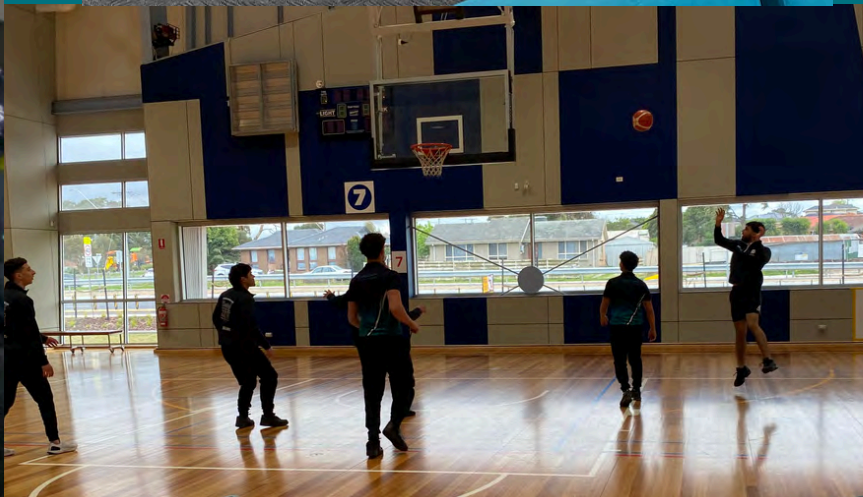


Year 12 Hume Youth Services excursion



Year 12 VM students attended an excursion to Hume Youth Services, where they explored key community challenges such as youth mental health, youth unemployment, and the pathways support services available to young people in the local area. Through discussions with youth workers, students gained valuable insights into the barriers many young people face and the importance of community-based programs in providing support and opportunities. They also had the chance to engage with the youth centre's facilities, playing games and interacting with one another in a relaxed and supportive environment.

This experience helped students develop important skills such as social awareness, empathy, communication, and teamwork, while also building their confidence and sense of connection to their local community.



Year 12 Billy Cart Blitz workshop



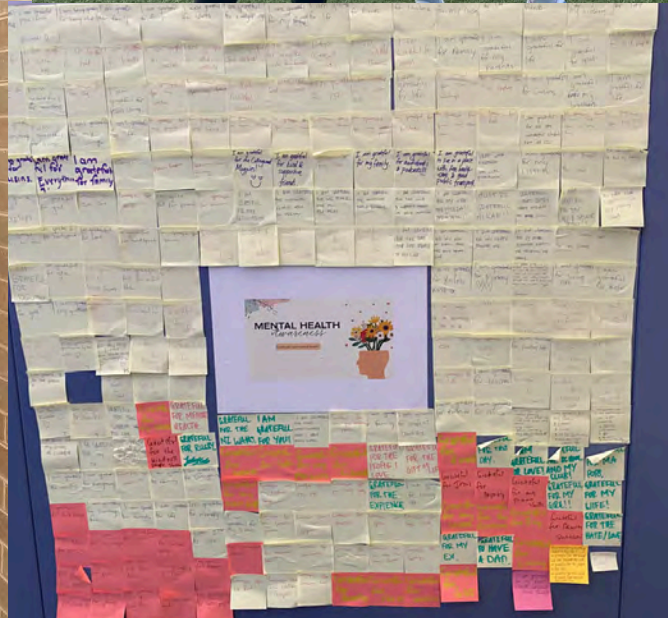
Year 12 VM students recently took part in an exciting Billy Cart Blitz workshop, where they were challenged to design, construct, and race their own billy carts. This hands-on experience encouraged students to apply a wide range of skills, including teamwork, problem-solving, time management, communication, and practical construction skills. Working collaboratively under time constraints helped build their resilience, creativity, and ability to think critically under pressure, while the racing element added a fun and competitive edge that boosted engagement and team spirit. The workshop not only developed their technical and collaborative abilities but also gave students a sense of accomplishment and confidence as they saw their hard work come to life on the track.



