CHINCHILLA CHRISTIAN COLLEGE

Let your light shine

Junior Secondary

2027 Handbook

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Message from the Principal

Education is transformational. It changes lives. At Chinchilla Christian College, we count it a privilege to be involved in educating children and young people. In Junior Secondary (Years 7 – 10) we implement the Australian Curriculum, ensuring it is taught from a Biblical, Christian worldview. We seek to educate the whole person. That is, we focus on the head, the hands and the heart. In this way, we encourage students to have strong minds, develop practical skills and cultivate wholesome, Christian values. We believe God has a special plan and purpose for every student and that each one can achieve success. We are a learning community where every student can shine - spiritually, intellectually, physically, socially and emotionally.

At Chinchilla Christian College, we believe Junior Secondary is an important phase of learning and development for our young people. It is a time when they discover more about how God has made them, what they enjoy and what they are good at. In Year 7 students study core subjects and explore a range of additional subjects. In Years 8, 9 and 10, while continuing study in core subjects, students select electives to study. In doing so, they commence their learning pathway which will ultimately lead into Senior Secondary and beyond. As students commence and continue their educational journey through Junior Secondary at Chinchilla Christian College, I pray this phase of learning and development is a significant and successful one as they discover more about God, the world He has made and their place in it.

Nathan McDonald
Principal

Education at Chinchilla Christian College

Our Mission
To provide a Christ-centred, high quality education that equips our students to fulfil their God-given potential, shining their light for God's glory.

Our Values
In acknowledging the Lordship of Jesus Christ and seeking to grow in Christ-like character, our core values are:

- Commitment - engaging wholeheartedly in all one does
- Compassion - showing kindness, care and a sense of community
- Courage - demonstrating bravery or strength when faced with a challenge
- Creativity - using original ideas and imagination to innovate or to problem solve









What to expect
A significant time of schooling for our students occurs during the secondary phases of Junior Secondary and Senior Secondary. At Chinchilla Christian College, we have developed a safe and encouraging atmosphere where every student is valued. Our personal approach ensures individual attention and guidance. Our programs are designed to engage, educate and enable our students to shine.

Our Values in Action

Junior Secondary is a rapid period of growth and change in the lives of our children as they transition from childhood into adolescents. At this stage the students' creativity, energy and interest levels are high. To make the most of this stage, we have created learning that is both fun and engaging.

We build commitment through:

- Offering updated and innovative technologies to match the growing demand.
- Lunch time assignment assists services run by classroom teachers
- Swimming, Athletics and Cross-Country Carnivals
- Lunch time extra-curricular activities
- QAMT competitions – Mathematics
- National Maths Competitions

We develop *compassion* through:

- Devotional meetings and prayer time three times a week
- Fundraising days for our sponsor child
- Being involved in community events
- Biblical Studies lessons
- Organisational strategies for students to maintain a balance of school and social life

We build *courage* through:

- School camps and excursions
- Student Involvement in the SRC (Student Representative Council)
- Student-lead chapel services
- Inter-school sport
- District and Regional Sporting Carnivals

We develop the *creativity* of the students by:

- Offering a wide variety of Arts subjects with specialty teachers
- Implementing a 'growth-mindset' model in our classrooms
- Inquiry based learning
- College Musicals (every two years)
- College Bands, Chapel & Choirs

Opportunities

Junior Secondary students can expect to find access to support when they feel the need. At Chinchilla Christian College we offer experiences in leadership, learning support and extension as well as extra-curricular activities.

Leadership

At Chinchilla Christian College we give students an opportunity to fulfil their leadership potential by embarking on a leadership process, with the potential to earn a position as a leader representative for our school. Students in each class also vote on a representative to voice their collective opinions and ideas to the Student Representative Council.

Leadership in our Junior Secondary is also seen through taking on buddy classes with our primary students. This provides a great experience for our Junior Secondary students to learn responsibility, respect, compassion and guidance.

Learning Support and Extension

Students have access to learning support and extension through our Inclusive Education program. This is managed by classroom teachers and the Inclusive Education Coordinator, by participating in meetings with key stakeholders in the student's education, implementing an individualised plan for support or extension in class and resourcing where there are certain abilities needing to be met.

A diverse array of supervised lunchbreak activities.

Co-Curricular

At Chinchilla Christian College we aim to provide our students with the opportunity to achieve more than they thought possible. To cater for the diverse needs of each student, the co-curricular program is broad, offering a wide range of experiences in sports, community service, camps, performing arts, visual and creative arts as well as competitive and non-competitive activities.

Our students are strongly encouraged to involve themselves in the co-curricular program as part of their development. Through these activities students develop confidence, leadership, resilience, social skills and many other valuable qualities. Students are encouraged to select activities that provide a more rounded and balanced range of experiences and not just in areas where their passions lie. These activities provide opportunities for individuals to work as part of a team and also allows students to experience a challenge. Physical and creative activities enhance children's cognitive function, concentration and on-task behaviour.

We see great benefit for our students in having a healthy balance between involvement in co-curricular activities as well as their studies. The co-curricular program is conducted before and after school, lunchtimes, weekends and, in some cases, during the school holidays. Although we acknowledge that a student's commitment to engage in a co-curricular activity is their choice, once a commitment is made, students are expected to see the activity through for its duration. This would include regular attendance at practices, rehearsals, meetings and matches.

