

# Junior Secondary Handbook

**2023**



**Craigislea**  
State High School

.... Educating Global Citizens

Building  
Strengthening  
Consolidating

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## 1. Message from the Principal

At Craigslea State High School we are very proud of our distinctive approach to providing a high quality learning environment for students in years 7 to 9. We recognize that Junior Secondary students have very distinct needs for their social and academic development.

Craigslea has six key principles which inform our junior secondary design. These principles provide the foundation upon which we develop strategies, policies and processes that engage students during these critical years of academic and social development. The principles also provide an evidence-based approach to teaching and learning practices that meet the needs of students in early adolescence.



Mr Mark Farwell

A distinct identity is important in recognizing that students have particular developmental needs in years 7 to 9 and that teachers must adapt practices to ensure that each student can develop to their potential. This principle recognizes that students should feel a sense of belonging and connectedness to their school and feel safe and confident in this environment. Designated areas and special events reinforce the sense of belonging and connectedness to the school. Some practical examples of this distinct identity include having designated areas exclusively for year 7 and 8 students, an orientation program for year 7 students prior to beginning high school and year level camps to build personal confidence and team skills.

A focus on Quality Teaching, which is responsive to the developmental learning needs of early adolescent students, is critical if students are to succeed academically. Students in years 7 to 9 require teaching strategies and learning environments which are different from those for senior students.

Explicit student well-being programs and practices are important in ensuring that students experience a happy and productive time at school. Central to this is a positive relationship between a student, their teachers and peers. Teachers of year 7 and 8 work in small teacher teams and teach their classes across two disciplines ensuring that students have few teachers. Senior students are 'buddies' to junior classes and establish strong relationships with junior students.

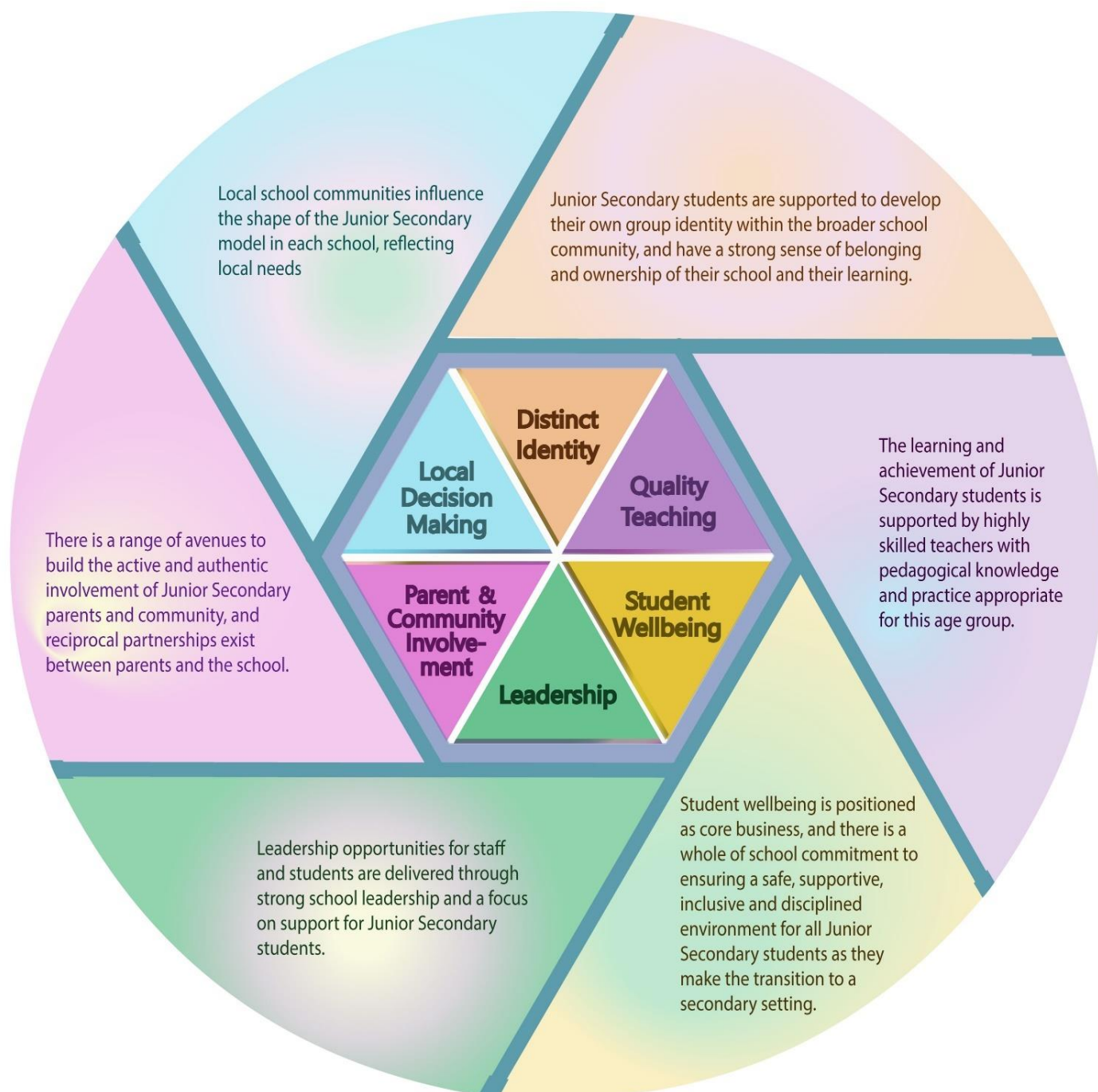
A range of student support services are provided for junior secondary students including personal and social support from Form Teachers, Deputy Principals, Year level Coordinators and the Guidance Officer, Chaplain and Health Nurse.

