



# College Prospectus



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College Prospectus - March 2023

## Acknowledgement of Country

Edgars Creek Secondary College respectfully acknowledges the Wurundjeri People of the Kulin Nation, who are the Traditional Owners of the land on which Edgars Creek Secondary College is located in Melbourne's north, and pay respect to their Elders past, present and emerging.





# Welcome from the College Principal

Welcome to the Edgars Creek Secondary College community, which with great excitement opened at the Wollert site in July 2018.

Edgars Creek Secondary College is a school that provides all young people with the opportunities to be passionate about learning, innovative and creative with their learning while developing a strong sense of community engagement and global responsibility. We are not just preparing students for future pathways in the 21st Century but also aim to open students thinking to see the possibilities for innovation while inspiring them to create their own unique opportunities for the future, be it through further education, training or business enterprises. We aim to equip all young people with the skills and capabilities they need for economic, social and cultural success in the 21st Century.

At Edgars Creek Secondary College the personalised learning needs of all young people will be realised via a highly differentiated curriculum. This will be supported by the use of evolving technologies, collaborative and problem-based learning combined with a strong focus on strong core literacy and numeracy skills. Teams of educators and industry stakeholders will work together to design, plan and teach a comprehensive curriculum and to provide rich learning environments for all students. Our programs will be supported by contemporary resources and the latest research on teaching and learning. Students will build their skills, self-confidence, leadership abilities and community spirit through a rigorous but rich and varied curricular and co-curricular program.

At Edgars Creek Secondary College we have a high expectation that our students will have a strong

commitment, not only to their specialist areas of interest but also to their academic studies. We recognise that in the pursuit of excellence, each student is entitled to equal opportunity, a positive learning environment and on-going support to enable them to realise their fullest potential – intellectual, personal, physical, creative, social and vocational. We are proud of helping all students achieve maximum learning growth.

My underpinning value for Edgars Creek Secondary College is that we will create strong and open partnerships between our students, home, staff, community and industry groups, training and tertiary education providers. The College would strive at all times to understand and respect the cultures and experiences of all community members through our teaching and learning. ECSC is committed to all members of the school community working together to provide a safe, caring and stimulating learning environment. Such a learning culture can be developed when based on the values of mutual respect, shared responsibility and cooperation between staff, students and parents.

As the College Principal, my goal is to make Edgars Creek Secondary College a vibrant, welcoming, inclusive and caring school that is the centre of the Epping North/Wollert community.

Kind Regards,

**Joanne Camozzato**  
College Principal



# College Values and Expectations

At Edgars Creek Secondary College our values are:

## Respect All

- Respect Yourself – having regard for self in terms of physical, social and emotional health and wellbeing.
- Respect Others– Mutual Respect and acceptance of others, their property and their differences.
- Respect of Environment – recognising that we must act responsibly to maintain our world.

## Embrace Learning

- Learn by maintaining a positive and curious mind while seeking out new knowledge and ideas. Acknowledge that learning extends beyond the classroom into the larger community and the world.
- Learning is an active process where students are challenged to solve problems and construct meaning in critical and creative ways with the support of passionate and committed teachers

## Aim to Innovate

- Encourage originality, enquiry, positive risk-taking, critical thinking and multiple means of expression in all members of the school community
- Use evolving technologies to support student engagement and teaching and learning

## Look to Inspire Yourself and Others

- Pursue personal excellence in at least one area of school life – academic, leadership, community involvement, the arts, sport or extra-curricula programs
- Displaying pride and satisfaction in individual achievement while encouraging others to do the same.
- To look to members of the school and global community for inspiration and motivation in how to achieve a positive and well-balanced life.

## Our Expectations

We have a high expectation that our students will have a strong commitment, not only to their specialist areas of interest but also to their academic studies. We offer a complete educational program and students are expected to aim for excellence in all areas of the curriculum, student leadership, personal development and community connections.

## Shared Expectations

At our College, we recognise that, in the pursuit of excellence, all students are individuals and are entitled to equal opportunity, a positive learning environment and on-going support to enable them to realise their fullest potential – intellectual, personal, physical, creative, social and vocational.

# Learning and Teaching

## Literacy and Numeracy

A strong foundation in literacy and numeracy is vital for every young person and underpins their ability to engage in education, reach their potential and to participate fully in the community. As young people enter high school, they need to develop more specific literacy and numeracy capabilities so that they can access the curriculum across the disciplines they study. We aim to achieve this for all our students.

## Differentiation

Differentiation is a core part of our teaching practice at Edgars Creek Secondary College. We continually work to create and deliver a curriculum that targets students at their point of need to ensure they experience learning growth and success at secondary school. Teachers work within a Professional Learning Community to continually develop and implement a range of strategies to adjust the level of content, learning activities and assessment tasks for students who may require further scaffolding or extension. This means that students are appropriately challenged in a supportive learning environment that values them as an individual. A differentiated approach to teaching and learning continually places the student at the centre and builds a culture of high expectations in every classroom. Through the regular implementation of differentiated teaching strategies, students learn to set and work towards their own learning goals and develop a true growth mindset.

**Differentiated teaching refers to the methods teachers use to extend the knowledge and skills of every student in every class, regardless of their starting point.**

*High Impact Teaching Strategies, Department of Education and Training (Victoria)*

## Developmental Model of Assessment

The Developmental Model of Assessment is grounded in the belief that every child can learn. Teachers work to create assessment tasks that allow students to track their own learning progression along a continuum, often presented in the form of a rubric or a skills audit. Teachers work with students over the course of a unit of work to develop the skills and knowledge necessary for the task and collect clear evidence of what students say, make, write or do to help inform their teaching. This approach to assessment allows students the opportunity to act on regular feedback from their teacher which clearly defines the next steps for them. It also encourages teams of teachers to be explicit about the purpose of assessment tasks and critically examine the way we teach and assess students across the year.