Subject Selection Process

Helpful guide to choosing elective subjects

In which subjects am I most successful?

- It is important to acknowledge your natural gifts and talents

Which subjects do I enjoy the most?

- Students will often do well and work harder in the subjects they find interesting

Am I keeping my options open so I can change my mind about what I want to do in the future?

- At the moment, you may not know exactly what you want to do when you finish school - this is normal! At this stage of your life, it's important for you to explore many options. This means choosing a selection of subjects that make it possible for you to continue exploring career ideas before making more specific decisions in the future

Have I explored each elective subject thoroughly?

- Read the subject outlines provided
- Talk to the teachers at the College
- Look at textbooks and resources used by students in the subjects
- Talk to students who are already studying the subject

Will the subject suit me?

- You are an individual, and your particular study needs and requirements may be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:
    - Someone told you that you will like or dislike it
    - Your friends are or are not taking it
    - You like or dislike the teacher

Subject Change

Students must speak to the Head of Secondary in order to collect a Subject Change Form. Before any subject change is considered for approval, the student must complete all outstanding assessment items in order to fulfil academic requirements. The freedom to change a subject should not be taken for granted.

Other factors, such as a student's motivation and performance, will be considered before a decision is made. Subjects are normally only changed at the end of a Semester.

Homework

Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in the learning.

In determining homework, it is important to acknowledge that students may be engaging in many different activities outside of school. These may include a range of instrumental music, physical activities or cultural pursuits. Older students may also have part-time employment. Some students have responsibilities as caregivers. The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation, cultural pursuits and employment where appropriate.

In Junior Secondary, some homework can be completed daily or over a weekly or fortnightly period and may:

- Include daily independent reading
- Be coordinated across different subject areas
- Include extension of class work, projects and research

In Years 7, 8 and Year 9 students should be given more responsibility for their own learning. They can be required to engage in independent learning to complement work undertaken in class. Homework in Year 7, 8 and Year 9 would be about 1 hour per night, including this amount of time on the weekend.

Students can take responsibility for their own learning by:

- Being aware of homework set by teacher and record in student diary
- Discussing with parents/carers homework expectations
- Following comments made by teachers on assignment drafts
- Seeking assistance when difficulties arise
- Organising their time to manage home obligations, extra-curricular activities, and other commitments

Parents/carers can help their children by:

- Helping them to complete tasks by discussing key questions or directing them to resources
- Encouraging them to organise their time and take responsibility for their own learning
- Encouraging them to read and to take an interest in and discuss current local, national, and international events
- Helping them balance the amount of time spent completing homework, watching television, playing computer games, playing sport and engaging in other recreational activities
- Contacting the relevant teacher to discuss any concerns about the nature of homework and their child's approach to the homework

Subjects Offered in Junior Secondary

All subjects offered at Chinchilla Christian College are founded on the Australian Curriculum achievement standards for each subject area. Biblical Studies will be taught across all Year levels.

<table>
<tr><th></th><th>Year 7</th><th>Year 8</th><th>Year 9</th><th>Year 10</th><th>Senior Pathways</th></tr>
<tr><td rowspan="13">Core Subjects</td><td colspan="4">Biblical Studies</td><td>Religion and Ethics*</td></tr>
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<tr><td>English</td></tr>
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<tr><td colspan="2">Additional subjects for Year 7</td><td colspan="2">Electives for Years 8 – 10</td></tr>
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<tr><td>Drama</td><td colspan="2">Drama</td><td>Drama</td></tr>
<tr><td rowspan="3">Technologies</td><td>Industrial Design and Technologies</td><td colspan="2">Industrial Design and Technologies

STEM</td><td>Industrial Technology Skills

Engineering* Biology, Chemistry, Physics, Mathematics</td></tr>
<tr><td>Digital Technologies</td><td colspan="2">Digital Technologies</td><td>Digital Solutions*</td></tr>
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Hospitality Practices</td></tr>
<tr><td rowspan="2">Humanities and Social Sciences</td><td>Business</td><td colspan="2" rowspan="2">Business and Civics</td><td rowspan="2">Legal Studies, Business, Certificate III in Business</td></tr>
<tr><td>Civics and Citizenship</td></tr>
</table>

*Not offered on campus

Core Subjects

Students in Years 7 - 10 will study the following core subjects:

Biblical Studies	
Description	Biblical Studies helps to teach students to view their world from a Biblical perspective. In developing a Biblical worldview, students can apply this to other subjects and activities in both school and in the community and in order to live lives that reflect and honour Christ. In Biblical Studies, students learn to read the Bible, understand and interpret what they read, and explore how it applies to their lives.
Learning experiences	Teaching programs are created to provide relevant practical applications Biblical concepts to students. These will be taught through individual and group activities.
Assessment	There is no formal or informal assessment of any areas of studies in Biblical Studies
Links to senior subject	Biblical Studies in Year 7-10 could lead students to future subject pathways for senior. For University pathways – Religion and Ethics (Applied)
Career pathways	The core skills of Biblical Studies is to build capacity of students to understand how to view the world from a Biblical perspective. Students who study Biblical Studies could study Religion and Ethics. Possible career paths include social work, counselling, pastoring, mission work etc.