Specialist personal development programs are delivered throughout the year and target social skills, academic study skills, peer relationships (including bullying) and social media to build a strong school culture of cooperation and respect.

Craigslea has developed a unique junior secondary curriculum. Students study rigorous academic courses in Maths/ Science/ Technology, English/ History, The Arts, Languages and Physical Education. The school's selective entry programs in Science, Music and Volleyball allow high achieving students to excel in chosen fields. Literacy and numeracy intervention programs, along with Special Education programs, provide specialist intervention and support to ensure that all students can achieve to their potential.

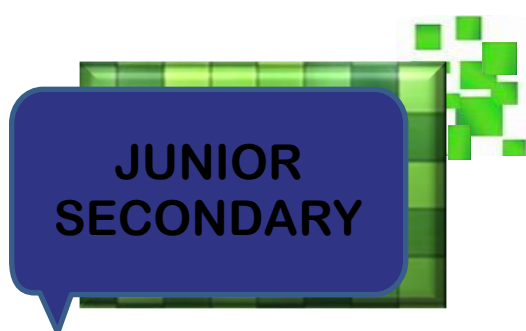


## 2. The Six Principles of Junior Secondary



### 3. Junior Secondary Philosophy

At Craigslea State High School we believe Junior Secondary Schooling lays the foundation for our students to become active citizens in a global society.



We acknowledge that students move through this stage of life in different ways and with varying life experiences. We strive for excellence in teaching and learning through quality teaching, student engagement and collaborative practices. Individuality and diversity are fostered in a community that values compassion, tolerance and the social and emotional wellbeing of every student.

The relationship between students, teachers, parents and the wider community is critical to the attainment of positive student goals. We believe the safe and disciplined environment at Craigslea State High School is fundamental in providing a solid

## 4. Excellence Programs – Science / Music / Volleyball

Craigslea SHS has three Signature Programs available to Junior Secondary students.

### Sport

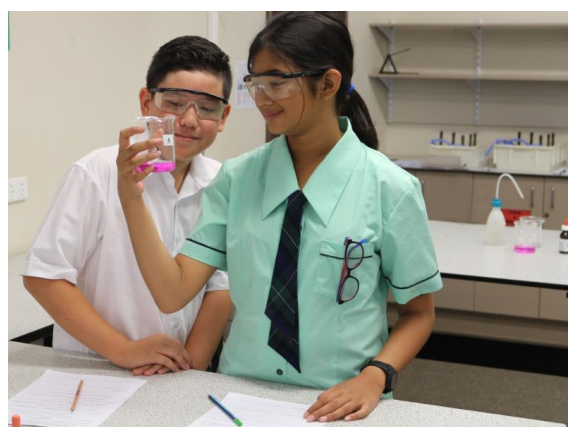


### Music

Signature Music Program

### Science

Extension Science Program



Please refer to the CSHS website for specific details of each program.