## Problem-Based Learning

Problem-based learning is a teaching pedagogy that is student-centred. Students learn about a topic through the solving of problems and generally work in groups to solve the problem where, often, there is no one correct answer. It helps and enables learners to conduct research, integrate theory and practice, and apply knowledge and skills to develop a viable solution to a defined problem. Research has demonstrated that it is very important to provide students where appropriate, opportunities to experience problem-based learning. Within the curriculum, teachers will plan problem-based learning activities that will



consolidate the content knowledge that has been taught by allowing students to apply that knowledge and extend their 21st Century skills on a range of problems. For example, students may learn about what makes a sustainable environment; they then may be given a task where they have to demonstrate how they will address a company that is using excessive electricity and water.

## STEM (Science, Technology, Engineering, Maths)

Science, technology, engineering and mathematics (STEM) covers a wide range of knowledge and skills, which are increasingly in demand in a knowledge-based and rapidly changing world. The development of STEM skills at all stages of life will also inspire curiosity and creativity. Through exciting and engaging STEM education, Edgars Creek Secondary College students of all ages can acquire skills that will enable them to be more innovative while using new and

emerging technologies to solve problems and extend their knowledge and understanding. STEM is a fundamental part of the Victorian Curriculum. This includes the learning areas of Mathematics, Science, Design and Technology, and Digital Technology, as well as cross-curricular capabilities such as ethical, critical and creative thinking.

At Edgars Creek Secondary College we aim to provide our students with hands-on activities that explore, experiment and communicate solutions to real-life engineering problems that reflect the integration of the STEM subjects. Students are encouraged and inspired to improve, excel, pursue their own interests in STEM, and understand the diverse pathways and careers that STEM can offer. Most excitedly, the College is able to conduct this rich program in our own state-of-the-art purposefully designed building with our own specialist teaching staff.



### Educational Consultants

To ensure our teaching staff have access to quality professional learning and the most effective teaching practices, the College engages a group of key educationalists to work within the school on building practice excellence. Both Bronwyn Jones and Rob Park have worked with the College since its foundation year with Lee Watanabee and Lousie O’Kelly joining the College in late 2019.

**Bronwyn Ryrie Jones** is best described as a specialist educational consultant who supports teachers and leaders to:

- articulate progressions of learning that underpin planning, teaching and assessment
- generate evidence-based rubrics for assessment
- collect, analyse and use assessment data more meaningfully
- develop a common understanding of best practice

A teacher, Clinical Specialist and Doctoral Candidate (the University of Melbourne, Graduate School of Education), Bronwyn is highly-respected for her ability to bridge the gap between complex theory and everyday practice.

**Rob Park** can be described as a specialist educational consultant who has worked extensively across Melbourne, regional Victoria in and New York for the past 10 years supporting teachers and school leaders to:

- identify student misunderstandings related to additive vs multiplicative thinking
- the applications of problem-based learning
- identify, gather and analyse data to improve student learning.

Rob holds a Masters in Education and a Bachelors Degree in Science Education in addition to thirty-two years’ of experience in the middle and senior years of school education. Most of Rob’s work is in the field of coaching Mathematics teachers, however, he also has extensive experience as a facilitator and critical friend to school leaders through his past work with the University of Melbourne Network of Schools.

**Louise O’Kelly** has worked extensively in Tasmania, Victoria, Queensland and the Northern Territory on educating schools on the implementation of the School Wide Positive Behaviour framework. For over 10 years she was the Positive Behaviour Education Consultant for the Department of Education in Tasmania. She originally began her teaching career in Special Education and this encouraged her interest in how to teach young people positive behaviours. She is currently a PhD Candidate at La Trobe University.

**Tom and Terri Campbell** have a combined 70 years’ experience across primary and secondary classrooms, and are working with the College to improve literacy - specifically writing - outcomes. They have worked for seven years in New York City alongside teachers and students and running school, district and citywide workshops focused on literacy practices in the classroom, as well as 12 years consulting and conducting workshops on literacy practices in Victorian and Queensland schools. He has worked for six years in partnership with The University of Melbourne establishing the Network of Schools (UMNOS).

# Embrace Learning Program

## Years 7-8

**Middle School is a time where children enter adolescence and start to develop more mature thinking and physical growth. It also provides an opportunity for strong development in creative and critical thinking that will lead to students beginning to understand their strengths and areas for improvement.**

During this Middle school period, we will provide the students with some choice in their learning along with core study areas; we also wish to continue to challenge them physically through the House Program in the areas of sport and performing arts as well as by active participation in our excursion program and in a range of extra-curricular activities.

This is also a time where friendships can change and more complex emotions can be experienced as students begin to explore what types of adults they may become. A strong connection with their Home group Teacher who will guide them through a Wellbeing program and opportunities to be involved in Leadership programs will provide ongoing support during these years of early to middle adolescence. Middle School will provide a safe and respectful learning environment where everyone is ready and able to learn.

Most of all, during this time learning, should be engaging, fun, rigorous, flexible and catering to

individual needs so that as students leave Middle school they have developed confidence in their ability to navigate Senior school and possible future pathways. The curriculum, and learning, is designed to challenge all students and is differentiated and personalised to meet the learning styles and point of need for all students. The mastery of core subjects is essential for students in the 21st Century.