Year 12 VM Community Project for Mental Health and Animal welfare awareness



Year 12 VM students proudly delivered their Community Project, raising awareness for youth mental health and animal welfare, while showcasing their teamwork, organisation, and leadership skills. The event was a vibrant celebration that successfully raised \$690, with \$400 donated to Headspace to support youth mental health services and \$290 donated to Second Chance Animal Rescue. Activities on the day included a cheerful 'Wear It Yellow' theme, a student-led BBQ, a spirited teachers versus students soccer match (with students taking the win!), guess the lollies in the jar, corn in a cup snacks, Vai Fala (a Samoan fruit drink), a student-led photobooth, and a heartfelt gratitude wall. The event not only raised funds but also built a strong sense of community, empathy, and social responsibility among the students as they worked together to make a meaningful difference.



Structured Workplace Learning (SWL)



Structured Work Placement offers students valuable real-world experience by immersing them in a professional environment aligned with their career interests. Through hands-on tasks and observing workplace operations, students gain practical skills that cannot be fully developed in the classroom, such as communication, teamwork, time management, and problem-solving. These placements also help students build confidence, develop professional networks, and gain a clearer understanding of potential career pathways. By applying their learning in authentic settings, students are better prepared for the expectations of the workforce and future employment opportunities.



Sio has worked at Intex International as a warehouse assistant, where he gained valuable hands-on experience in logistics, inventory management, and workplace operations. Known for his friendly nature, Sio quickly became a well-liked and included member of the team, building positive relationships with colleagues and contributing to a supportive work environment. Sio developed practical real-world skills such as time management, teamwork, and problem-solving, which he learnt to apply both in and out of the classroom. Through this experience, Sio strengthened his confidence and work ethic, laying a solid foundation for pursuing further employment opportunities in warehousing post-secondary.



Marylene and Shania have worked at AMA Group in panel beating and spray painting, where they gained hands-on experience in the automotive industry. Their time at AMA Group allowed them to develop practical skills in vehicle repair, preparation, and refinishing while working alongside experienced professionals who nurtured their growth. Both students demonstrated a strong passion for automotive work. This real-world experience perfectly complemented their VET courses in Automotive and Paint and Spray, allowing them to connect classroom learning with industry practice. Their enthusiasm, dedication, and growing technical expertise have set a strong foundation for their future careers in the automotive field.

Structured Workplace Learning (SWL)



Harley has worked at Urban Automotive, where he spent two years developing his skills and gaining extensive hands-on experience in the automotive industry. Throughout his time there, he was closely mentored by his manager, who guided his growth, nurtured his technical abilities, and supported his professional development. Harley's passion for automotive work was further strengthened by his VET course in Automotive, which aligned perfectly with the practical skills he was learning on the job. His dedication and strong work ethic allowed him to build confidence and become a valued member of the team. As a result, Harley has been offered employment at Urban Automotive, marking an exciting next step in his career journey.



Kaleb and Nathaniel have worked at Roadsafе Asphaltіng, where they gained hands-on experience in the civil construction industry and developed practical skills in teamwork, safety, and site operations. Initially, this was not a career path they had considered, but their time at Roadsafе helped them discover a genuine interest and talent for the work. With guidance and support from the team, both students grew in confidence and capability, showing strong work ethic and reliability on-site. Their experience was further strengthened by how well it complemented their studies through the Business Academy, giving real-world meaning to their learning. As a result of their dedication and growth, both Kaleb and Nathaniel have been offered employment with Roadsafе Asphaltіng post-secondary. Roadsafе continues to be a valuable partner of the Business Academy, providing meaningful placement opportunities that help students explore new industries and uncover potential career pathways.

Structured Workplace Learning (SWL)



Yasmine has worked at ImWrapped, a prestigious luxury car wrapping business that had never previously allowed a student work placement, an opportunity many adults would aspire to have. Yasmine impressed the team with her professionalism, reliability, and exceptional attention to detail while working around high-value vehicles. She was both mentored and deeply appreciated by the business owner, who entrusted her with tasks requiring precision and care. Yasmine's outstanding performance in this rare and highly sought-after placement has highlighted her capability, maturity, and commitment, setting a strong foundation for her future in the automotive and design industries.