## 5. Curriculum Structure

### Curriculum Structure: Year 7

English	3 lessons
Mathematics	3 lessons
Science (Excellence in Science classes run alongside other Science classes)	3 lessons
Social Sciences: History Civics Geography	3 lessons
Languages	2 lessons
Health & Physical Education (HPE) or Signature Volleyball Program (HPV)	2 lessons
The Arts  This is a two-year course studied in semester rotations - Dance, Drama, Visual Arts and Music.  The Signature Music Program (SMP) is studied for a full year and is for students who demonstrate exceptional musical talent, instrumental and/or choral. Opportunities will still be provided for these students to experience Dance, Drama and Art.	2 lessons
Assembly/Craigslea & Beyond (CAB) Sport	1 lesson 1 lesson
<b>Total</b>	<b>20 lessons per week</b>

### Curriculum Structure: Year 8







English	3 lessons
Mathematics	3 lessons
Science (Excellence in Science classes run alongside other Science classes)	3 lessons
Social Sciences: History Civics Geography	3 lessons
Languages (one semester) and Health & Physical Education (HPE) (one semester) Signature Volleyball Program (HPV) (whole year)	2 lessons
The Arts  This is a two-year course studied in semester rotations - Dance, Drama, Visual Arts and Music.  The Signature Music Program (SMP) is studied for a full year and is for students who demonstrate exceptional musical talent, instrumental and/or choral. Opportunities will still be provided for these students to experience Dance, Drama and Art.	2 lessons
Technology: Digital Technologies (one semester) Design Technologies Design Production (one term) Food & Fibre (one term)	2 lessons
Assembly/Craigslea & Beyond (CAB) Sport	1 lesson 1 lesson
<b>Total</b>	<b>20 lessons per week</b>

### Curriculum Structure: Year 9

<b>Mandatory Subjects studied for 2 Semesters</b>	
English	
Mathematics	
Science (Excellence in Science classes run alongside other Science classes)	
Social Sciences: History	
Health & Physical Education	
Digital Technologies Business and Economics or Robotics	
<b>Elective Subjects studied for 2 Semesters</b> If selected, these will be a 12 month course of study leaving one elective choice. Signature Programs are invitation only	
Signature Volleyball Program HPV Volleyball	
Signature Music Program	
Languages Japanese or German	
<b>Elective Subjects studied for 1 Semester</b>	
Design Technologies Food & Fibre, Food Specialisation, Industrial Technology & Design, Graphical Communication	
The Arts Visual Arts, Media Arts, Dance, Drama, Music	
Assembly/Craigslea & Beyond (CAB) Sport	2 Semesters



## 6. Key Personnel

Name and Title	Role	Location
 <p>Mrs Nicole Preston Year 7 Coordinator</p>	Supports Year 7 students in their transition into Secondary School. Responsible for wellbeing and behaviour management of this cohort.	E Block
 <p>Miss McGreevy Year 8 Coordinator</p>	Responsible for wellbeing and behaviour management of Year 8 students.	H Block
 <p>Mr Ben Adams Year 9 Coordinator</p>	Responsible for wellbeing and behaviour management of Year 9 students.	H Block
 <p>Ms Karen Zammit Junior Secondary Head of Department</p>	Leads Junior Secondary Pedagogy. Supports Year 7, 8 and 9 Year Level Coordinators to ensure students are supported in their learning and wellbeing.	E Block
 <p>Mr Brett Molloy Deputy Principal Year 7 and 8</p>	Supports the Jnr Sec HoD and YLCs in the management and behaviour of Year 7 and 8 students	Admin
 <p>Mrs Peta Tabuteau Deputy Principal Year 9 and 10</p>	Supports the Jnr Sec HoD and YLC in the management and behaviour of Year 9 students.	Admin

## Form/Core Teachers

Where the timetable allows, one teacher will be allocated to each Year 7 and 8 Form class. This teacher will also be either their English and Social Sciences teacher OR their Maths and Science teacher and are the first point of contact for parents / caregivers and any student concerns.

## 7. Form Teacher – Role Statement

Junior Secondary Form teachers are responsible for the pastoral care and welfare of all students in their classroom and are the ‘first port of call’ for parents and subject teachers.