These subjects include:

- English
- Maths
- Science
- Humanities
- Spanish
- Health & Physical Education

Semester Units may include:

- Digital Technology
- Visual Arts and Ceramics
- Food Technology
- Drama
- Music

### English

The study of English is organised around the three interconnecting strands of Language, Literature and Literacy. These areas all involve reading and viewing, writing and speaking and listening.

Students continue to build on the core skills from primary school by developing further their knowledge of the English language and how it works. This includes phonics and word knowledge, the conventions of spelling and punctuation. Students will continue to appreciate a variety of texts. They will be encouraged to read widely and for enjoyment. This will extend their comprehension and ability to critically analyse the purpose and components of different texts.

Through the course of Middle School they will refine their personal written responses to texts and develop a sense of confidence and competence in writing for a range of purpose and audiences. It is important also they build their capacity to respond orally and in written form to a variety of issues in the media; demonstrating an understanding of how language is used to persuade and how they in turn can use language to analyse. Students will have the opportunity to experience various types of media texts including newspapers, magazines and digital texts, early adolescent novels, films, non-fiction, poetry and dramatic performances.

### Mathematics

In this subject, students will gain mathematical skills and knowledge so that they can deal confidently and competently with daily life. Students will develop their capacity to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students continue to aim to be proficient in the areas of Mathematical understanding, fluency, and problem-solving and reasoning.

### Science

In Science at Edgars Creek Secondary College students will develop a curiosity about the world in which we live and explore and questions about its biological, physical and technological changing features. Students will be introduced to and develop an understanding of basic principles in the main areas of science including biological, chemical, physical,

earth and space sciences. They will develop an understanding of the elements of scientific inquiry by conducting experiments in order to learn and practice questioning, predicting, analysing and evaluating results while coming to evidence-based conclusions. It is also important students are able to identify safety requirements and procedures associated with experiments and the use of the STEM building and specialised laboratories. Students will also explore the uses and influences of science in everyday life.

### Humanities

Humanities include Civics and Citizenship, Economics and Business, Geography and History. The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's connections with the environment. The students will explore the following areas:

- History - Australian colonies, Australia as a nation, Aboriginal and Torres Strait Islander People and Cultures, Ancient world and early civilisations, and Middle Ages and exploration.
- Geography – Factors that shape places, Water in the world, Landforms and landscapes, Place and liveability and Changing nations.
- Economics – Making consumer choices; Business environment, Financial literacy, Work and work futures
- Civics and Citizenship – Government and democracy, Laws and citizens, Cultural diversity and identity.

### Health and Physical Education

In Health and Physical Education, students are provided with an opportunity to develop social and sporting skills through their participation in a variety of physical challenges and in working with others in groups and teams. Students are also introduced to elements of Health education and aspects of Human

**Starting secondary school means big changes, like new peers, more teachers, study and homework, and a new campus.**

*RaisingChildren.net.au*



Development. In this subject, students will have the opportunity to develop:

- Hand/eye coordination and foot/eye coordination through a variety of sports (Athletics, Swimming, volleyball, Basketball, Netball, Racquet sports, Kicking sports and Hitting sports like Cricket)
- Fitness levels
- Ability to work cooperatively with others in teams and their understanding of
- Fair play and sportsmanship

They will also investigate the concept of self and explore adolescence and puberty, including how the body changes across the ages. The students will also plan, practise and investigate strategies that promote health, safety and wellbeing. The following types of tasks will provide evidence of student progress in relation to the expected level, participation and progress in the program; fitness testing and evaluation including theory; as well as both individual and group tasks and assignments.

### Languages

Through community consultation, Spanish was chosen to be our first language at Edgars Creek Secondary College. The program will consist of Spanish language and CLIL (content language integrated learning humanities) CLIL is when another subject is taught completely in another language. Students will have the option to select to do CLIL. Learning languages in addition to English extends student's literacy skills and their capacity to communicate. It strengthens the student's understanding of the nature of language, culture and the processes of communication.

### The Arts, Design and Digital Technologies

In Middle school students study a range of The Arts and Design & Digital Technology semester subjects from the following list:

#### Visual Arts

In this subject, students will be introduced to a wide range of media and techniques based on the elements and principles of art such as colour, texture, tone, composition, pattern and line. They will experience a diverse range of art materials and techniques. They will further develop creative skills and begin an understanding and appreciation of artists and art movements of different cultures.

#### Digital Technology

Students explore existing apps, examining their features and determining how they meet the needs of their customers. Students begin creating simple games, some of which can be viewed on this website, before students propose, design and create their very own playable game app.

#### Food Technology

Students will learn about the design process in relation to food which involves how to evaluate a created product and understanding food sustainability. In order to become skilled in cutting, using the stove top and oven, waffle makers, blenders and beaters, students will learn about safe and hygienic food processes. This will enable them to confidently make ice cream, muffins, sausage rolls, spaghetti Bolognese, macaroni cheese, and omelettes.

# Innovations Program

## Year 9

**The Year 9 program focuses on developing young adolescents in fostering and maintaining positive relationships, approaching and dealing with challenges, engaging with and building upon social justice and managing their personal growth.**

It is widely accepted in educational circles that Year 9 is a time in an adolescent's life of cognitive, physical, social, and emotional change.

At Edgars Creek Secondary College, our values are Respect All, Look to Inspire Yourself and Others, Aim to Innovate and Embrace Learning. It is through these values that we continue to support the development of our Year 9 Students.

### *Positive Relationships*

Developing the whole child through wellbeing, engagement and learning is integral to the very fabric of our Year 9 program. The positive relationship between all members of the school community is important to the growth and development of students at Year 9. We promote and teach School Wide Positive Behaviours (SWPB), increasing the social awareness and emotional literacy required of our students in the 21st Century.