English

Description	Fluency in English is a fundamental aspect of effective communication and productive citizenship. At Chinchilla Christian College we maintain a rigorous curriculum whilst embedding Biblical Christian perspectives. An example of this is through use of scripture when teaching about morals and values in a text that is studied. The English program at Chinchilla Christian College aims to develop students' use of language in order to promote meaningful participation in communities and cultures.
Learning experiences	Teaching programs are designed around three interrelated strands of Language, Literature and Literacy.
Assessment	Students read, write and speak using a range of genres including: • Narratives • Plays • Persuasion • Recounts • Analytical • Reflection
Links to senior subject	English in Year 7-10 will lead students to a range of future subject pathways for senior. Vocational education pathways – Essential English (Applied) University pathways – English, English Literature (General)
Career pathways	English prepares students for every career. All students need to be able to use language accurately and appropriately in the work force.

Mathematics

Description	Our Mathematics lessons provide students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. Our programs aim to develop the numeracy capabilities that all students need in their personal, work and civic lives. We provide students with carefully paced, in-depth study of critical skills and concepts. We encourage and help students become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences. In Year 10, students consolidate their mathematical skills and build a foundation for their *Senior Phase* of education. Selective and relevant content and contexts are emphasised to give students meaningful experiences to enable them to make an informed decision on their mathematical subject choices in their senior years.
Learning experiences	Teaching programs in Mathematics are designed to meet the requirements of the new Australian Curriculum specifically addressing the criteria of 'fluency', 'understanding', 'reasoning' and 'problem solving' with an emphasis on consolidation of basic skills as the basis for developing higher order thinking. Students are given the opportunity to work in groups to develop problem solving skills. Students also work independently to complete set tasks.
Assessment	Students will complete two modelling and problem-solving tasks throughout the year, as well as an end of term exams.
Links to senior subject	The study of Mathematics in Years 7 to 10 lead to the possibility of studying several courses in Year 11 and 12. These include, Essential Mathematics, General Mathematics, Mathematical Methods and Specialist Mathematics. It is also an essential requirement for some science courses, particularly Physics and Chemistry.
Career pathways	Possible career pathways include: science, engineering, teaching, business management, accountancy, finance, digital technology and many more.

Science

Description	Secondary Science is a broad subject encompassing a range of disciplines: Biological Science, Chemical Science, Earth and Space Science and Physical Science. The Australian Curriculum structures Science in three interrelated strands: science understanding, science as a human endeavour and science inquiry skills. Throughout the course of each science unit, students undertake various practical experiments which will enhance their inquiry skills in science and provide a greater understanding of the foundational content in their unit. In science lessons, students are encouraged to be independent thinkers and to view their learning through a creative lens and think scientifically. Students develop scientific knowledge, understanding and skills to make informed decisions about local, national and global issues.
Learning experiences	Teaching programs in Science are designed to meet the requirements of the Australian Curriculum specifically addressing the criteria of Science understanding, Science Inquiry Skills and Science as a Human Endeavour. Which is primarily consolidated when a person student selects and integrates appropriate science knowledge to explain and predict phenomena and applies that knowledge to new situations. Students can work in groups to develop an inquiry approach to learning through the criteria of Science as a Human Endeavour where they question, justify and evaluate aspects of developing Science. Students Inquiry skills are fostered through experimentation in laboratory experiences, to test and make predications based on foundational knowledge.
Assessment	Students complete a variety of assignments and examinations in relation to specific content taught in the strands of Science.
Links to senior subject	The study of Science in Years 7 to 10 lead to the possibility of studying several courses in years 11 and 12. These include, Biology, Chemistry, Physics, Agricultural Science and many more.
Career pathways	Career pathways include Health and Medical Science, Environmental and Earth Science, Biotechnology and Genetics, Data Science and Technology, Space and Physics, Chemical Technology, Teaching and many more.

History

Description	Chinchilla Christian College offers the study of History in Years 7 – 10. The historical content in each year level involves two strands: Historical Knowledge and Understanding, and Historical Skills. The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The Year 7 curriculum covers the ancient period. The Year 8 content spans the period from ancient history to the end of the Middle Ages. Year 9 content identifies important features of the early modern period including the Great War. Year 10 students study the modern era also, including World War II as well as an optional unit of Ancient History for preparation to Senior Ancient History.
Learning experiences	Teaching programs are designed around these three historical periods. It is an imperative in our teaching and learning experiences that students have an embedded Biblical Christian perspective taught in their lessons, to understand God's creation and factors influencing historical events.
Assessment	Students complete inquiry-based learning assessment where they practise skills in reading maps, data as well as sources. Students complete multi-modal and written assessment pieces, with a focus on historical terminology and historical knowledge and understanding.
Links to senior subject	History in Year 7-10 will lead students to a range of future subject pathways for senior. For University pathways – Modern History, Ancient History
Career pathways	The core skills of History will prepare students for university. These subject areas ultimately prepare students with skills, such as researching, interpreting, analysing, predicting and evaluating. Careers that can be reached are wide in range, including teaching, politics, library and museum posts, tourism and research.