Form teachers meet their students every morning in **Form class** and every Wednesday, period 3 either in a **CAB lesson/Year Level Assembly or Full School Assembly**.

Key accountabilities and tasks in **Form Class** include:

- marking the roll and contacting parents if anomalies exist
- reading ‘Daily Notices’ to inform students of messages and school events
- checking that uniform and personal appearance meets with school policies
- following up recurring uniform non-compliance with parents/caregivers
- checking that students are prepared for the day with their Planner and subject requirements
- inspiring them to learn within all subject areas but specifically the core subjects of English, Mathematics, Science and Social Sciences (History and Geography)
- communicating regularly with parents/caregivers via email detailing upcoming school events
- encouraging student participation in Swimming / Athletics Carnivals
- encouraging students to attend Co-curricular activities – Academic, Cultural and Sporting
- supporting and encouraging Year 11 Buddies in their duties
- celebrating personal successes and milestones e.g. birthdays
- establishing a positive and personal relationship with each student. Know their interests and achievements

Key accountabilities and tasks in **CAB Lessons / Assemblies** include:

- delivering the Well-Being Program for their relevant year level (refer p.12)
- engaging in meaningful and proactive conversations based on the activities in this program
- counselling students and referring them to relevant school support personnel as required
- managing behaviour and following process of restorative justice
- referring persistent misbehaviour and issues of concern to the relevant YLC
- ensuring students travel in an orderly manner to and from Assembly venues
- actively supervising student behaviour and attention during Year Level and Full School Assemblies
- providing names of students to the YLC for CAB Assembly Recognition Awards
- collecting monies for any school sanctioned fundraising activities
- organising a vote for class representative for the SRC

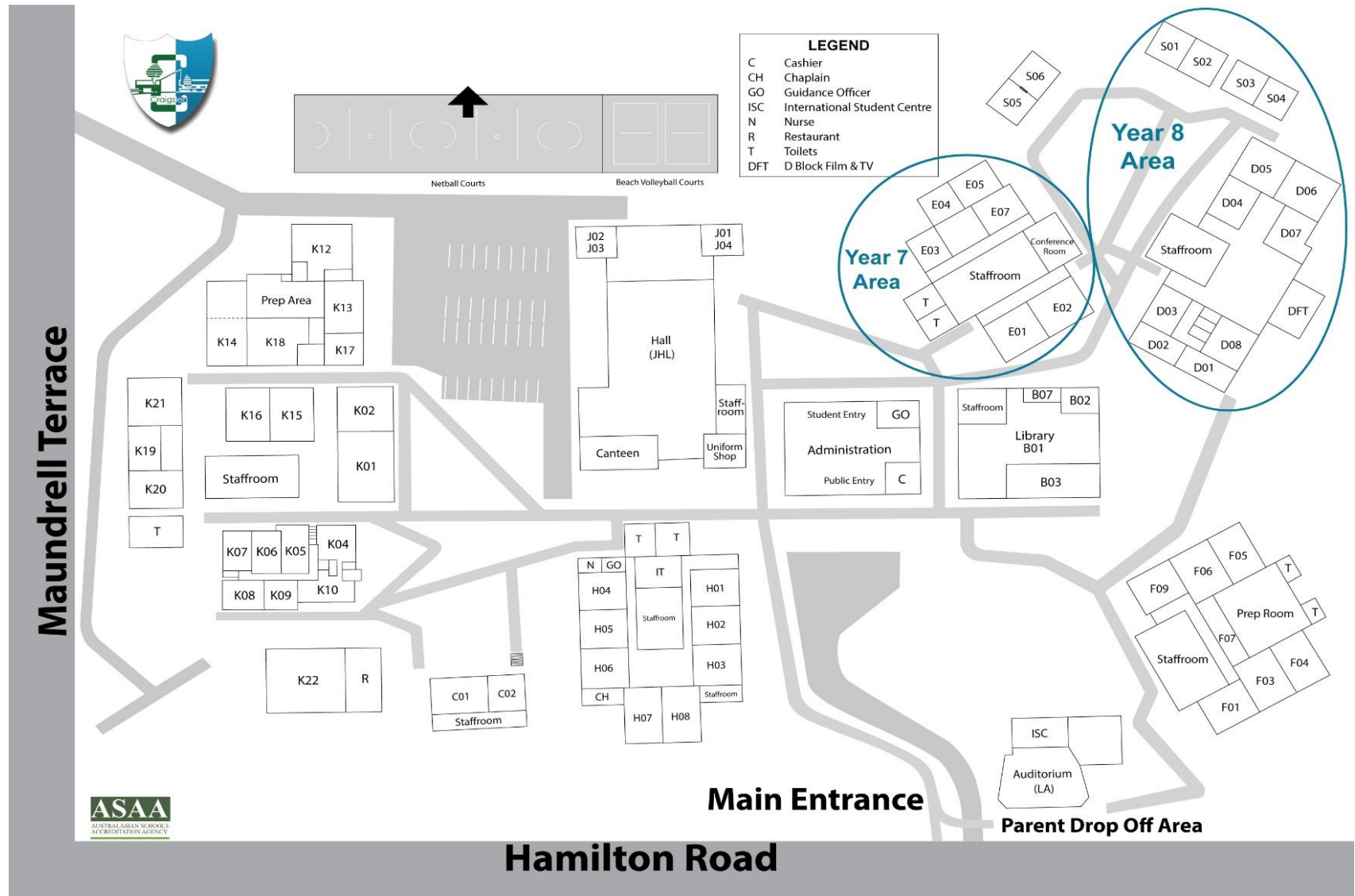
**Year 7 Form teachers** are also required to attend the:

