



Craigieburn Secondary College

JUNIOR YEARS — Years 7 and 8 College Handbook 2020 Course Outline

Principal
Ms K Morphy

Assistant Principals
Ms L Emmerson
Ms A Greene
Mr J McGavisk
Ms C Mountney



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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 Representative Council. Participating in additional programs at school gives you the chance to develop your skills in areas such as leadership, decision making and creativity.

In this handbook you will find information on subjects offered, information on special programs and general information about the College. The School Council and staff of the College take pride in the achievements of our students. I hope that you also take pride in your own achievements in 2020 and appreciate the achievements of your fellow students.

Kate Morphy

Kate Morphy
Principal

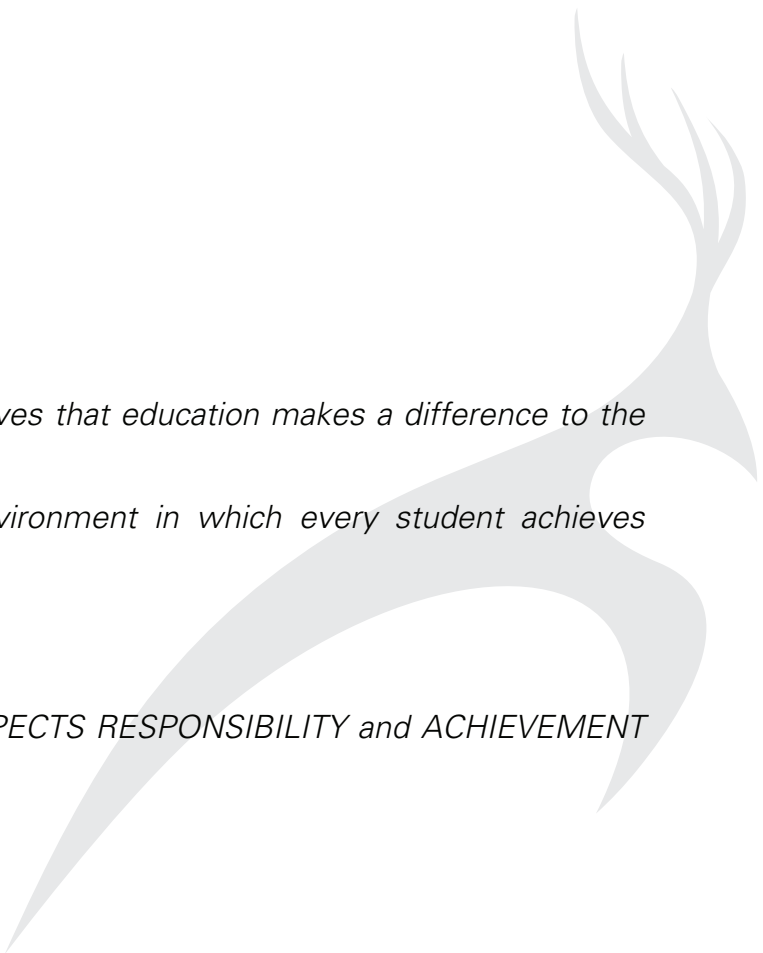
OUR VISION

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

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

OUR VALUES

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



General Information

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

Transport

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

Enrolments

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

People You Might Need to Contact

<i>Principal</i>	Ms Kate Morphy
<i>Assistant Principals</i>	Ms Lynn Emmerson Ms Allison Greene Mr James McGavisk Ms Carla Mountney
<i>Junior Years Leader</i>	Ms Stephanie Elias
<i>Pathways Leader</i>	Ms Genevieve Bongrain
<i>Learning Partner</i>	Ms Kylie Saccone Ms Beverley Armiento

Guiding Principles of the College

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

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

Craigieburn Secondary College expects its students to:

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

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

College Administration

The Craigieburn Education Complex, that is, Craigieburn Secondary College and Craigieburn South Primary School, has one School Council which has responsibility for policy 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. Parents/Guardians wishing to stand for School Council elections can attend workshops to gain an understanding of school councils. Nominations are called for in March of each year via the College newsletter, "Our News", and in the Parents and Friends Association which meets on the first Tuesday of each month in the social staff room at 9:15am. This body assists students in all levels of the P-12 complex, mainly through fundraising. All parents/guardians are encouraged to join this Association.