Geography

Description	Geography is the study of geographical processes, interconnections within environments and between people and places, and how these interconnections change places and environments. The content of each year level is organised into two strands: Geographical Knowledge and Understanding, and Geographical Inquiry and Skills. A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.
Learning experiences	Teaching programs are created to provide rich and authentic learning experiences. At Chinchilla Christian College, we provide students with in-depth studies on complex issues of the natural and man-made environments. In our lessons, we research and analyse data and information to form well-rounded opinions on the state of the world, through topics on water sustainability, urbanisation, land formations, to understanding the complexities of life- experiences in developing countries with low Human Development Indicators.
Assessment	Students complete inquiry-based learning assessment where they practise skills in reading maps, data as well as sources. Students complete multi-modal and written assessment pieces, with a focus on geographical terminology and geographical knowledge and understanding. .
Links to senior subject	Geography is not offered in Senior.
Career pathways	The core skills of Geography will prepare students for university. These subject areas ultimately prepare students with skills, such as researching, interpreting, analysing, predicting and evaluating. Careers that can be reached are wide in range, including teaching, politics, library and museum posts, tourism and research.

Health and Physical Education

Description	The Physical Education component of the subject focuses on the development of fundamental movement skills in various sports and physical contexts. It also embraces the importance of teamwork and tactful decision making in game-like scenarios. Students are required to demonstrate their understanding of objectives through three dimensions: acquire, apply and evaluate. Students apply this knowledge in practical scenarios and evaluate their own performance in a given context. At the core of Health and Physical Education is the acquisition ofmovement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. They develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. The Health component primarily focuses on developing an understanding of healthy nutrition, relationships and mental well-being. In particular, it provides students with an understanding of healthy choices in their social, personal and community relationships. Health and Physical Education focuses on a holistic view of health encouraging students to maintain and seek purpose and quality in their physical, mental, social and spiritual health.
Learning experiences	The learning experiences in Health and Physical Education are designed to meet the requirements of the new Australian curriculum addressing knowledge and understanding primarily through addressing ways to develop actions to promote positive change in relation to their own and others health. They also aim to develop physical skills through movement experiences which is a powerful medium for learning, through which students can practice and refine personal, behavioural, social and cognitive skills.
Assessment	Students will complete two examinations during the year, along with two assignments which address knowledge and understanding .
Links to senior subject	The study of Health and Physical Education in years 7 to 10 lead to the possibility of studying two courses in years 11 a n d 12. These include, Physical Education and Health.
Career pathways	Possible career pathways include: Health and Physical Education Teacher, Outdoor Education Officer, Health Officer, Sports Coach, Corporate Health and Recreation Manager and many more.

Elective Subjects

In Year 7 students study each additional subject before deciding on their electives for Years 8, 9 and 10. Students choose four electives to study in Years 8, 9 and 10.

Business and Civics

Description	The study of Business and Civics is especially important today. This course allows students to become familiar with consumer choice, personal finance, promoting and selling, the law and running a small business. It also allows students to understand the role of an Australian citizen and what governs our choices, actions and policies. Students engage in both theoretical and practical learning experiences to assist them in developing an awareness of business, civics and citizenship.
Learning experiences	Teaching programs are created to provide engaging and informative lessons. Students that choose this elective in Year 9-10 complete work based on Australian Curriculum requirements. Topics covered include: work roles, investment options, financial literacy, Australia's justice system, law makers, the Australian Constitution and much more. Students will learn that money is a valuable resource but also something that needs to be managed wisely - we cannot serve both money and God in our daily walk with the Lord.
Assessment	Students complete research assignments that produce a portfolio of work. Students have written assessment with aspects of multi-modal. Students complete examinations on unit topics.
Links to senior subject	Business and Civics in Years 7-9 will lead students to a range of future subject pathways for senior. Vocational Education pathways – Business Studies (Applied) For University pathways – Business (General), Legal Studies (General) Modern History (General), Ancient History (General)
Career pathways	The core skills of Business and Civics will prepare students for university. Student will develop several skills: researching, interpreting, analysing, predicting and evaluating. Careers that can be reached are wide in range, including teaching, politics, entrepreneur, management, legal pathways.

Dance

Description	Dance is explored as an art form through choreography, performance and appreciation. Students examine how and why dance reflects the contexts in which it is created by reflecting on, responding to and evaluating various dance genres and styles. Theoretical and practical aspects of Dance are explored in this subject. The study of Dance also develops a broad range of highly valuable life-skills, including communication skills, confidence teamwork, trust, cooperation, problems solving skills and creative thinking.
Learning experiences	Teaching programs are created to provide practical as well as theoretical concepts to students. Students work independently and in groups to complete set tasks. A range of topics are covered in Junior Secondary Dance, including Dance Cultures (Line Dancing and Stepping), Musical Theatre, Jazz, Contemporary Dancing, Hip Hop, Ballet, Cultural and Indigenous Contemporary Dancing and Vocal Choreography .
Assessment	Students are assessed through the dimensions of Making (choreography and performing) and Responding. In Choreography, students develop dance works in response to stimuli to convey their choreographic intent. In Performance, students demonstrate their technical and expressive skills through the performance of dance works. In Responding, students reflect on their own dance journey as well as critiquing dance works they view. .
Links to senior subject	Senior Dance (General) Dance in Practice (Applied)
Career pathways	Dance students could pursue opportunities in a range of creative careers such as Choreographers, Choreologist, Costume Designer, Dance Company Director, Dance Instructor, Secondary Teacher, Professional Dancer, Dance Studio Owner, Dance Therapists, Talent Agent, Yoga or Pilates instructor or Interpretive Dancer.