- Parent Information Evening in Week 1
- annual 3-day CAMP in Term 2

**Year 8 Form teachers** participate in and administer the “Healthy Minds Program” in Term 1.

## 8. Distinct Identity

School Map with Year 7 and 8 areas identified



## 9. Quality Teaching

Junior Secondary students are supported by:

- Highly skilled teachers using research-based strategies to increase student achievement
- Building on Primary school experiences with core teaching teams in English/Social Sciences and Mathematics/Science/Digital and Design Technology
- Specialist teachers for Health & Physical Education and Languages (German or Japanese) and the opportunity to experience all five Arts subjects (Dance, Drama, Media, Music and Visual Art)
- Access to specialist laboratories, workshops and creative arts spaces
- Literacy and Numeracy Intervention (LANI)
- Bring your own device (BYOD) iPad program

The Junior Secondary classroom is a dynamic environment where students are encouraged to develop attitudes of independence, initiative, self-regulation and resilience. This is achieved through a measured approach of Core Teaching Teams who use the following practices:

### 1. Consistency

- *In setting the environment for learning*
- *In classroom procedures and bookwork standards*
- *In implementing the school's Pedagogical Framework - CiTW*
- *In setting homework that supports academic learning*



### 2. Compassion

- *Getting to know each student and developing a positive relationship with them*
- *Referrals to Student Support Services - Guidance Officer, Chaplain, School Nurse*

### 3. Communication

- *Regular emails to parents providing curriculum and operational updates*
- *Timely and appropriate feedback to students*
- *Fortnightly newsletter articles*





## 10. Student Wellbeing

School-wide practices that develop the social and emotional competencies of Junior Secondary students include:

- Building a smooth transition from primary school and promoting student wellbeing to:
  - Improve academic performance
  - Increase student engagement and participation
  - Foster a sense of belonging in a community that values diversity, compassion, tolerance and the social and emotional wellbeing of every student
- Student support includes daily contact with both Form and Core teachers who work as a team to monitor student progress and wellbeing
- Buddy Leaders who mentor and provide a student point of contact
- Student Support Services e.g. Guidance Officer, Chaplain and School Based Youth Health Nurse
- A pastoral care program, Craigslea and Beyond (CAB), is delivered 1 x lesson a fortnight (Wednesday period 3) and alternates with Full School Assemblies. Topics covered include Goal Setting, Positive Self-Talk, Peer Pressure, Body Image, Bullying, Cyber Safety, Enhancing Resilience and Leadership. See page 10 for an overview of the Year 7 to 9 Wellbeing Program
- BAAS Feedback - a tool to facilitate the sharing of strategies and ideas within teaching teams and identify gaps or varying observations about students. Year 7 and 8 Core teachers are asked to look at holistic data obtained from OneSchool around student **Behaviour**, **Attendance** and **Academic** results and comment on their **Social** competencies. All data collected is reviewed by the JS Team and Student Support Staff for further action
- Year 8 Healthy Minds Program - the world's first positive psychology and psychological skills program demonstrated to prevent the onset of symptoms of depression and anxiety while also reducing risk for eating disorders. It teaches students the specific skills associated with emotional wellness and resilience. The Healthy Minds Program will be undertaken by Year 8 students as a part of an intensive 8 week learning experience in Term 1. Registered psychologists will speak to the group once a week with Year 8 Form Teachers playing a supporting role in this process