Facilities

The College has excellent facilities 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 specialist science building, textiles room, home economics rooms, engineering and woodwork rooms. There are specialist art and pottery rooms and a new Performing Arts Centre.

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

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

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

College Organisation

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

Junior School — Years 7 and 8

Courses of study and a number of special programs for these year levels are outlined in this Handbook.

Middle School — Years 9 and 10

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

Senior School — Years 11 and 12

Students in Years 11 and 12 who are undertaking post compulsory education. Courses of study for the VCE and VCAL are outlined in the Senior School Handbook.

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

Student Representative Council

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

During formal SRC meetings, student issues and concerns are discussed and action is taken to address them. The SRC has been involved in activities such as the commemoration of ANZAC Day, the 40 Hour Famine and Bandana Day to help support the community and raise student awareness of global, national and local issues.

Term Dates for 2020

In previous years, Craigieburn Secondary College has run a staggered start for different year levels at the start of Term 1. Students and parents/guardians will be informed of how this will operate in 2020 prior to the end of Term 4, 2019. Pupil Free Days will be confirmed prior to the end of Term 4, 2019.

	Commences	Finishes
Term 1	Tuesday 28 January (teachers)	Friday 27 March
Term 2	Tuesday 14 April	Friday 26 June
Term 3	Monday 13 July	Friday 18 September
Term 4	Monday 5 October	Friday 18 December

School/Parent/Community Relations

The Parents and Friends Association is a P–12 group which provides the following activities to the whole school community.

- Fundraising: Profits are distributed between both schools as needed
- Scholarships in recognition of student achievement.

Parents and Friends meet on the first Tuesday of each month at 9:15am in the main staff room (except during school holidays). The meetings are open to all families within the P–12 complex.

Bell Times

Period	Times
Form Assembly	9:00am – 9:09am
Period 1	9:10am – 10:22am
Change Over	Change over 2 minutes
Period 2	10:24am – 11:36am
Recess	11:36am – 12:01pm
Period 3	12:01pm – 1:13pm
Lunch	1:13pm – 1:58pm
Period 4	1:58pm – 3:10pm

Student Organisation

Absence Notes

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

Attendance

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

Awards

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

The following awards are given:

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

There are also many special awards for sport, community service and participation in various competitions and programs taking place during the school year.

An invitation is extended to all members of the school community to attend on this day to celebrate the achievements and efforts of our students throughout the year.

Bike Compound

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

Canteen

The school Canteen for the P-12 Complex is managed by the Northern Metropolitan Canteens Pty. Ltd. 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 son/daughter should phone the College or come to the General Office. People who are not parents/guardians are not permitted access to students unless authorized. The office staff will not take telephone messages from friends of students.

Excursions

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

First Aid

Whilst we have a qualified Nurse and teachers...Sick Bay facilities at the College deal with minor problems but more serious issues involve immediate parental/guardian contact by phone. Whilst we have teachers with first aid qualifications they cannot be expected to deal with all types of injuries/illnesses. *THEREFORE IT IS ESSENTIAL FOR EMERGENCY AND PARENT/GUARDIAN WORK PHONE NUMBERS TO BE KEPT UP TO DATE.* In order for the school to maintain supervision of students in its care, those who are ill are not permitted to leave the school without parental permission. When leaving school early, students need to sign the "Early Leavers Book" at the Sub School Office.

Home Studies

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

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

Infectious Diseases

When a student shows symptoms of infectious disease parents/guardians will be contacted and asked to seek immediate medical advice. The child's return to school can only occur when the Principal or Assistant Principal is provided with a Certificate of Clearance from a doctor.

Interschool Sport

Students have the opportunity to represent the school in a variety of interschool sports. Students' participation will be conditional on their being up to date in all studies.

Lateness

Lateness, like any absence, should be explained either in the form of a note via Compass, SMS, phone contact via the College's Absence Line on 8339 4224 or in the Student Diary. Students arriving late should go to the Sub School Office to enter details in the "Sign in Book". It is important that students take this step; otherwise a demerit and parent/guardian email contact may be issued.