Digital Technology

Description	Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be creative and discerning decision makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures. Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge.
Learning experiences	Teaching programs are created to provide practical and theoretical concepts to students. Students work independently to complete set tasks.
Assessment	Students complete practical and theoretical assessments. Students complete a variety of practical tasks with formative and summative assessment utilising a variety of programs to create virtual networks, code in a variety of languages, manipulate data to provide analytical information and analyse appropriate digital citizenship.
Links to senior subject	Digital Technology in Years 7 to 10 could lead students to a range of future subject pathways. . Vocational Education pathways – Information and Communication Technology (Applied) University pathways – Information and Communication Technology (Applied) and Digital Solutions (General) (offered externally)
Career pathways	The core skills of Digital Technology are to build the capacity of students to utilise available applications effectively and design, build and program computer applications. Possible career pathways include: software developer, webmaster, logistics, cyber security, networking, technical support, digital marketing and many more. See the following website for more information – https://www.digitalcareers.edu.au/

Drama

Description	Students in Drama develop and sustain different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different forms, styles and performance spaces. Students collaborate with others to plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting to engage audiences. Overall, the study of Drama develops a broad range of highly valuable life skills, including verbal and non-verbal communication, confidence, empathy and leadership. Students develop team building skills, trust and cooperation, all in a creative, innovative and safe learning environment.
Learning experiences	Teaching programs are created to provide practical as well as theoretical concepts to students. Students work independently and in groups to complete set tasks. A range of topics are covered during units in Junior Secondary, including Improvisation, Play Building, Scriptwriting, Physical Theatre (miming and clowning), Monologues, Contemporary Australian Drama, Process Drama, Anatomy of the Voice and the Melodrama. .
Assessment	Drama is assessed through two dimensions, *Making* and *Responding*. *Making (forming)* entails the creation of drama, including improvisation, character development, play building and directing. Making also includes the area of performing which requires students to present dramatic works; both student devised and published scripted texts. *Responding* requires the students to reflect on their learning and respond to live theatre or viewing of theatrical performances through analytical writing. .
Links to senior subject	Senior Drama (General) Drama in Practice (Applied)
Career pathways	Drama students could pursue opportunities in a range of creative industries including entertainment and performance. Drama is beneficial for any career that requires high levels of communication skills, confidence, presentation, creativity, leadership, emotional intelligence and empathy.

Food and Textiles Technologies

Description	Food and Textiles Technologies provides students with fundamental skills to effectively and safely use a broad range of materials, equipment and skills needed to design solutions. In relation to Food Technology, students are equipped with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. Students develop practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment. With regards to Textiles Technologies, students analyse and interpret the design cycle and complete a textiles construction. They investigate processes used in textiles design such as, ideas generation, sustainability, cost, ethical consideration, textiles care and maintenance and advertising.
Learning experiences	Teaching programs are created to provide practical as well as theoretical concepts to students. Students work independently and in groups to complete set tasks.
Assessment	Students complete practical and theoretical assessments. Students complete practical tasks in the kitchen, with formative and summative assessment on the quality of the product and the safe working methods used. They also are assessed in the production of textiles pieces including tote bags, aprons, pillowcases and boxer shorts.
Links to senior subject	Food and Textiles Technology in Year 7-10 will lead students to a range of future subject pathways for senior. Vocational Education pathways – Hospitality Practices (Applied), Fashion (Applied), Certificate II in Hospitality. For University pathways – Hospitality Practices (Applied), Food and Nutrition (General), Fashion (Applied).
Career pathways	The core skills of Food and Textiles Technology is to build capacity of student skills in cooking, design, textiles, time management and event management. Students who complete Food and Textiles could study the specific study in senior. Possible career pathways include: tourism, hospitality services, chef, cook, hotel management, barista and food services manager, fashion designer, advertising, marketing, early childhood educator, trainer in certificates, business management, seamstress and more.

Industrial Design & Technologies

Description	Industrial Design and Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of industrial technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop innovative designed products, both for themselves and for the school.
Learning experiences	Teaching programs are created to provide practical and theoretical concepts to students. Students work independently to complete set tasks.
Assessment	Students complete practical and theoretical assessments. Students complete a variety of practical tasks with formative and summative assessment utilizing a variety of processes to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities. They are also assessed on the production of engineered projects (e.g. model bridge), 3D printed prototypes (e.g. phone holder, rocket car, bike light attachment) and individual concept (e.g. own choice design solution)
Links to senior subject	Industrial Design Technology in Year 7-10 could lead students to a range of future subject pathways for senior. Vocational Education pathways – Industrial Technology Skills (Applied), Industrial Graphics Skills (Applied), Engineering Skills (Applied) For University pathways – Engineering (General), Industrial Technology Skills (Applied), Industrial Graphics Skills (Applied), Engineering Skills (Applied)
Career pathways	The core skills of Industrial Design and Technologies is to build capacity of students to safely plan, produce and evaluate design solutions. Students who study Industrial Design and Technologies could study Industrial Technology Skills, Industrial Graphics Skills, Engineering Skills or Engineering. Possible career paths include manufacturing, industrial design, architectural drafting, building, carpentry etc.