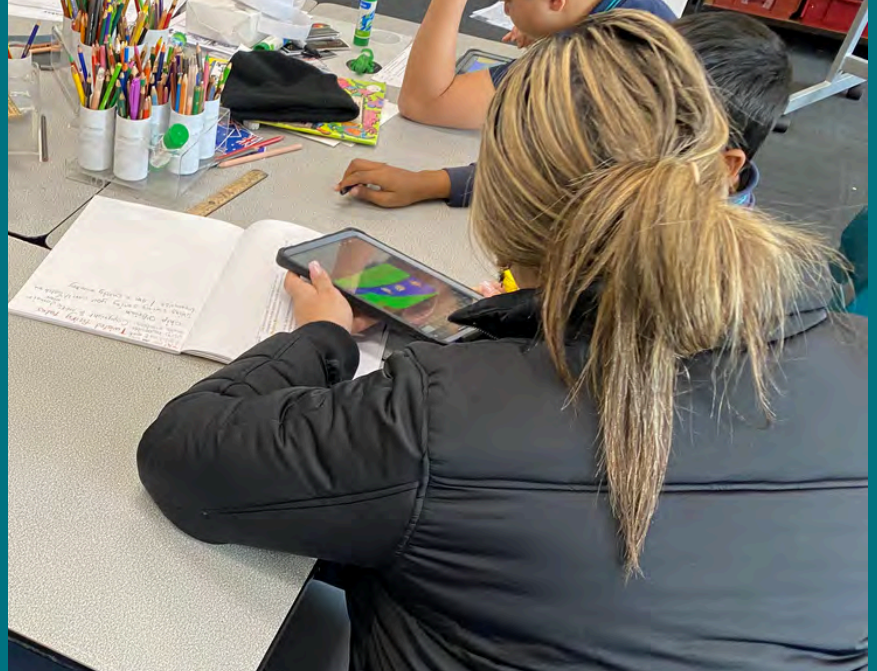


Johnny has worked at SignFx, a valued industry partner with an ongoing relationship with the school, where he has gained hands-on experience in the signage industry. Initially, Johnny did not expect to enjoy this placement, but through the guidance and mentorship of the team, he discovered a genuine interest and talent for the work. He has applied his unique skills and strong attention to detail to every task, quickly becoming a trusted and capable member of the team. This experience has inspired Johnny to consider pursuing further qualifications in signage and to follow this career path post-secondary, building on the strong foundation he has developed through his placement at SignFx.



William sought a work placement that could lead to ongoing employment in his local area and was partnered with Woolworths under the guidance of the Store manager. In preparation, the Business Academy leader worked closely with William to develop his interview skills and build his confidence in showcasing his strengths, with a focus on potential career progression within the supermarket industry. Throughout his placement, William has received outstanding feedback for his professionalism, reliability, and punctuality, quickly becoming a valued member of the team. His proactive approach and commitment have positioned him strongly to pursue further employment opportunities with Woolworths post-secondary.

Structured Workplace Learning (SWL)



Tayla-Jay has been deeply inspired by her experiences in the Business Academy, which have transformed her outlook on her future and sparked a passion for education. Initially unsure of her career path, she has grown in confidence and now aspires to become a teacher, exploring both VM secondary teaching and primary education as potential pathways. Her work placement at Craigieburn South Primary School allowed her to experience firsthand the positive impact teachers have on students, further reinforcing her desire to pursue this profession. Through the Business Academy, Tayla-Jay has discovered her strengths, abilities, and leadership potential, achieving outstanding results in the classroom and emerging as a role model to her peers. She has developed into a leader not only within the school but also in the wider community, demonstrating the profound impact the Business Academy has had on her personal growth and future aspirations.



Brodie is a role model Business Academy student and an outstanding example for any aspiring student or employee. He worked at EMD Maintenance Systems, where he was mentored and guided through a range of roles that built his skills and experience toward becoming an electrician.