Leaving Early

If Parents/Guardians need their child to leave school early, the student is required to take a note to the Sub School Office on the day concerned where an "Early Leave Pass" will be issued.

Lockers and Valuables

Lockers are provided for students to store their bags and jacket. They are rented from the College by paying a fee upon enrolment. The College is not responsible for the care and safekeeping of the personal possessions of students. Students are not to bring valuable items (eg iPods and mobile phones) to school. Sports equipment not used in Sport classes (eg skateboards, roller blades) must not be brought to school.

Lunch Permit

During school hours, students are legally within the school's care and protection. They are not permitted to leave the school grounds during lunchtime unless they have a lunch permit signed by the Principal or Assistant Principal. Parents/guardians who wish their child to have a lunch permit are to direct their request in writing to the Principal or Assistant Principal. Both long term and one-day permits are available. A lunch permit is issued for the sole purpose of a student lunching at home with a parent or guardian present. Students with a lunch permit are to go straight home, have lunch and return directly to school. Students must sign in and out at their Sub School when they leave school on a lunch permit. Students with lunch permits are not to buy their lunch at the local shops and bring it back to school.

Medical Certificate

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

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

If the students overall school attendance rate falls below 90% without a valid medical certificate/certification/Principal Approval, they are considered at risk and require attendance intervention and supports; students may not be promoted to the next year level as per the College Promotions Policy. Refer to the College Attendance and Promotions Policy on the College Website.

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 eg prolonged illness or family problems will be dealt with on an individual basis in conjunction with the relevant coordinator.

Mobile Phones

Students should not bring mobile phones to school and must not make or receive mobile phone calls during the school day. If students have phones for use outside of school hours they should be handed in at the General Office for safe keeping during the school day. In the classroom, if a student has a mobile phone, it is expected that this phone is switched off and out of sight. If a student is using a mobile phone it will be confiscated as per the College's Staged Response Process. If a phone is confiscated it may be placed into Parent/guardian Pick Up at the General Office.

School Camping Program

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

School Injuries and Insurance

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

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

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

Special Clothing

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

Sports Program

As well as regular Physical Education classes, involvement by students in House competitions as either participants or supporters is expected. As part of Government policy, students in Years 7–10 are required to participate in Sport each week. This is in addition to weekly Physical Education classes. Regular interschool sport for all year levels is also planned. 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.

There are four sports Houses — **Aitken** (Red), **Ridley** (Green), **Bridgewater** (Blue) and **Hume** (Gold). Each student belongs to a House and during the year inter-house competitions in swimming, athletics and cross-country are organised.

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 on the website, from the General Office or from the Sub School Offices. Parents/guardians will need to explain the reason for the extended absence and the relevant Sub School Manager needs to give approval. Students are then required to complete a work plan for the absence. Applications need to be made well in advance of the planned extended absence.

Student Reports

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

The five point scale for rubrics at the College is:

Highly Proficient	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Rigidly adheres to taught rules or plans • Needs close supervision or instruction • Unlikely to be satisfactory unless closely supervised • Little situational perception

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

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

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

Grade Point Average (GPA)

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

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

Parents/guardians are able to login to Compass via the 'Community Portal' button located on the school website (www.craigieburnsc.vic.edu.au) 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 and review their child's most recent progress data.

Study Hall and Homework Club

The College offers students the opportunity to attend Study Hall and Homework Club during the school year. It is a chance to catch up on work in a relaxed and friendly atmosphere.

Uniform

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

Students must bring a note, stating a reason and signed by their parents/guardians, if they are unable to wear uniform on a particular day. In circumstances where parents/guardians find it difficult to meet the expense of any items of school uniform, they should contact the Learning Partner or Assistant Principal.

Please read the following information carefully.