STEM	
Description	The STEM (Science, Technology, Engineering and Mathematics) Elective gives students opportunities to explore, design, create, and innovate through engaging learning experiences. Students will investigate problems and develop solutions using skills drawn from science, technology, engineering and mathematics. Students will work individually and collaboratively on projects that may include engineering design challenges, scientific investigations and emerging technologies. This subject is ideal for students who enjoy inquiry, experimentation, problem-solving and creating solutions to challenges.
Learning experiences	Students will be encouraged to work individually as well as collaboratively to learn and apply different applications of STEM.
Assessment	Students are assessed on how well they demonstrate the practical skills and apply the skills covered during the semester.
Links to senior subject	Many different STEM subjects such as: Biology, Chemistry, Engineering, Physics, Psychology, Mathematics, and many more.
Career pathways	Career pathways include Data Science and Technology, Space and Physics, Chemical Technology, Engineering, Scientist, Forensics, Teaching and many more.

Music

Description	In Years 7 – 10, students studying Music build upon the skills and techniques learnt through the simple repertoire used in Primary School to access a wide variety of masterworks written over the 1500 years. They demonstrate their understanding by listening and responding to artworks for both appreciation and analysis, developing their own performances and creating their own compositions and improvisations. Singing and basic keyboard skills are fundamental tools that are constantly used and honed throughout this course, although students are encouraged to specialise in either voice or an instrument should they choose to continue studying Music in Years 9 – 10.
Learning experiences	Learning experiences can vary according to student interests. They include singing; playing instruments; listening, repeating and analysing; improvising, and composing. Students using notation software in Years 9-10 to develop their production skills.
Assessment	Students complete practical and theoretical assessments including the skills of composition, performance and musicology (theory of Music)
Links to senior subject	The assessment found in Years 7-10 Music mirrors the assessment found in Senior Music. It also provides a foundation for Music Extension specialising in composition, musicology or performance.
Career pathways	Students who study music might become musicians, music teachers, composers, conductors or musicologists.

Visual Art

Description	Visual Art allows students to evaluate how representations communicate artistic intentions in artworks they make and view. Students evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks. Topics may include, drawing, painting, digital media, photography, short film, time-based media, water colour pencils/paint, collage, sculpture, pottery/ceramics and various printmaking processes, 2D and 3D.
Learning experiences	Through making, students 'learn about and use knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions' (Australian Curriculum 2017). Making is working in the art form as artist. Through responding, students 'explore, respond to, analyse and interpret artworks' (Australian Curriculum 2017). Responding is working about the art form as audience. Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.
Assessment	Bodies of Work, Folios, Essays, Critiques, Appraising, Exhibitions, Oral Presentations, Resolved Artworks.
Links to senior subject	Studying Visual Art in Junior Secondary prepares students for the QCAA General subject – Visual Art, or the QCAA Applied Subject – Visual Art in Practice. It is desirable for students to complete Visual Art studies if they intend to study Visual Art during Years 11 and 12 and seek an ATAR.
Career pathways	The processes and practices of Visual Art, such as self-directed learning and creative problem solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity. Careers in many diverse fields include areas such as: • Advertising, e.g. art director, brand specialist, content marketer, photographer, graphic artist • Communication, e.g. writer, communication strategist, journalist, sign writer, art editor, blogger/vlogger, web content producer • Creative Industries, e.g. visual artist, illustrator, photographer, screenwriter • Design, e.g. architect, fashion designer, environmental designer, fashion marketer, graphic designer, industrial designer, interior designer, stage designer, textiles designer • Education, e.g. specialist classroom teacher, lecturer, private teacher • galleries and museums, e.g. curator, registrar, exhibition designer, director, public programs officer, conservator • Film and Television, e.g. animator, storyboard artist, post-production specialist, art director, production buyer, concept artist, costume designer, camera operator, Foley editor, producer • Public Relations, e.g. campaign manager, publicist, creative director • Science and Technology, e.g. visual translator, medical illustrator, computer game developer/programmer, digital communication specialist, digital content producer, multimedia designer, web designer, computer graphics modeller, forensic photographer.

Vocational Education and Training (VET)

Alongside the ATAR and QCE students have the opportunity to finish school with a range of vocational certificates II, III and Diploma level. Students can complete these certificates which also contribute to the QCE and their future employment from Year 10 to Year 12 as one of their electives or through a traineeship/apprenticeship.

Students need to be active participants in their pathways if they choose an apprenticeship or traineeship as it will require making up class work missed while on their placements. Most of our certificate courses can be completed during allocated time.

Students can access VET programs through the school in multiple ways including:

- Chinchilla Christian College is a registered location of Christian Community Ministries Ltd's registered training organisation (RTO). Several certificates are offered via CCM RTO
- through our third-party arrangement with TAFE
- via online learning of other training organisations who offer certificates to students
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

Students can choose a combination of vocational certificates and general or applied subjects. It is possible to receive an ATAR and some certificates by the end of Year 12.