Brodie's dedication and excellence were recognised when he was awarded VET Student of the Year in 2024. Known for being respectful, conscientious, diligent, attentive, and incredibly hard working, Brodie has set a very high standard both within the Business Academy program and during his work placement. He has received exceptional praise from his mentor for his professionalism, attitude, and commitment, leaving a lasting impression and paving the way for future students to follow.



The Digital Boss is a funded scholarship program provided to Year 11 Business Academy students. Students work on creating a digital business in class throughout the year and present their business at the end of the year.

The Digital Boss program empowers students to take leadership roles in digital content creation, marketing, and online business strategies, equipping them with 21st-century skills. By participating, students gain hands-on experience managing social media, branding, and digital communication, preparing them for future careers in business and technology. This initiative enhances the school's curriculum by fostering creativity, entrepreneurship, and real-world digital literacy.

Message from the Business Academy Leader- Damien Stingell



Merits

The Business Academy offers Compass Merits to students for demonstrating positive actions and behaviours in class reinforces their efforts and encourages them to continue making constructive choices. Recognizing behaviours such as teamwork, leadership, respect, and perseverance with tangible rewards fosters a positive learning environment and motivates others to follow suit. This system helps build a culture of accountability and appreciation, where students feel valued for their contributions.

NUMBER OF MERITS AND REASONS

- 3 x Handing in phone and ear pods**
- 1 x Not using phone during class**
- 1 x Bringing learning materials to class**
- 1 x Participating in class activities**
- 1 x Seated when bell rings at end of class**
- 1 x Being present in class**

Attendance

The Business Academy aims to engage students by catering to their interest in entrepreneurship, business and applied learning. In 2023, there was a need to cater for this as class attendance in VCE VM was low. Since the introduction of the Business Academy, attendance has risen by 36% year on year. Further demonstrating the need to cater to students interests and linking the learning in the classroom to the real-world. Attendance across Year 11 and 12 continues to remain a key focus of the program

Business Academy modules

In 2024, the Business Academy was established with one class in Year 12 VCE VM. In 2025, the Business Academy expanded into Year 11 and Year 12 VCE VM with one class in each year level. As such, the modules that students complete have also changed. In Year 12, students complete all 8 modules whereas Year 11 students complete 4 modules in Year 11 and 4 modules in Year 12. This allows for further exploration into the topics and greater range of activities.

Business Academy behaviour

Craigieburn Secondary College records and reports on student behaviour through the Grade Point Average (GPA). Similar to school process, the Business Academy also record and report student behaviour through the GPA. It is an expectation before students are accepted into the Business Academy that they will maintain a 3.0 GPA. Since the introduction of the 3.0 GPA expectation as part of the application process, Business Academy students GPA has risen by 25% year on year and observations regarding Business Academy student behaviour has been positive. This has also been reflected in student engagement and academic performance. Congratulations to several students who have received above a 3.0 GPA for the first time as well as students who have increased their GPA's from 2024.



*Craigieburn
Secondary College*

BUSINESS ACADEMY

Opportunities to
develop skills and launch
your future pathway.

What we offer:



Business Experience

Access to a work placement
and industry mentor.



Guest Speakers

Entrepreneurs sharing their
advice to help you succeed
in work and business.



Industry Connections

Build relationships with
business owners and
industries.

21st Century skills that you'll develop:



Leadership



Communication



Collaboration



Creativity



Critical Thinking



Developed in collaboration with The University of Melbourne

BUSINESS ACADEMY STUDENTS SHINE AT THE LAUNCH OF THE CRAZY GOOD TECH CHALLENGE

Craigieburn Secondary College's Business Academy proudly hosted the national launch of the Crazy Good Tech Challenge on Friday 19th September, welcoming Hon. Andrew Giles, Federal Minister for Skills and Training, Hon. Basem Abdo MP, Member for Calwell, and Nicholas Flood, IBM ANZ Managing Director, to our school.