If you'd like any further information on the program or presenter please visit the website [www.healthymindsprogram.com.au](http://www.healthymindsprogram.com.au)



**Dr Tom Nehmy**  
Clinical Psychologist  
BPsych(Hons) MPsych(Clin)  
PhD MAPS CCLIN

## Junior Secondary Well Being Program

Year	Term 1	Term 2	Term 3	Term 4
Theme	Learning: Developing Emotional Intelligence	Respect: Creating healthy, positive connections	Community: Fostering Compassion and Tolerance, Leadership	
7	<b>Settling into High School</b> Induction Booklet/Orientation Coping with transition/new routines Goal Setting and Positive Self Talk Resources and activities relating to respectful relationships and friendships Time Management strategies	<b>Getting Ready for Term 2</b> Personal and Academic Goal Setting Team Building and Interpersonal Skills Camp (Week 4) at Sunshine Coast Active Recreation Centre	<b>Getting Ready for Term 3</b> Goal Setting in Student Planner Bullying/Cyber safety Enhancing Resilience – coping with stress Session support from School Based Youth Health Nurse BRAINSTORM – “Sticks and Stones” (resources and activities)	<b>Getting Ready for Term 4</b> Goal Setting in Student Planner Community Leadership Global Perspectives Preparing for Year 8 Mental Health Week
8	<b>Healthy Minds Program</b> Weekly presentation by a psychologist and follow up lessons with Form/Core teachers. Topics include: Perfectionism, Thinking Errors, Media Literacy, Emotions, Helpful Thinking, Stress & Self-criticism	<b>Online Relationships &amp; Cyber Safety</b> Positive Self Talk Bullying/Cyber Safety Social Media Use and appropriate behaviour online BRAINSTORM – “Sticks and Stones” (resources and activities)	<b>Leadership</b> Developing Leadership/Mentoring What does effective student leadership look like at CSHS? Junior Secondary Leadership application process and selection undertaken this term.	<b>Healthy Habits</b> Critics' Choice Awards (smoking) The Beauty Myth/Body Image Understanding Emotions Resilience Mental Health Week
9	Goal Setting, Mindset for Success and Study Skills BRAINSTORM – “Sticks and Stones” (resources and activities)	HRE: - Relationships and Values - Sexting and Cyber Safety Guest Speaker - North Brisbane District Crime Prevention <b>“Bullying, No Way” Day – 20 March</b>	HRE: - Communication and negotiation - Risk taking - Gender and sexual equality - Decision making/contraception Session support from School Based Youth Health Nurse Leadership Activities: Class Challenge	Transition into Senior School - future planning - career planning Review of Goal Setting <b>Mental Health Week 10 to 18 October</b>

## 11. Parent and Community Involvement

- The Form/Core teacher is the first point of contact for any parental questions or concerns – email being the preferred method of contact
- Form teachers will email parents with class specific updates around week three and week six each term
  - Parents are encouraged to stay connected to the school through the:
  - Parents and Citizens' Association
  - Parent Support Groups (Instrumental Music and CVA)
  - Parent/Teacher meetings
  - Special Assemblies and Award Ceremonies
  - School Council
- Further information can be accessed through our fortnightly eNewsletter and Facebook updates
- Prospective parents are encouraged to attend our Open Mornings held twice a month where you can tour the school and meet key personnel



**Open Mornings**



First and third Friday  
of each month  
9:00am - 10:00am

► Meet Students and Staff    ► See Classes in Action    ► Tour the School





# Parent Involvement at CSHS



## Communication

- Talk about school
- Talk about learning
- Use online communication
- Know who to contact and how (Student planner)
- Facebook and twitter

## Engagement

- Assist with homework
- Discuss Learning goals and results.
- Attend school events:
  - Information evenings
  - Parent-teacher meetings
  - Celebrations/showcases
- Join the schools P & C

## Learning

- Encourage participation in tutoring opportunities.
  - Homework club (Mon)
  - Maths tutoring (Thurs)
- Create an environment at home to support learning and study.
- Know when assessment is due.