VETiS funding is available for students to receive one certificate by the end of Year 12. Some of the outside courses are eligible for students to use this funding. Internal courses (such as CCM RTO provided courses) have no cost to students attending our school. It is possible to get multiple certificates with no further cost to the student.

Current offerings in Year 10 include:

- Certificate II in Workplace Skills (BSB20120)
    - *An upgrade into the Certificate III in Business is possible mid-year after SET planning*
- Traineeship or Apprenticeship can be started

Some certificates are designed to take more than one year so please see the Careers Advisor (Ms Rochelle Stephens) before you choose the certificate.

Learning Support

Students who have a disability or are identified for Enrichment support often require additional education support needs. In Junior Secondary at Chinchilla Christian College we offer an inclusive approach to supporting students with all needs, as well as individually tailored programs, learning experience and/or curriculum approaches to help each student achieve success. At Chinchilla Christian College we adhere to the definition of a disability as outlined in the Disability Discrimination Act 1992 (DDA) and make reasonable adjustments to ensure that all students with a disability are able to participate in education in the same basis as a student without a disability.

This legislation defines disability, in relation to a person, as one or more of the following:

- Total or partial loss of the person's bodily or mental functions
- Total or partial loss of a part of the body
- The presence in the body of organisms causing disease or illness
- The presence in the body of organisms capable of causing disease or illness
- A disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction
- A disorder, illness or disease that affects a person's thought processes, perception or reality emotions or judgement or that results in disturbed behaviour
- Also included is a disability that may be imputed to a person

All students covered under the DDA are supported through a range of provisions at Chinchilla Christian College including learning support staff, behaviour support, assistive technology, alternative format material, special provisions for assessment and wellbeing guidance.

Some students who have significant educational support needs may meet the eligibility criteria for the state-funded Education Adjustment Program (EAP). These additional resources assist classroom and specialist teaching staff to deliver high quality educational experiences that are designed to meet the need of students within the inclusive school setting. These resources are allocated to the school, not an individual basis.

Communication

Methods of communication and correspondence include:

School website:	https://www.chinchillacc.qld.edu.au
School Facebook page:	https://www.facebook.com/ChinchillaChristianCollege/
School newsletters:	Sent via email to families
Administration:	07 4522 4000
	admin@chinchillacc.qld.edu.au
	88 Oak Street, Chinchilla 4413
	PO BOX 88, Chinchilla 4413

Appendix I: Assessment Policy

Purpose
Assessment is an essential and integral part of the development of teaching and learning. It is a continual process, informing decisions about classroom practice and planned curriculum to ensure best outcomes for student learning. It provides a framework within which educational objectives may be set and student progress charted and expressed. It forms the basis for planning the next educational steps in response to each student's needs. Evidence collected through the College' assessment processes is used in assigning grades and writing comments for Prep – Year 10 semester reports.

As a College, we value the following when constructing assessment activities:

- They must be valid and be based on Australian Curriculum standards or prescribed in the respective QCAA syllabus
- They need to provide opportunities for students to access and discuss criteria on which they will be assessed
- They should allow students to demonstrate their learning in a variety of different modes and contexts
- They must be reliable, fair and free from bias to accurately represent a student's knowledge, understanding and skills
- They need to enable students and teachers to use feedback to enhance the learning process
- They need to be inclusive and allow for individual students' needs
- They need to be regularly updated, monitored and revised according to the changing needs of students

Scope
Applies to all teaching staff and students involved in Prep – Year 10 at Chinchilla Christian College.

Policy
At Chinchilla Christian College, we believe that assessment serves three main purposes:

- Informing teachers, students and parents about what the student is already able to do.
- Informing teachers, students and parents about what has been achieved at a particular stage of learning.
- Facilitating the setting of realistic goals for student learning.

Each teacher has a responsibility to assess students, keep accurate records of their assessment and verify their assessment. A diversity of assessment types should be used to provide students with opportunities to demonstrate the achievement of a variety of outcomes in different ways.

Types of Assessment
<u>Assessment as Learning (Formative Self-Assessment)</u>
Involves students in the learning process where they monitor their own progress, ask questions and practice skills. They use self-assessment and teacher feedback to reflect on their learning, consolidate knowledge and work towards identified learning goals.

<u>Assessment for Learning (Formative)</u>
Enables teachers to use information about students' knowledge, understanding and skills to inform their teaching. Teachers provide feedback to students about their learning and how to improve.

Assessment of Learning (Summative)
Teachers use this evidence of student learning to assess student achievement against learning goals and standards.

Assessment strategies
Use authentic and contextual learning opportunities and analyse student responses against set criteria with rubrics, both student and teacher version.

Types of Assessment	
Formative	**Summative**
Teacher observation	Work samples
Questioning	Self-evaluation
Anecdotal records	Group tasks
Work samples	Student portfolios
Peer evaluation	Student conferences
Self-evaluation	Assignments
Group tasks	Exams
Student portfolios	Integrated tasks
Student discussions	Presenting to an audience
Student conferences	Quizzes
Presenting to an audience	Oral presentation
Quizzes	Extended research tasks

Students' Own Work
Students are to do their own work when completing assessment unless they are directed to work with others in the task's guidelines. Feedback provided by staff and families while a student is completing an assessment task is to be minimal and only for the purpose of encouraging students to make enhancements to their work. Others are not to do any of a student's work for them.