The event marked a milestone moment for applied learning, innovation, and the future of work education in Australia.

The day celebrated the partnership between Crazy Ideas College (CIC), IBM SkillsBuild, and our Business Academy, showcasing how schools can ignite young people's creativity and capability to solve real-world challenges through technology and design thinking.

Damien Stingell



The collaboration between CIC, IBM SkillsBuild, and the Business Academy reflects our shared commitment to building a generation of learners who are not only prepared for the future of work but ready to shape it. Already, more than 45,000 young Australians have engaged in CIC x IBM programs, with a further 27,000 students set to benefit as the partnership extends into 2026.



Hon. Andrew Giles,
Federal Minister for Skills
and Training



Nicholas Flood,
IBM ANZ
Managing
Director



Nicholas Flood,
Hon. Basem
Abdo and Hon.
Andrew Giles
talking to
students
participating in
workshop



Our own Ezra Forbes-Leiliifano, a standout Business Academy student, proudly represented Craigieburn Secondary College during the event, engaging directly with national industry leaders and demonstrating the creativity, initiative, and professionalism that define our program. Ezra's participation highlighted the Business Academy's success in empowering students to find their voice and contribute meaningfully to future-focused conversations about technology and innovation.





Explore & Discover

We care about this because... we are up coming generations to have a better future.

Others should care about this because... with out a good environment businesses wouldn't be able to run.

How might we... use AI to help protect the planet for future generations?

Brainstorming

AI can be used for anything so we could counter it.

A machine that makes a web disappear.

AI would be able to pick up rubbish and clean up the planet instead of humans.

AI can be used to pick up rubbish and clean up the planet instead of humans.

We could build an AI platform that...

We could create an AI persona or character...

We could use AI to spot patterns before the issue gets bigger...

We could use AI to bring people together...

Our Favourite Idea

Draw It...

Name It... BINZON

Describe It... BINZON is a AI powered bin that uses an online pollution map to track pollution. Sorting waste rubbish to reuse, reduce and recycle. People can use the bin and track the waste & store.

What's the name of your idea & your slogan?

Our Planet unites within BINZON

What problem are you tackling and why do you care about it?

Land pollution

To preserve the planet for future generations and keep the earth clean.

What is your idea and how does it work?

BINZON is a AI powered bin that uses an online pollution map to track pollution, and collect it, sorting rubbish to reuse, reduce, and recycle. People that want to make a change and are late in the course can adopt the robot track its progress and story.

What impact will your idea have?

BINZON will clean up the earth keeping pollution out of the ocean and in our bins. Finally raising as well.

IBM SkillsBuild

Explore & Discover

We care about this because... if we learn to work together we no longer need to depend on AI and perhaps exceed their capabilities.

Others should care about this because... most people feel that our future generation has become too reliant on AI, and can no longer cultivate their own skills.

How might we... use AI to help giving young people the skills to learn independently.

Traditional Brainstorming

Restricted access to most AI apps. This will force many to start thinking for themselves.

An AI that gives positive affirmations whenever a student is doing well on any type of work and rewards them from any type of cheating, along with providing study tips.

An AI tutor that gives positive affirmations whenever a student is doing well on any type of work and rewards them from any type of cheating, along with providing study tips.

Idea Bounce

We could create an AI powered persona... that can help students think more creatively and enjoy with what they are learning. (Tally)

We could build an AI platform that... is accessible and affordable for everyone. No one needs to have a computer or a smartphone. It's a kind of AI that personalises the Learning speed to yours.

We could create an AI persona or character... that helps you study by providing tips and encouragement. (It's a kind of AI that personalises the Learning speed to yours)

We could use AI to spot patterns before the issue gets bigger... in your learning by analysing your work and study habits then making you.

We could use AI to bring people together...

Our Favourite Idea

Draw It...

Name It... TALKY YKAT

Describe It... A mouse most people will learn to love due to his happiness. Tally.

What's the name of your idea & your slogan?

TALKY YKAT

What problem are you tackling and why do you care about it?