### *Challenge*

Every student knows their best, but we want them to go beyond just doing their best, we want our students

to challenge themselves every day. Challenge comes in many shapes and forms for our students. Within our Year 9 program, we continue to develop curriculum and pedagogy that equips our students with the necessary skills and knowledge to not only challenge themselves but to face the challenges of day to day life with courage and resilience.

### *Social Justice*

We believe that giving back to the community and the creation of a better world is at the forefront of developing students as responsible citizens in the 21st Century. We want our Year 9 students to be passionate about fairness, justice and feel empowered to influence and make change. We have catered for this through a range of programs aimed at student voice and agency.

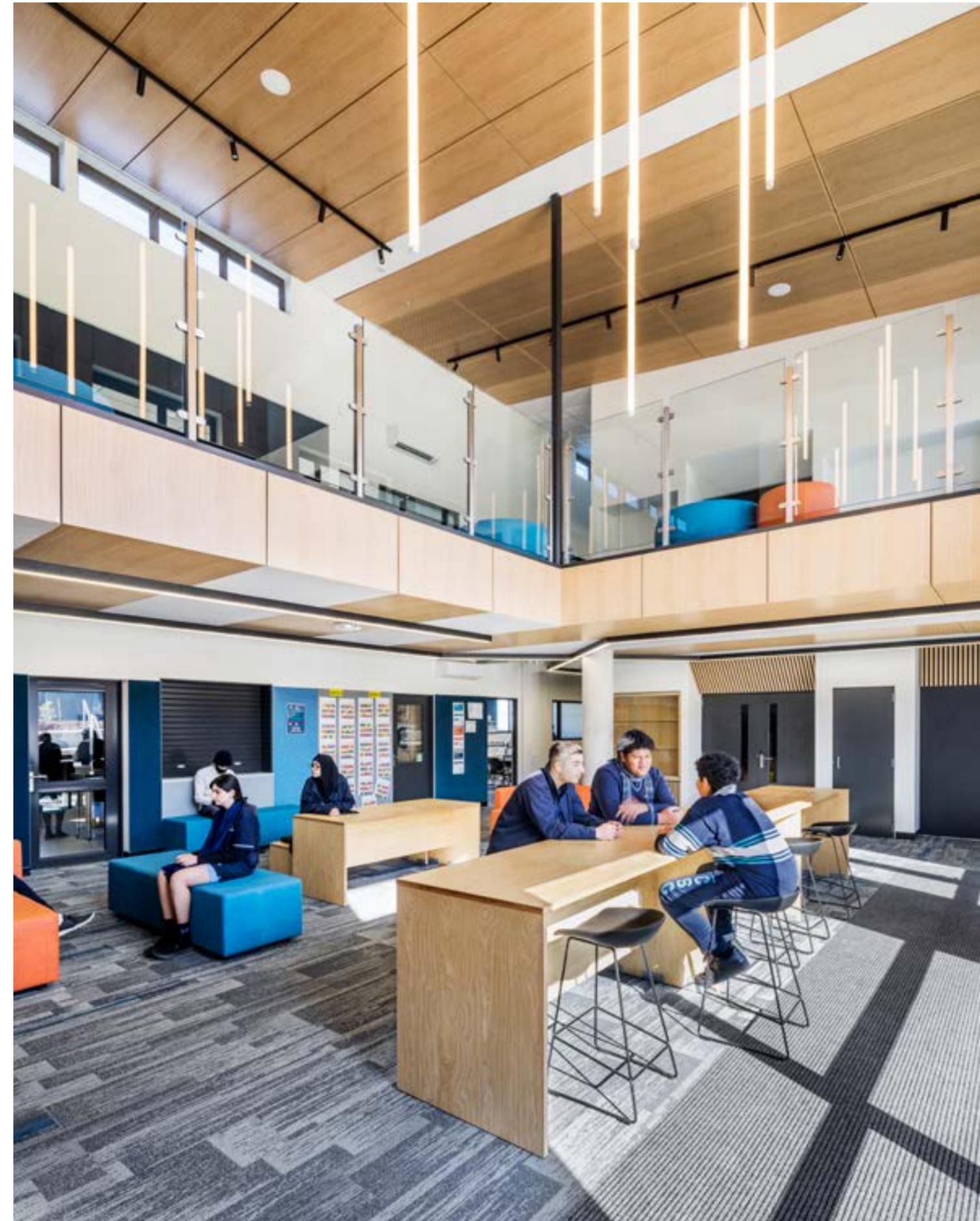
### *Personal Growth*

We have developed programs that allow our students to reflect on their skills, knowledge and dreams for the future. We explore the theme of Who am I? to allow students to think deeply about who they are and their purpose in making the world a better place for all.

It is through study skills and career days that we give students the opportunity to self-reflect, build skills to become a more successful student and consider their future career through the lens of their skills and interests.

**It is widely accepted in educational circles that Year 9 is a time in an adolescent's life of cognitive, physical, social, and emotional change.**

*Phillip Adams, Assistant Principal - Middle Years*





The Year 9 program consists of four components for students:

### 1. Core Subjects

These subjects include:

- English
- Mathematics
- Humanities
- Science
- Health and Physical Education
- Careers and Pathways program

Students will continue to build their skills and be challenged in these core subjects while being provided

the opportunity to choose semester units that allow them to explore their areas of interest.

### 2. Selectives (Choice Semester Units)

Students are given the opportunity to choose three selectives each semester from a wide choice of subjects which cover a range of curriculum areas and interest. For example the 2022 selectives include: Around the World in 80 Bites, Level Up: Game Design and Development, From Kicking Rocks to Making Shots, Build Your Own Business and 3D Laser Wood Modelling.