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

Uniform — Boys

Summer and Winter Uniform

<i>Shorts</i>	CSC navy blue
<i>Windcheater</i>	CSC navy blue, with logo
<i>Jumper</i>	Optional. CSC navy blue, woollen with logo
<i>Shirts</i>	CSC white polo, with striped collar and logo CSC white unisex cotton shirt with logo to be worn with CSC tie
<i>Trousers</i>	CSC tailored, navy blue
<i>Tie</i>	Optional. CSC tie to be worn with white cotton shirt. Available only at PSW.
<i>Socks</i>	Plain white with shorts Plain white with one or two navy stripes (no logos) with shorts Plain black or grey with trousers
<i>Shoes</i>	Black leather lace up school shoes. Black leather runners are permitted but must be completely black. Shoes must not have any decoration or logo visible on them.
<i>Jacket</i>	CSC navy blue College jacket with logo (Winter)

Uniform — Girls



Summer Uniform

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

Winter Uniform

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

Uniform Details — Sports

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

<i>Track pants</i>	Navy blue Craigieburn track pants (available at PSW)
<i>Shorts</i>	Craigieburn school sports shorts (uni-sex)
<i>Skirt</i>	Navy blue netball skirt and navy blue sports briefs
<i>Windcheater</i>	Navy blue windcheater with logo
<i>Shirt</i>	Navy blue polo, with striped collar and logo
<i>Socks</i>	White socks — plain or with one or two navy stripes
<i>Shoes</i>	Sports shoes (white sole recommended)

Major Assessment Task Submittal Support (MATSS)

MATSS sessions take place on a Monday or Thursday afternoon from 3:15pm. MATSS sessions are given when a student has not completed a MAJOR assessment task by the due date. This should occur only once or twice per term in each subject. Teachers will set due dates for major assessment tasks and inform students and parents/guardian 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, which will give them an opportunity to complete and submit the work. Teachers will be present at the MATSS session and computers will be available. If a student completes and submits the major assessment task before the scheduled MATSS session, they do not need to attend. Students must submit all major assessment tasks so teachers can make judgements about student learning and achievement.



Student Services



Library and Information Services

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

The library is open to students from 8:15am, throughout class time, recess, lunch-time and after school during Study Hall. During class time students may use the library to study, research and use computers. At lunchtime students enjoy reading, playing board games, using computers and relaxing. Students may borrow books for two weeks. It is important that all books are returned on time so that our resources are shared fairly.

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 also when items can be collected is included.

Second hand books and uniforms can be bought and sold through the Sustainable School Shop website. The text and uniform items students need are already loaded 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.

Each student completes an individual career action plan in term 2 where they begin to develop the skills to plan their future career pathway. They focus on their goals for the future and start to explore the world of work. In term 4 they are asked to review their goals in order to reflect on their future choices.

Special Programs

Pastoral Approach — The Middle Years

Craigieburn Secondary College has worked closely with Craigieburn primary schools to develop students' welfare and achievement in Years 5–8, the Middle Years. Students have a PL teacher to assist them with the process of moving into Secondary School. Teachers run activities which develop team and social skills, promote safety and reduce bullying.

Health Promotions Nurse

The school has a nurse who assists class teachers in the delivery of health classes and runs support groups for a variety of students with health or related issues eg. a diabetic group, an asthma planning group.

Mediation

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

Corrective Reading Program

The program focuses upon improving the reading speed, accuracy and comprehension of students, increasing their confidence and teaching them word attack skills. Each reading group consists of a maximum of 10 students and they participate in four sessions a week for a year. At the end of the program the students are re-tested to ascertain their reading level.

Transition Program

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

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

Once year 7 Students have successfully enrolled at our College, the transition process is an ongoing focus and continues through the Ready to Learn Program, Year 7 BBQ and Year 7 Transitions Camp. Programs are also conducted at the conclusion of each school year to ensure the transition process is seamless between year levels.

Student Support Services

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

Student Wellbeing Program

The College provides a Wellbeing team that includes a Learning Partner at each year level, a Health Promotion Nurse, a School Chaplain, a Youth Worker, a School Counsellor, a Speech Pathologist and an EAL Community Engagement Leader. The team aims to provide 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 assist students and to augment their social connectedness and engagement which will assist in creating a safe, inclusive and happy environment in which to learn.

Some of the programs may include;

- Values units in Personal Learning (PL) incorporating discussion and activities focusing on:
 - Bullying Awareness and Strategies
 - Respect
 - Communication
 - Harmony and Acceptance
 - Study and Learning Regime
 - Learning Strategies
- Girls and Boys Groups
- Harmony and Community Days
- Seasons of Change Program
- Girls' Social Skills Group

Many of these programs are run collaboratively by the Allied Health Team and the sub schools or with the support of outside agencies and support staff. The College also engages the services of an Educational Psychologist.