Junior Secondary Assessment Expectations

Assessment Calendars
Due dates for assessments are listed on the Assessment Calendar, which is published at the beginning of each term. Circumstances sometimes require alterations to be made to due dates. Any changes with due dates will be communicated to students and their families via email.

Draft Submissions
Drafts for assessment tasks are to be submitted before the final copy is due. Parents will be notified if their student does not submit a draft or submits an incomplete draft when it is due. Repeated non submissions/incomplete submissions will result in a formal consequence for the offending student.

Extensions
If an extension of time is needed, the student must negotiate with their teacher at least three school days prior to the due date, using the Assessment Extension Request Form (Appendix 1).

Illness
If students are unable to complete an assessment task because of circumstances beyond their control, the teacher may set an alternative task or use other samples of work to evaluate a topic or subject, depending on the situation. The request for consideration must be forwarded to the teacher promptly. If illness results in the late return of an assessment task, the student must provide the teacher with a written explanation – a letter from their parents and/or medical certificate.

Final Submissions
Final copies of assessment tasks that are not submitted, without prior arrangement, will result in a student's draft being marked. If no satisfactory draft has been submitted, parents will be notified, and the student will be internally withdrawn from regular classes until sufficient work has been completed for the assessment. Repeated non-submissions/incomplete submissions will result in a formal consequence for the offending student.

Plagiarism
Plagiarism is using words and ideas of other people and submitting it as your own work. Some common forms of plagiarism include:

- Submitting a downloaded assignment from the internet.
- Copying another students' assignment and submitting it as your own work.
- Presenting work from another source, as if it were your own (e.g. copying a section of a book, using the generated response from an 'artificial intelligence' (AI) program, and submitting it as your own work, without acknowledgement, is plagiarism).
- Using ideas without acknowledging the source (e.g. copying an idea from a source, changing some words or the sentence structure (either manually, via software or AI) and not acknowledging the source, is plagiarism).
- Copying the written expressions of someone else without proper acknowledgment.
- Quoting from a source 'word for word', without using quotation marks is plagiarism.

Any assignment submitted must be the student's own work. A student may read what other people have written about the topic, but the assignment or essay should be based on his/her own ideas and should be written in the student's own words. Ideas and quotes from other sources must be acknowledged via correct referencing.

Students who have plagiarised other people's work or used AI will be deemed to have cheated in the assessment item. He/she will be required to re-do the assignment however the student will not receive a result for the work.

Appendix II: Elective Forms

CHINCHILLA CHRISTIAN COLLEGE

Year 8 - 2027
Elective Selection Form

When completing this form, please note:

- Students are to select three electives – one from each line.
- In each line, please number preferences 1-3 (1 being most preferred). The provision of electives is conditional on viability.
- Students can change their subject selections at the end of a semester, through consultation with staff and parents/carers.

Core Subjects	Elective 1		Elective 2		Elective 3	
Biblical Studies English Mathematics Science Humanities and Social Sciences Health and Physical Education	Music		Visual Arts		Drama	
	OR		**OR**		**OR**	
	Business and Civics		STEM		Digital Technologies	
	OR		**OR**		**OR**	
	Industrial Design and Technologies		Dance		Food and Textiles Technologies	

Student name: _____

Student Signature: _____ Date: _____

Parent/Carer Signature/s: _____ Date: _____

Head of Secondary Signature: _____ Date: _____

CHINCHILLA CHRISTIAN COLLEGE

Year 9 - 2027
Elective Selection Form

When completing this form, please note:

- Students are to select three electives – one from each line.
- In each line, please number preferences 1-3 (1 being most preferred). The provision of electives is conditional on viability.
- Students can change their subject selections at the end of a semester, through consultation with staff and parents/carers.

Core Subjects	Elective 1		Elective 2		Elective 3	
Biblical Studies English Mathematics Science Humanities and Social Sciences Health and Physical Education	Music		Visual Arts		Drama	
	OR		**OR**		**OR**	
	Business and Civics		STEM		Digital Technologies	
	OR		**OR**		**OR**	
	Industrial Design and Technologies		Dance		Food and Textiles Technologies	

Student name: _____

Student Signature: _____ Date: _____

Parent/Carer Signature/s: _____ Date: _____

Head of Secondary Signature: _____ Date: _____

CHINCHILLA CHRISTIAN COLLEGE

Year 10 - 2027
Elective Selection Form

When completing this form, please note:

- Students are to select three electives – one from each line.
- In each line, please number preferences 1-3 (1 being most preferred). The provision of electives is conditional on viability.
- Students can change their subject selections at the end of a semester, through consultation with staff and parents/carers.

Core Subjects	Elective 1		Elective 2		Elective 3	
Biblical Studies English Mathematics Science Health and Physical Education	Music		Visual Arts		Drama	
	OR		**OR**		**OR**	
	Industrial Design and Technologies		Dance		Food and Textiles Technologies	
	OR		**OR**		**OR**	
	Certificate II In Workplace Skills		Certificate II In Workplace Skills		History	

Student name: _____

Student Signature: _____ Date: _____

Parent/Carer Signature/s: _____ Date: _____

Head of Secondary Signature: _____ Date: _____