### 3. Challenge Experiences

It is important that during this developmental age that young people are given the opportunity to experience a range of outdoor and different activities away from school. These experiences are fundamental to presenting new challenges and helping students to take positive risks, discover their potential and leadership capacity.

They include:

- Year 9 Camp
- Whittlesea Tech School
- involvement in the Outer Northern Trade Training

Centre (ONTTTC) and

- Year 9 City Experience.

### 4. Community Projects

As the College continues to build the Year 9 Program, community projects which involve students participating in community service, and contributing to an organization with the aim of making a difference to the Melbourne community will be introduced. This allows students to develop their independence, responsibility and initiative in a range of organizations including: primary schools, childcare, non-for-profit organisations.



As in other year levels, learning at Year 9 is planned and implemented around the Victorian Curriculum, with differentiation to engage students of all abilities and levels.

### English at Year 9

Students engage with a variety of texts for enjoyment, and look to interpret, create, evaluate, discuss and perform a wide range of literary texts for entertainment, information and persuasion. Exposure to a range of media, including fiction, non-fiction, poetry, and dramatic performances are encouraged to expose students to complex themes and abstract issues, as a part of developing their higher order reasoning skills.

Texts are carefully chosen in line with Victorian Curriculum standards to support and extend students in becoming independent readers. The text chosen explore themes of human experience and cultural significance, interpersonal relationships and ethical and global dilemmas within real-world and fictional settings, as well as representing a range of perspectives.

Students create a range of imaginative, informative and persuasive texts including narratives, procedures and performances, as well as text reviews and analyses.

### Mathematics at Year 9

Students continue to engage with Number and Algebra, Measurement and Geometry, and Statistics and Probability. They explore concepts such as the distributive law for expanding algebraic equations, as well as sketching linear and non-linear relations. They explore the relationship between 2D and 3D shapes, as well as using ratios, applying Pythagoras' theorem and trigonometry. Students develop skills such as comparing techniques for collecting data from varying sources, and describing and interpreting the

distribution of data.

### Humanities at Year 9

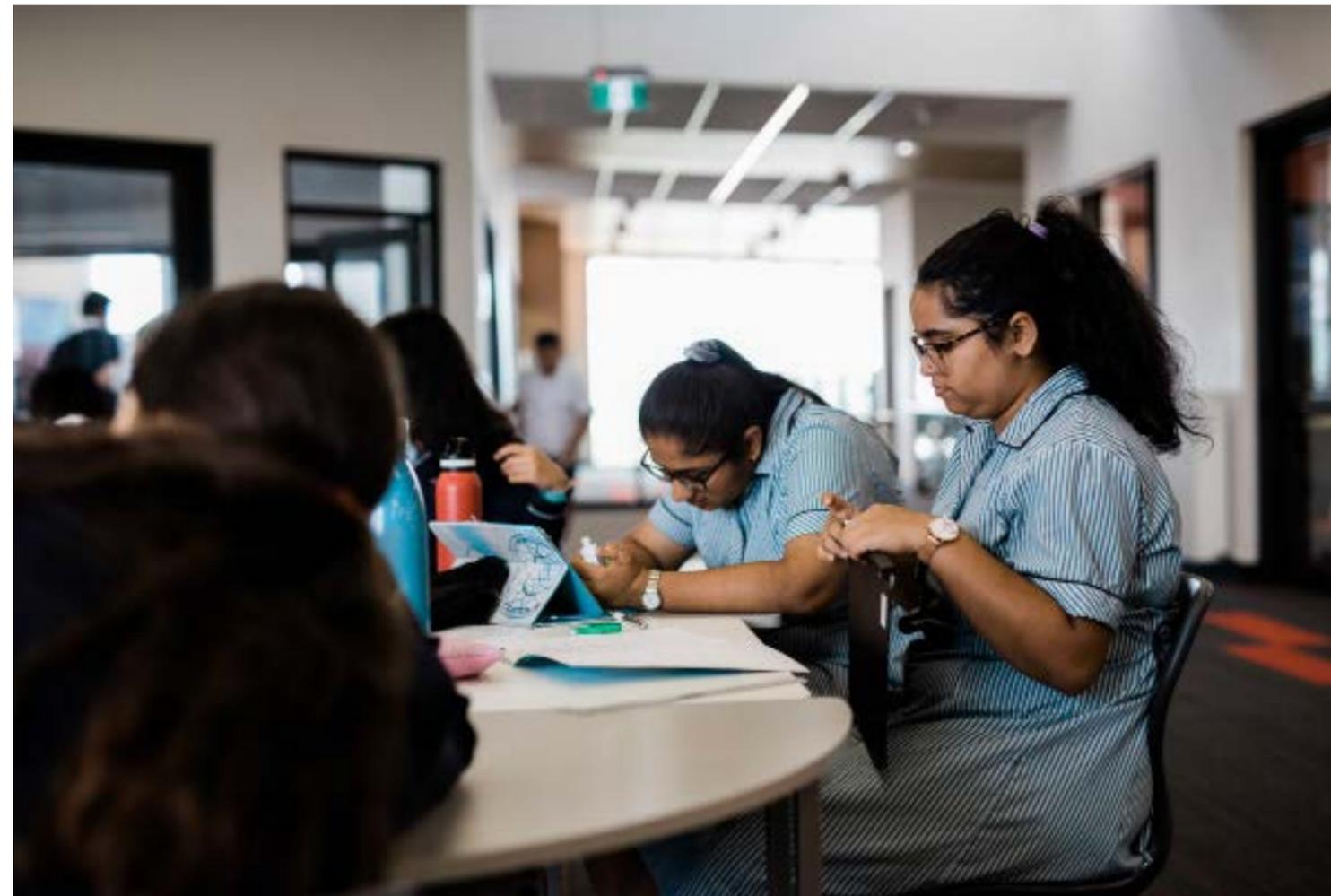
Civics and Citizenship, Economics and Business, Geography and History continue to be explored in the core Humanities subject, with ability for students to extend their knowledge through selectives. Students explore:

- *Civics and Citizenship*: features of the Australian political system, influences on people's electoral choices, values of systems of government, Australia's global roles and responsibilities, the Australian legal and court systems, democratic societies and active and informed citizenship.
- *Economics and Business*: resources and the Australian economy, measuring economic performance, managing business including risks and rewards and decision making, innovation, the impact of environmental changes on the economy, and the cause and effect of decisions in business and the economy.
- *Geography*: changing characteristics of places, spatial distributions and patterns, interconnectivity of and between places, geographical challenges (e.g. environmental, social or economic), collecting relevant geographical data, cartographic conventions and evaluating geographical data.
- *History*: Australia at war (WWI and WWII), the Industrial Revolution, Australia and Asia, rights and freedoms, the globalising world

### Science at Year 9

The focus of Science at Year 9 is on explaining phenomena involving science and its applications. Students continue to explore science as a human endeavour, biological sciences, chemical sciences, Earth and space sciences, and physical sciences.

Students apply their knowledge through science inquiry skills such as questioning and predicting,



planning and conducting, recording and processing, analysing and evaluating, and communicating.

### Health and Physical Education at Year 9

The focus at Year 9 is supporting students in refining and applying strategies for maintaining and positive outlook, while evaluating behavioural expectations in different leisure, social, movement and online situations.

The focus areas addressed at Year 9 may include, but are not limited to:

- alcohol and other drugs
- food and nutrition

- health benefits of physical activity
- mental health and wellbeing
- relationships and sexuality
- safety
- challenge and adventure activities
- games and sports
- lifelong physical activities
- rhythmic and expressive movement activities

If you have any queries about these topics, you are encouraged to contact your child's H&PE teacher, or alternatively, the College directly.

# Inspire Program

## Years 10-12

**Senior Schooling is a key phase of education where students take greater responsibility for their own learning and pathways for their future. Edgars Creek Secondary College's Senior School will cater for students in Years 10- 12 and it is a most important phase in the final stages of a young person's secondary education.**

Senior School is a community of people working and learning together. Classroom teachers specialise in the needs of young adults. They see the student as a whole person, an individual who needs adult support and guidance during one of the most important transition stages of their life. Staff guide and support the student to make the transition from adolescence to adulthood, and life beyond the College, as smooth as possible and at the same time, help the student become a lifelong learner with strong moral values. Senior School is a time where students develop skills, knowledge and pathways to work and further study.

We will offer a broad range of VCE subjects, acceleration opportunities, select entry academic programs, and hands-on programs like VET and VCE Vocational Major (VM). Our College will offer pathways into diverse areas of life - higher education, a wide number of professions, sporting endeavours, performing arts, a variety of highly skilled trades, to name a few. We augment this with many opportunities for students to learn inside and beyond the classroom

and ensure they leave as young adults, well prepared for life after secondary college in a rapidly changing world. You can be assured that at Edgars Creek Secondary College, young people will have access to the support and opportunities they need to succeed and create their own positive future.

### VCE

At Edgars Creek Secondary College, students completing Years 11 and 12 from 2023 onwards will be completing the Victorian Certificate of Education (VCE). This is part of the Victorian Government's senior secondary school reforms. There are two options available:

- **Victorian Certificate of Education (VCE)**
- **Victorian Certificate of Education - Vocational Major (VCE VM)**

Students can choose from either VCE pathway, and then opt to complete a VET and/or one or more VCE subjects.

### VET

Students may include Vocational Education and Training (VET) in their VCE program.

Students can do nationally recognised training through a VCAA-approved VET program as an apprenticeship or traineeship or any other VET qualification, and receive credit towards their VCE or VCE VM.





## 21st Century Learning

At Edgars Creek Secondary College, students will be provided with a range of learning experiences that provide young people with 21st Century skills and dispositions needed for the foundation to senior years of schooling and beyond.

Student achievement, engagement and wellbeing programs are tailored to reflect how students develop between the ages of 12 – 18 years from a dependent stage to a more independent stage. This helps to keep young people motivated and engaged in learning. At the College we will prepare students for their future by building capacity in:

- Creativity
- Critical Thinking and Problem Solving
- Communication via a range of mediums
- Collaboration

Our teachers work in teams to undertake collaborative planning and to reflect on program outcomes and student learning outcomes. In this way, we can aim to ensure that we always consider:

- Our students at the centre of all that we plan and do
- The use of ICT as providing a platform for learning
- The importance of a community of lifelong learners who can collaborate with all members of the community.

The middle years of Secondary education is a time to develop and establish study patterns that will benefit students through to the Senior Years and during further study and training. Strong emphasis is placed upon pastoral care and the building of positive self-esteem throughout these critical adolescent years.

Teachers foster academic and personal development and guide students in the responsible management of increasing independence. A rigorous, challenging academic program is followed where skills are thoroughly taught and become the foundations for future studies.

Years 7 to 10 students follow a common curriculum that will be enhanced by semester units and electives allowing for an increase in student choice.

**The only skill that will be important in the 21st Century is the skill of learning new skills.**

*Peter Drucker, educational philosopher*

# Facilities

Edgars Creek Secondary College boasts state-of-the-art, architecturally designed learning spaces that are inspired and informed by best practice, modern pedagogy and evidence-based practice.