The problem we are currently facing is that our generation is not learning to think for themselves. They are too reliant on AI. We care about this because if we don't start thinking for ourselves, our future could be uncertain.

What is your idea and how does it work?

Our idea is to make an AI that encourages students and supports them academically by assessing students study goals, and supporting them to meet them.

What impact will your idea have?

It will allow students to generate their own ideas and learn independently. Less students to rely less on AI.

IBM SkillsBuild

Discover

We care about this because... I couldn't feel like I was making a difference.

Others should care about this because... as a parent you should care about how your child views themselves and how comfortable they are in their own body.

How might we... use AI to help create a body positive environment where everyone can feel confident in themselves?

Brainstorming

Program that connects you with other people who feel the same as you. This will help you to feel more confident in your own body.

Maybe a program where AI can help you to feel more confident in your own body. It can help you to feel more confident in your own body.

AI affirmations every day on a AI powered bot that lives in your window or speaker so everyone you look at yourself and feel down it can tell you that you are beautiful and you are perfect.

Our Favourite Idea

Draw It...

Name It... Robbie

Describe It... A robot that is personalised and sent to your doorstep that you can use as your best friend to motivate you.

What's the name of your idea & your slogan?

Robbie

What problem are you tackling and why do you care about it?

Body positivity because it's important to feel confident in your own body.

What is your idea and how does it work?

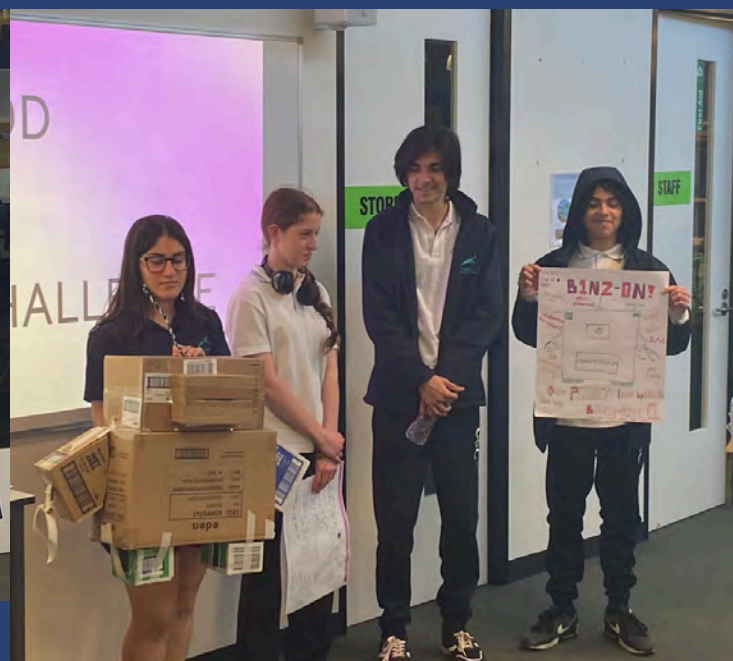
Robbie is a robot that is personalised and sent to your doorstep that you can use as your best friend to motivate you.

What impact will your idea have?

It will help people to feel more confident in their own body and to love themselves.