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

- | | |
|---|----------------------------|
| • Youth Projects | • Craigieburn Youth Centre |
| • Breakthru | • Anglicare |
| • Child First | • Uniting ReGen |
| • Foundation House | • Connections Craigieburn |
| • Salvation Army Re-connect Program | • Shine Bright Psychology |
| • Orygen Youth Health | • ACT for kids |
| • Headspace | • CASA House |
| • Merri-Health | |
| • Royal Children's Hospital CAMHS | |
| • Department of Health & Human Services | |

If there are any wellbeing issues pertaining to any students at the College and/or their families, feel free to contact the wellbeing team leader on 9308 1144.

Other helpful numbers include:

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

Policies

Bullying/Harassment

All students have the right to respect and safety and we are all responsible for making it happen. If bullying occurs in the school, a teacher, the Year Level Coordinator or the Student Wellbeing Coordinator speaks to both the victim and the bully. 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 is sent home explaining the event and the school rules about bullying.

Curriculum

Emphasis has been placed within the College on students achieving academic excellence through a comprehensive Years 7–10 curriculum that covers the Arts, English, Languages, Mathematics, Personal Development, Science, Humanities and Technology. Programs are developed in sequential fashion from Years 7 to 10 with the opportunity for elective subjects at Year 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 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, Human Development, Legal Studies, Materials Technology, Mathematics, Physical Education and Physics demonstrate the breadth of the College's curriculum. Many of our graduates now attend tertiary institutions throughout Victoria.

Information & Communication Technologies (ICT)

Craigieburn Secondary College endeavours to create a learning environment where every student can achieve their fullest potential. We aim to promote confident learners who are curious and creative who can solve problems using a variety of tools. As part of this commitment, the College is beginning the integration of student Netbook computers into the classrooms and the embedding of digital literacy and e-learning practices across all key learning areas. It is envisaged that students at the College will become effective global learners in multiple real and virtual arenas.

The College, in conjunction with the Department of Education and Training (DET) aim to provide a wealth of rich educational resources and tools, that when used effectively, will deliver very positive teaching and learning outcomes. Each student is required to have a portable Netbook that will link them to their teachers, learning communities, multimedia software and online tools and resources.

With the connected mobile device, students will have enhanced communication opportunities with their teachers and peers to seek feedback regarding learning opportunities and activities, participate in synchronous and asynchronous learning and have anywhere, anytime access to documents, projects, revision tasks and evidence of their learning. The access to information and communication technologies (ICT) will create expanded learning opportunities that are more active and student centred.

Compass

Compass is a modular, web-based school management platform that has enabled the College to streamline communication with students and parents/guardians. We use Compass for a number of functions, including: attendance and roll marking; semester reports and progress reporting; booking Parent Teacher interviews; calendar and news item updates; and communicating with parents/guardians as per our Staged Response Processes. Students are also able to see the work that has been left by their teacher if they are away by visiting the relevant subject page in Compass. The College is able to receive feedback from parents/guardians via the 'Insights' module. Compass works on all modern browsers on any device and parents/guardians are encouraged to download the Compass app.

Learning Management System (LMS) — Moodle

Moodle is a Learning Management System (LMS) that allows teachers to create powerful, flexible, and engaging "online learning experiences" in a blended learning environment. At the College, the LMS provides web pages that can be explored in any order, courses with live chats among students and teachers, forums where users can rate messages on their relevance or insight, online workshops and surveys and directories set aside for teachers to upload and share their files. All of these features create an active learning environment, full of different kinds of student-to-student and student-to-teacher interactions. Students are able use the LMS as a Cloud Server to access their important files anywhere and anytime, download calendars with key dates to keep themselves organised and access information at a touch of a button through mobile devices with an internet connection.

SWPBS & Student Management

SWPBS stands for 'School Wide Positive Behaviour Support', a whole-school framework which ensures that positive social and learning behaviour is explicitly taught. In our implementation of this framework, the College has developed Staged Response Processes to enable our staff to introduce, model and reinforce positive learning and social behaviours. Explicitly teaching our expectations, and acknowledging students for demonstrating them, is key to our success in creating and maintaining a learning environment where all students feel connected, supported and engaged.