The College's construction began in 2017-18 and was completed in two stages: Stage 1 (completed July 2018) and Stage 2 (completed December 2021).

## Stage 1

Stage 1 of the College was opened in July 2018, in time for Semester 2 in the College's first year of operation. As part of the build, the College gained:

- the STEM Centre, including MakerSpace, Digital Technology spaces, and specialised Science labs
- the Administration and Resource Centre, including the College library

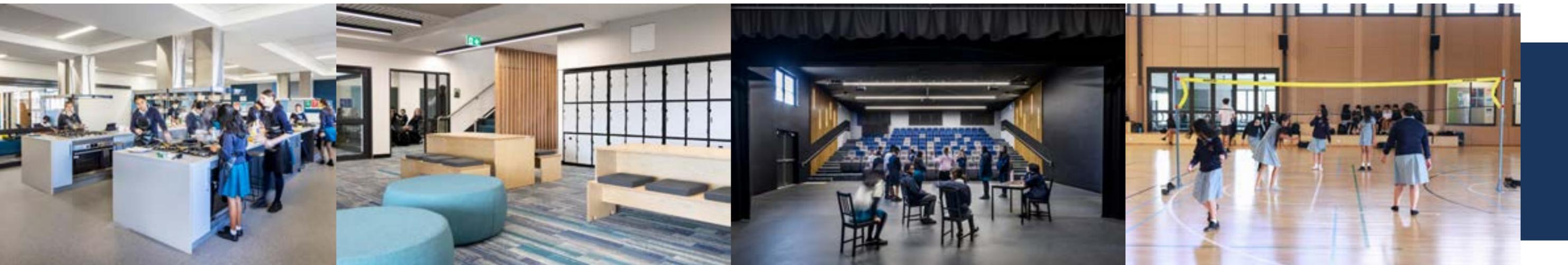
## Stage 2

Stage 2 of the College was fully completed in December 2021, in time for the 2022 school year. As part of the build, the College gained:

- the Health & Physical Education Centre, including acoustically designed gymnasium, weights space and health classroom
- the Performing Arts Centre, including 200-seat

theatre, food technology kitchens, exhibition spaces, ceramics and visual arts studios, media arts studios, music learning spaces and instrumental music studios

- the Learning Community, including 20 state-of-the-art learning spaces, tiered seating presentation spaces, seminar rooms and staff office spaces.



# Extra-Curricular Opportunities

The College is committed to supporting students both within and outside the classroom to extend their skills, interest and talents. Through the commitment of our staff, students have the opportunity to explore their interests through a range of extra-curricular activities. Activities may weekly during lunchtime, some activities may run after school and occasionally there may be special all-day events and excursions.

The types of extra-curricula activities may include:

- Peer Support Training
- Sporting skills workshops
- Lunchtime House sports competition
- Dance classes
- Minecraft club
- Debating club
- Language club
- Student Representative Council
- Environment and Sustainability Club
- Subject based competitions – Mathematics competition, Science Talent Search etc.
- Homework Club
- Robotics

## Excursions and Camps Program

School excursions are well-planned curriculum-related activities that aim to maximise students' learning experiences. Students will participate in excursions to enhance and support classroom studies. Excursions provide practical experiences to extend learning in a particular area, for example, a visit to the Law courts or Melbourne Museum. Attendance at organised camps, excursions, and involvement in interschool sporting activities are not included in the yearly levy. The cost of these activities will vary, and parents will be notified of details.





## Digital Learning



### eBook Subscriptions

At Edgars Creek Secondary College we use electronic books (ebooks) and a cost is incurred each year for a license to access these e-books through our bookseller. We have significantly reduced the cost of old-fashioned textbooks by using ebooks.

Students in Year 7 – 12 will have their ebooks delivered via Champion. Champion provides both students and teachers access to a variety of textbooks from different companies. This allows teachers to specifically choose and build from a range of texts various chapters or sections a customised resource for each individual student and class. This enables teachers to cater for individual differences and truly personalise learning while ensuring all students continue to develop the literacy skills required for future study, training and work.



### Digital Devices and BYOD Program

Edgars Creek Secondary College is promoted as a 21st Century School providing all students with the opportunity to engage with technologies that enhance their learning. As part of this program, all families are strongly encouraged to equip their child with an appropriate device.

This can be any device with:

- a screen no smaller than an iPad mini
- a device that holds a minimum of three hours charge as no charging will be allowed onsite
- the age of the device does not exceed three years
- tablet or laptop
- the device must operate on one of the following operating systems: **Windows 10 and above** or **MacOSX 10.13 (Mojave) and above**
- If choosing a tablet – it is preferable to have a keyboard option.

Please note that Google Chromebooks are **not recommended** due to compatibility and functionality issues. For storage purposes – sizes larger than the standard 16GB are recommended if your child wants to store photos and videos as well as their schoolwork. For further enquiries, please contact College Administration.

# Wellbeing and Engagement

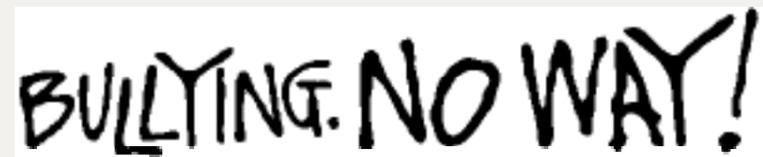
Student Engagement and Wellbeing is an integral part of the effective teaching and learning process for all students at Edgars Creek Secondary College.