IBM SkillsBuild

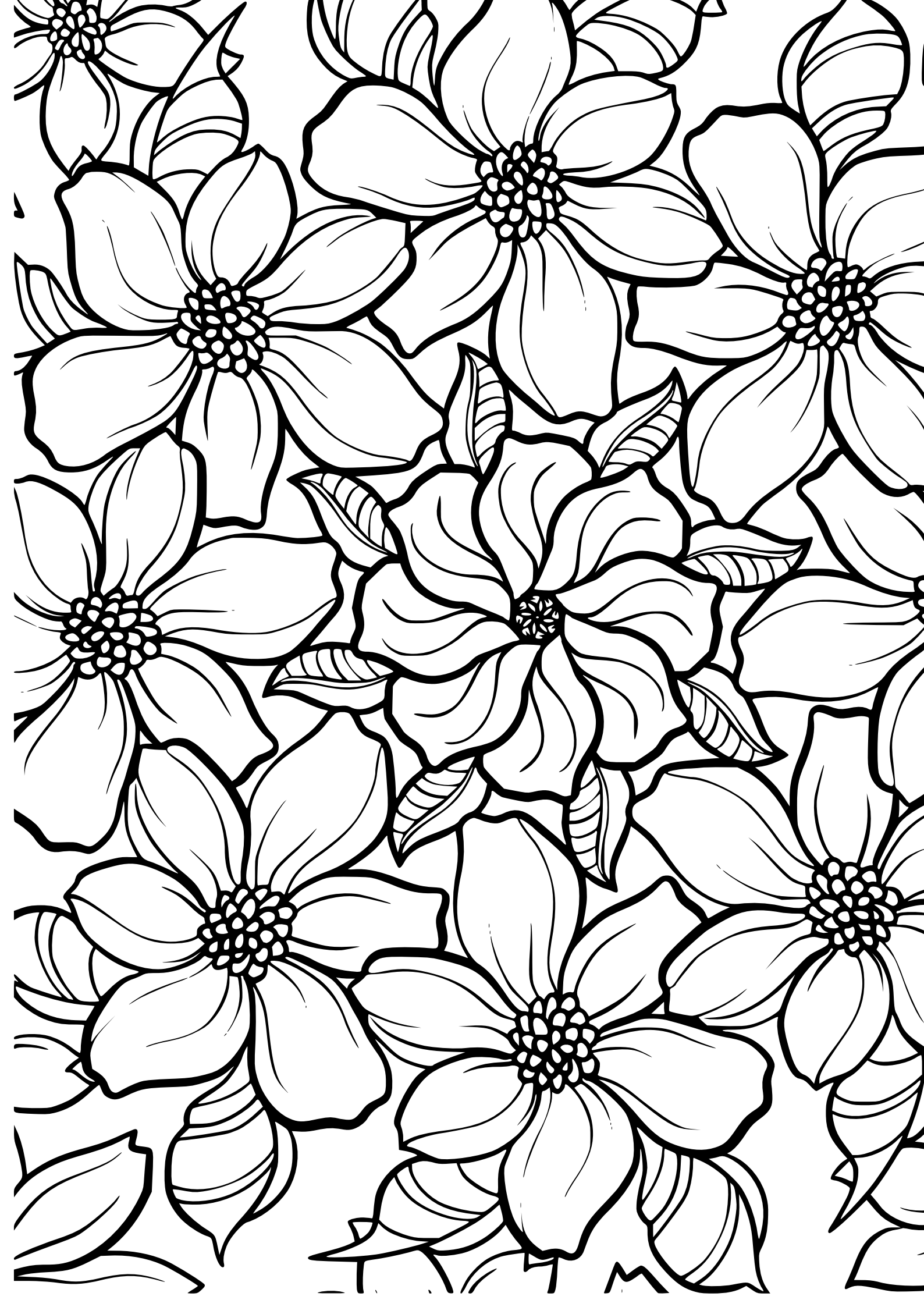
A key feature of the CIC workshops delivered at Craigieburn Secondary College is the inclusion of mentorship from our Year 11 and 12 Business Academy students. Senior students guided and supported Year 8, 9 and 10 participants throughout the workshops, enhancing their own leadership, mentoring, and communication abilities while demonstrating the Business Academy's emphasis on authentic, peer-led learning. Through this model, students don't just learn about innovation, they actively lead it, developing confidence and agency that extends far beyond the classroom.