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



Craigieburn Enrichment and Acceleration Program (CEAP)

The College has developed a Select Entry Enrichment and Accelerated Program that offers places to a limited number of very capable and committed students who are able to meet the academic rigours set by the program. Students will be accelerated through their coursework at a faster pace, providing them with a challenging learning environment. The enrichment component of the program encourages the study of more complex and abstract concepts, with a greater emphasis on higher order thinking skills.

Students undertaking CEAP at Years 7 and 8 will be working at Victorian Curriculum Foundation-10 Levels 7–9, completing them with a strong extension and enrichment component. It should be noted that under the standard mainstream Victorian Curriculum Foundation-10 structure, Level 7 is aimed for at the end of Year 7, while Level 9 is aimed for at the end of Year 9 (extension outcomes are also provided for students who have already demonstrated achievement at Level 9).

At the end of Year 9, a decision on an appropriate pathway for each student will be reached. Year 10 students will be undertaking a mixture of Victorian Curriculum Foundation-10 Level 10 extension work and Year 11 (VCE) Unit 1 and 2 studies. In Year 11, students will undertake Unit 1 and 2 studies along with Year 12 (VCE) Unit 3 and 4 studies. Students completing Year 12 will have the opportunity to undertake a combination of Unit 3 and 4 studies.

For each Year 7 intake, one form group (of no more than 25 students) will make up the CEAP group and will remain in that group up until the end of Year 9 (provided they meet the requirements of the program as set by the College). During this time, students will be in the care of the Form Group teacher, Year Level Coordinator and the CEAP Coordinator.

Expectations of Students

Students will be expected to make a genuine commitment to CEAP. They will be required to work hard, both in and out of class, try their best at all times, actively seek assistance if they are experiencing difficulties and demonstrate cooperation and respect towards teachers and fellow students.

It is important that there is effective two-way communication between school and home and we encourage parents/guardians to contact the College if they feel any particular difficulties or issues are emerging for their son/daughter.

Student Programs — Years 7 and 8 Curriculum Structure

In accordance with the Victorian Curriculum Foundation-10, Craigieburn Secondary College has developed a revised Learning and Teaching program. A major part of this work involved devising a Year 7 and 8 curriculum framework that mapped out skills and thematic/integrated approaches to learning and teaching.

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

Key elements specifically include:

- students having a deep understanding of learning with an ability to apply/transfer knowledge in different contexts;
- the development of generic skills including literacy, numeracy, resilience, communication, thinking, reflecting, team work and social/personal;
- a closer link with the community and real life experiences.

Year 7	
Subject	Number of Periods
English	4
Maths	4
Humanities	2
Science	2
PE/Health	2
Italian	2
Art / Food	2 semester
Technology / Music	1 semester
PLT	1

Year 8	
Subject	Number of Periods
English	3
Maths	4
Humanities	2
Science	2
PE/Health	2
Italian	2
Music / Art	2 semester
Technology / Food	2 semester
PLT	1

Year 7 Subject Information

English

Description

Students study a variety of texts including films, prose, newspapers and multimodal texts. Students are also taught how to write in a variety of styles and develop skills in speaking and listening for a range of purposes, with a strong emphasis on literacy skills.

Outcomes

Students should satisfy the Year 7 Curriculum Standards and develop their reading, writing, speaking and listening skills.

Assessment Tasks

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

Humanities

Description

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

Outcomes

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

- History
- Geography
- Civics and Citizenship

Assessment Tasks

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



Art

Description

Students are introduced to a variety of materials, skills and techniques used in visual arts. They are encouraged to explore, develop and extend their ideas, finding solutions in different media. Students will develop appropriate language in terms of art criticism and aesthetic awareness to comment on their work and the work of artists studied. Students will also develop an understanding of past and present historical and artistic contexts. Skills covered will include a variety of 2D and 3D media and techniques such as drawing, painting, printing and sculpture / ceramics.

Outcomes

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

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

Assessment Tasks

Students will be assessed on criteria attached to the practical artwork, written art appreciation, participation in class activities and rich tasks.