## Parenting

Make sure your child is prepared for the day with all equipment and a positive attitude.

Encourage your child's involvement in events and activities.

Help to build resilience as a life-long attribute.



## 12. Leadership

There are several opportunities for Junior Secondary students to take on Leadership roles and work with teachers to enhance their skills.

### 2023 Junior School Leadership Positions



Junior School Captains		Scott Sattler April Thistlethwaite	
Student Representative Council (SRC)		Naomi Jones (President) Lana Sax (Vice-President)	
		Olivia Anoop Charlotte Cosier Steve John Clara Lau	
Academic Captains		Abulfazl Mahsomi Jeshurun Moses Rajendran Mahitha Yelijala	
Cultural Captains		Olivia Deac (Dance) Artemisia Hirst (Music) Anna Michale (Drama)	
CVA Captains		Arrabella Leach Pattison Vincent	
eLearning Captain		Peter Sosefo-Pole	
Environmental Captains		Harper Heery Katerina Lee	
Instrumental Music Captains		Luke Jennings Jocelyn Lawrence	
Photography Captains		Aiyanna Galvan Holly McIntyre	
Sports Captains		Gushdeep Gill Lucy Johnson	
Student Representative Council			
7A – Caitlin Cachuela	8A – Luca De Santis	9A – Bob Saoud	
7B – Nevin Thomas	8B – Dev Dhamotharan	9B – Jayda Stewart-Goodwin	
7C – Rohan Kinattabala	8C – Thomas Beardmore	9C – Gurtaj Singh	
7D – Michelle Ziganshin	8D – Austin D'Senza	9D – Jeshurun Moses Rajendran	
7E – Angel Ajish	8E – Ephraim Paul	9E – Oliver Sturwold	
7F – Annie Smith	8F – Kate Dwyer	9F – Isaac Rahmen	
7G – Jaime Griffiths	8G – Amogh Jeejo Nair	9G – Catherine Swan	
7H – Eve Roberts	8H – Jasey-Rae Harman	9H – David Dorofeev	

## 13. Year 7 Orientation Day and Year 5 Immersion Days

**Orientation Day** is for students who have enrolled into Year 7 in the following year and takes place on Monday of the last week of school. This day begins at 8.45am and finishes at 3pm.

The aim of this day is to introduce students to the Craigslea environment, routines and classroom teachers. Transitioning students also get to meet their Year 11 Buddies who will provide an extra layer of support throughout their first year of high school.

**Immersion Days** are for Year 5 students from our major feeder schools – Aspley SS, Aspley East SS, Craigslea SS and McDowall SS. These days occur in Week 9 of term 4 and are designed to give prospective students a taste of high school life at Craigslea SHS.

## 14. Co-curricular and Extra-curricular Activities

Craigslea SHS offers an extensive range of opportunities that take place outside of the classroom. Please refer to our website for more detailed information about each activity

Co-curricular Activities	Extra-curricular Activities
Student Representative Council	Year 7 Camp
Instrumental Music Program	Public Speaking
Debating	Social Justice Group
Vocal Program	Environmental Groups
Tech Crew	Kedron/Wavell RSL Anzac Day Service
School Musical / Arts Spectacular	Middle School Problem Solving Challenges
Drama productions	
Maths Tutorials	
Craigslea Dance Company (CDC)	
School sport, including Interschool and representative sport and carnivals	
Harmony Day	



## 15. Year 7 Camp

# YEAR 7 CAMP

## Sunshine Coast Recreation Centre

### Week 4, Term 2



The theme of this action packed camp is UNITE and the aim is to foster positive relationships with fellow students and school staff beyond the confines of the classroom. Activities include Canoeing, Caving, Giant Swing, Body Boarding, Kayaking and High Ropes, all designed to build on teamwork skills and communication. Tuesday night is a particular highlight with some amazing entertainment in our Student Talent Quest. Laughs are had, friendships made and strong bonds forged to ensure that memories will last for many years to come.