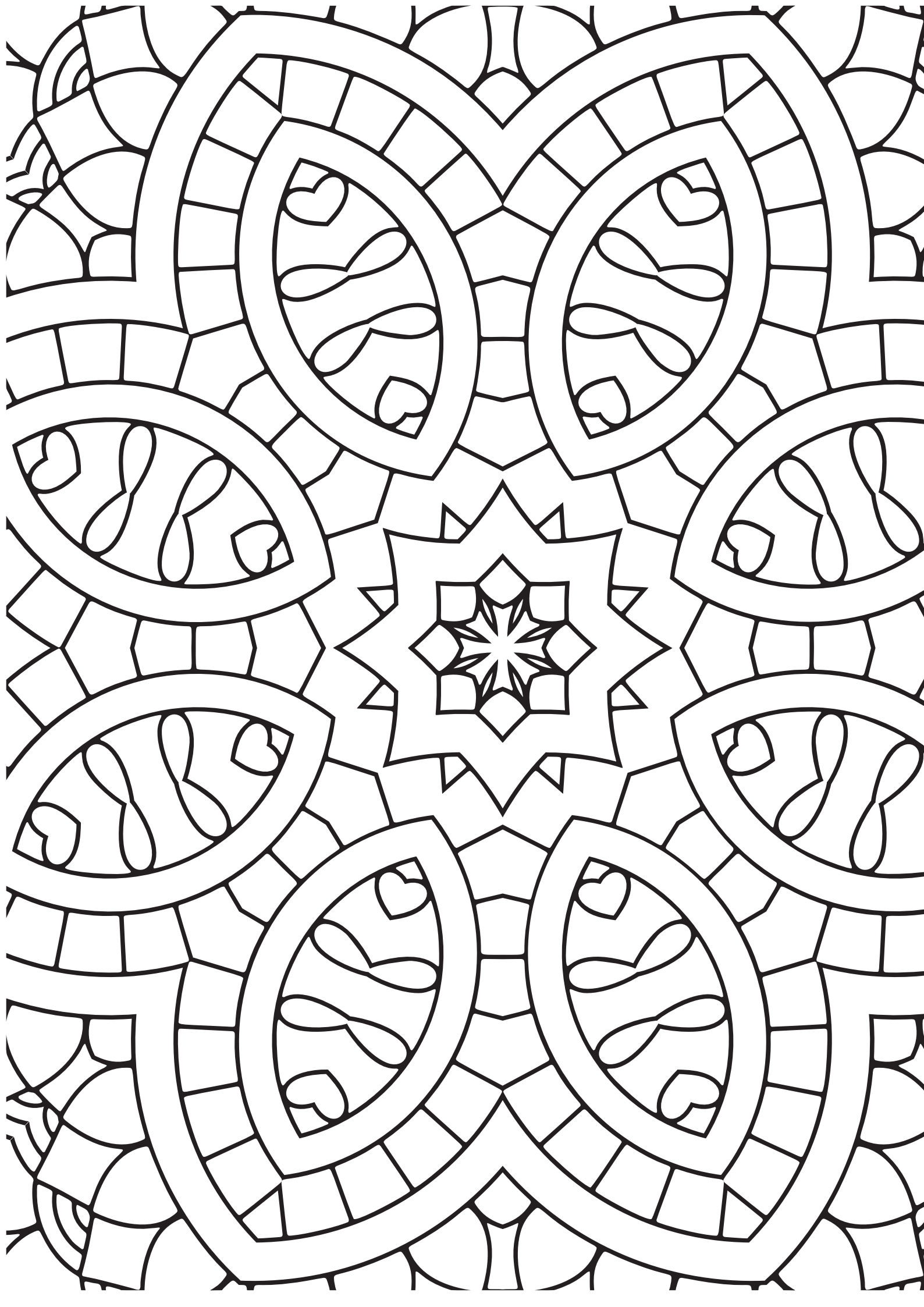


Mindfulness
creates
opportunities
to learn,
reflect and
grow

Please have a go at these
mindful colouring activities.
Submit for house points







Proudly presented by the Community and Student Engagement Team



Thank you to our CSC staff, students and community for your valued contributions to the second edition of our 2025 College Newsletter.

Your support and involvement are deeply appreciated as we celebrate and showcase our vibrant school community.

Thank you.





HAVE YOUR SAY
PROVIDE FEEDBACK ON
OUR NEWSLETTER.