Food Studies

Description

Students are introduced to health and safety issues 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 the Australian Guide to Healthy Eating and the Healthy Eating Pyramid. Students become aware of the technology design process, which is used to develop and evaluate products.

Outcomes

Students will have an understanding of the concepts of the dietary models studied. They will develop their organizational 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

Students will be assessed on a Design Process Assignment, Dietary Analysis Assignment, Safety and Hygiene Poster, Processes Task, topic related work sheets, and practical class participation.

Languages

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

Italian

Description

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

Outcomes

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

Assessment Tasks

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

English as An Additional Language (EAL)

Description

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

Outcomes

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

- Reading
- Writing
- Speaking and listening

Assessment Tasks

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



Mathematics

Description

The units studied are Number Patterns and Algebra, Probability and Statistics, Number, Place Value, Money, Fractions, Decimals, Percentages, Ratio, Measurement, Linear and Non-Linear Relationships, Shape, Geometry and Transformation.

At Craigieburn Secondary College, students will be supported with their Maths work in a general, modified or extended context. Student learning is supported through the Maths Pathway program and consolidated through problem solving lessons and Rich Tasks.

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 tasks and problem solving.

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 the concept of the study of science, forces in flight, biological classification, ecosystems, the night sky 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 research assignments, practical reports, presentations, workbook and tests.

Music

Description

The classroom program is a general music course where students study practical, analytical and theoretical aspects of music. The course covers practical skills using guitars, drums and keyboard. Students learn and develop music literacy skills, and discover elements of music through regular listening activities. Music instruments and music styles such as rap music are explored.

Outcomes

Students will be able to:

- Use starting points to generate and expressively develop ideas when making and presenting music
- Demonstrate a range of skills, techniques and processes in organising music elements to structure music
- Describe how the organisation of music communicates ideas and feelings
- Demonstrate an understanding of the way in which music is made in particular historical and cultural contexts.

Assessment Tasks

Instrumental practical tests, theory — workbook and tests, music styles assignments, compositions, aural training and an instrument assignment.

Personal Learning (PL)

Description

Year 7 Personal Learning (PL) introduces students to the four college values of Respect, Responsibility, Achievement and Community. Students participate in lessons and units targeting the skills needed to be ready to learn, the challenges and changes they may face in high school, how to develop and maintain respectful relationships, setting and reflecting on meaningful goals, building career and life aspirations and taking positive risks while avoiding negative risks.

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 activities that contribute to improving community issues.

Assessment Tasks

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



Physical Education, Sport and Health (PESH)

Description

Students will study topics such as Fitness and Fitness Components, as well as 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 also participate in a variety of different sports and activities such as Athletics, Minor Games, Invasion Sports, Football Codes, Dance and Recreation. Physical Education, Sport and Health aims to develop active and informed members of society, who use physical activity as a way to maintain health and wellbeing.

Outcomes

Students will be able to identify the sport and health related fitness components, and link them to sport and everyday life. Students will be able to breakdown a particular skill, and give appropriate feedback to improve the skill. Students will also be able to:

- Proficiently perform motor skills which are appropriate to specific games.
- Develop a strong sense of teamwork and cooperation through the participation in practical activities.

Assessment Tasks

Worksheets, assignments, tests, unit theory assignments workbook, unit tests, 75% participation in full PE uniform

Additional Comments

Note: Some activities may incur a small cost.

Information & Communication Technologies (ICT)

Description

Students will investigate the social and ethical considerations with the use of ICT in modern society, how to keep data safe and be secure online. Students will learn to investigate, communicate, collaborate and create with ICT in a modern environment.

Outcomes

The ICT outcome 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

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

Year 8 Subject Information

Art and Design

Description

Year 8 Art and Design introduces students to the areas of Textiles and Visual Communication and Design whilst also extending their study of Art. Students will create artwork using a variety of media, techniques and skills. This includes the study of symbols, development of design, sewing skills, relief printing, drawing and painting. 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 to their own skills.

Outcomes

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

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

Assessment Tasks

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





English

Description

In the English component of study, students study a variety of texts including films, prose, newspapers and multimodal texts. Students are also taught how to write in a variety of styles and develop skills in speaking and listening for a range of purposes, with a strong emphasis on literacy skills.

Outcomes

Students should satisfy the Year 8 Curriculum Standards and develop their reading, writing, speaking and listening skills.

Assessment Tasks

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

Humanities

Description

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

Outcomes

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

- History
- Civics and Citizenship
- Economics and Business
- Geographical Skills and Knowledge

Assessment Tasks

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

Mathematics

Description

The units studied are Integers, Geometric Reasoning, Statistics and Probability, Patterns and Algebra, Percentages and Ratio, Money, Measurement, Linear and Non-Linear Relationships.

At Craigieburn Secondary College, students will be supported with their Maths work in a general, modified or extended context. Student learning is supported through the Maths Pathway program and consolidated through problem solving lessons and Rich Tasks.

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 tasks and problem solving.

Science

Description

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

Outcomes

Students should satisfy the requirements of the Curriculum Standards.

Assessment Tasks

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



Food Studies

Description

Students are shown how to effectively maintain a safe and hygienic working environment, develop strategies to implement effective planning and time management skills. Students are also introduced to key ingredients and processes used throughout cookery, and are continuing 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

Students will be assessed on their ability to follow procedures correctly, design ideas and evaluating tasks, Food Poisoning Report, Nose to Tail Report, Recipe Folio and topic related worksheets and practical class production.





Languages

Students will continue learning Italian. Learning a language is compulsory to Year 9, and then is offered as an elective from Year 10 to Year 12.

Italian

Description

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

Outcomes

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

Assessment Tasks

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

English as An Additional Language (EAL)

Description

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

Outcomes

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

- Reading
- Writing
- Speaking and listening

Assessment Tasks

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



Music

Description

The classroom program is a general music course where students study practical, analytical and theoretical aspects of music. The course covers practical skills using guitars, drums and keyboard. Students further develop music literacy skills, and reinforce their understanding of elements of music through regular listening activities. Folk music, world music and film music are explored in depth through active listening, investigation and analysis.

Outcomes

Students will be able to:

- Use starting points to generate and expressively develop ideas when making and presenting music
- Demonstrate a range of skills, techniques and processes in organizing music elements to structure music
- Describe how the organisation of music communicates ideas and feelings
- Demonstrate an understanding of the way in which music is made in particular historical and cultural contexts.

Assessment Tasks

Theory, folk music assignment, program music assignment, film music assignment, compositions, aural training.

Personal Learning (PL)

Description

Year 8 Personal Learning (PL) builds on the themes of year 7 PL. Students learn new aspects of the four college values of Respect, Responsibility, Achievement and Community. Students participate in lessons and units targeting health concerns of young people, cyber safety and bullying, making a difference in our community. Students continue to build career aspirations and begin to explore some of the options, they also further develop their ability to set meaningful goals and reflect on their progress.

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.

Physical Education, Sport and Health (PESH)

Description

Students will study topics such as Training Methods and Principles and the Sport Education for Physical Education Program (SEPEP). The theory and practical components are closely linked so that students are able to practice and experience what they are learning in theory classes during their practical classes. Students will also participate in a variety of different sports and activities such as Athletics, Minor Games, Striking Sports, Team Invasion Sports and Ultimate Frisbee. Physical Education, Sport and Health aims to develop active and informed members of society, who use physical activity as a way to maintain health and wellbeing.

Outcomes

Students will be able to identify benefits of physical activity, as well as the barriers to participation and factors influencing participation. Students will be able to identify and understand the acute responses to exercise. Students will also be able to:

- Proficiently perform motor skills which are appropriate to specific games.
- Develop a strong sense of teamwork and cooperation through the participation in practical activities.

Assessment Tasks

Worksheets, assignments, tests, unit theory assignments workbook, unit tests, 75% participation in full PE uniform.

Additional Comments

Note: Some activities may incur a small cost.

Technology — Materials (Wood, Metal or Plastic)

Description

This program introduces the student to the technological process. It consists of design, research, material testing, fabrication, safety procedures and skills 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

Assignment on materials production and production of satisfactory models.



Responsibility

Respect

Community

Respect

Responsibility

Achievement

Respect

Community

Community

Achievement

Achievement

Responsibility

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