Although all teachers have a direct role in supporting the wellbeing of our students, ECSC also has a dedicated Student Wellbeing Team whose role is to coordinate prevention and early intervention programs in relation to providing education and support to the school community in relation to issues that impact on a student's emotional and social wellbeing. The College aims to provide a comprehensive program that builds and promotes a sense of belonging and resilience that will assist students to achieve a successful pathway in a

safe and supportive environment.

The Student Wellbeing team will be supported when needed by speech therapists, occupational therapists, social workers, and counsellors. Education Support Staff – Integration aides and DET SSSO staff also provide support and guidance to our students, staff and families. All students and staff at ECSC have the right to work in a safe, secure and supportive environment. The College believes in a positive approach to student management, focussing on personal responsibility, self-management, resilience and explicitly teaching expected behaviours.

## Community Partnerships





## House Program

Students at Edgars Creek Secondary College are allocated to one of four Houses:



The Houses are named after the people and families who lived or had farms on the site of Edgars Creek Secondary College. Beginning with the Wurundjeri People – Wollert which means possum to the Doherty, McDonald, and Jenkins families whose fathers were

soldiers who were given farmland when they returned from World War Two.

The House system provides regular and friendly competitions/activities and forms part of each student's identity and sense of belonging to our College. The competitions include carnivals for swimming, athletics, performing arts, debates and range of other activities.



# Other Information

## Office Hours

The College office hours are 8.30 am – 4.00 pm Monday to Thursday and 8.30am – 3.30pm Fridays. Payments of accounts (by Compass Pay, EFTPOS and credit card) are accepted during these times.

## School Times

School commencement times are as follows: students to attend by 8:45 am and the day will conclude no later than 3.10 pm.

## Canteen

The College's Canteen, operated by Canteen 29, operates at recess and lunchtime each day. Lunch orders can be made via the Compass portal. All food on sale respect varying cultural and religious practices.

## Attendance Requirements

Students are required to attend school and all classes, except where compelling legitimate and serious reasons prevent such attendance. All students, at all levels, must maintain at least a 90% attendance rate in order to enable their promotion to the next year level.

- At Years 7 and 8 the 90% is determined by total number of days at school.
- At Years 9 to 12 it is determined by 90% attendance in each subject or unit of work.

## Home Group Program

Each student is placed in a home group that makes up a Learning Community. The Home Group teachers meet with Home Group each morning to take the morning roll, discuss any issues of the day, check uniform, remind students of key information, and

check on general wellbeing. The Home Group teacher is ideally placed to be the first point of contact for parents where their questions and issues surrounding their child. The Home group teachers work with each other and are responsible for delivering a weekly pastoral care program that includes examining the school values and expected behaviours; positive thinking and mindfulness skills; leadership and social skills; cyber safety and planning for House activities.

## Mobile Phone Policy

In accordance with the Department's Mobile Phones Policy issued by the Minister for Education, personal mobile phones must not be used at Edgars Creek Secondary College during school hours, including lunchtime and recess, unless an exception has been granted. Where a student has been granted an exception, the student must use their mobile phone for the purpose for which the exception was granted, and in a safe, ethical and responsible manner.

## Parent Involvement and Participation

Parents are encouraged to participate in a variety of College activities. Parent involvement is a significant feature of our College life and is actively encouraged and greatly valued. There is a shared community interest to work towards supporting everyone young person to achieve their best. We strongly believe that working in partnership with the College community is essential in achieving to successful educational outcomes for all young people.

## Student Leadership

The College's Student Leadership system at Edgars Creek Secondary College provides students from all

year levels with the opportunity to access leadership training and skill development, as there are many opportunities to experience positions of responsibility. Our students relish the opportunity to make decisions, take on responsibility and have input into the direction of the College.

## Uniform

Edgars Creek Secondary College has a uniform and general appearance policy, stating that the wearing of the College uniform is compulsory. The uniform must be worn correctly without fashion accessories or enhancements. Please make sure every item of clothing is named.

We have high expectations of how our students are

dressed and upon enrolment, it is an expectation that students and parents agree to abide by the College Uniform Policy. The uniform is designed to provide a sense of belonging to the school and to foster equality amongst all students. It is expected that the uniform will be kept clear and in good repair and students will behave in line with the College values while wearing it.

# College Leadership Team

Edgars Creek Secondary College's students and operations are supported by key members of the College Leadership Team. This team consists of:

## **COLLEGE PRINCIPAL**

Joanne Camozzato

## **PRINCIPAL TEAM**

### **ASSISTANT PRINCIPAL - MIDDLE YEARS**

Phillip Adams

### **ASSISTANT PRINCIPAL - SENIOR SCHOOL**

Glen Cowan

### **ASSISTANT PRINCIPAL - CURRICULUM AND PEDAGOGY**

Taryn Godley

## **ADMINISTRATION TEAM**

### **BUSINESS MANAGER**

Sally Boyd

### **SERVICES MANAGER**

Sophie Muir

### **HUMAN RESOURCES MANAGER**

Donna Lockett

### **ENROLMENTS OFFICER**

Ozlem Erisen

### **ASSISTANT PRINCIPAL - STUDENT WELLBEING AND ENGAGEMENT**

Zac Anderson

### **ACTING ASSISTANT PRINCIPAL - SCHOOL OPERATIONS**

Anthony Asta

## **MIDDLE SCHOOL (7-9) LEADERSHIP TEAM**

### **LEADING TEACHERS - MIDDLE YEARS**

Belinda McKenzie (Year 7)

Rachael Salter (Year 8)

Michael Agosta (Acting) (Year 9)

### **LEADING TEACHER - CAREERS AND PATHWAYS**

Liam Ward

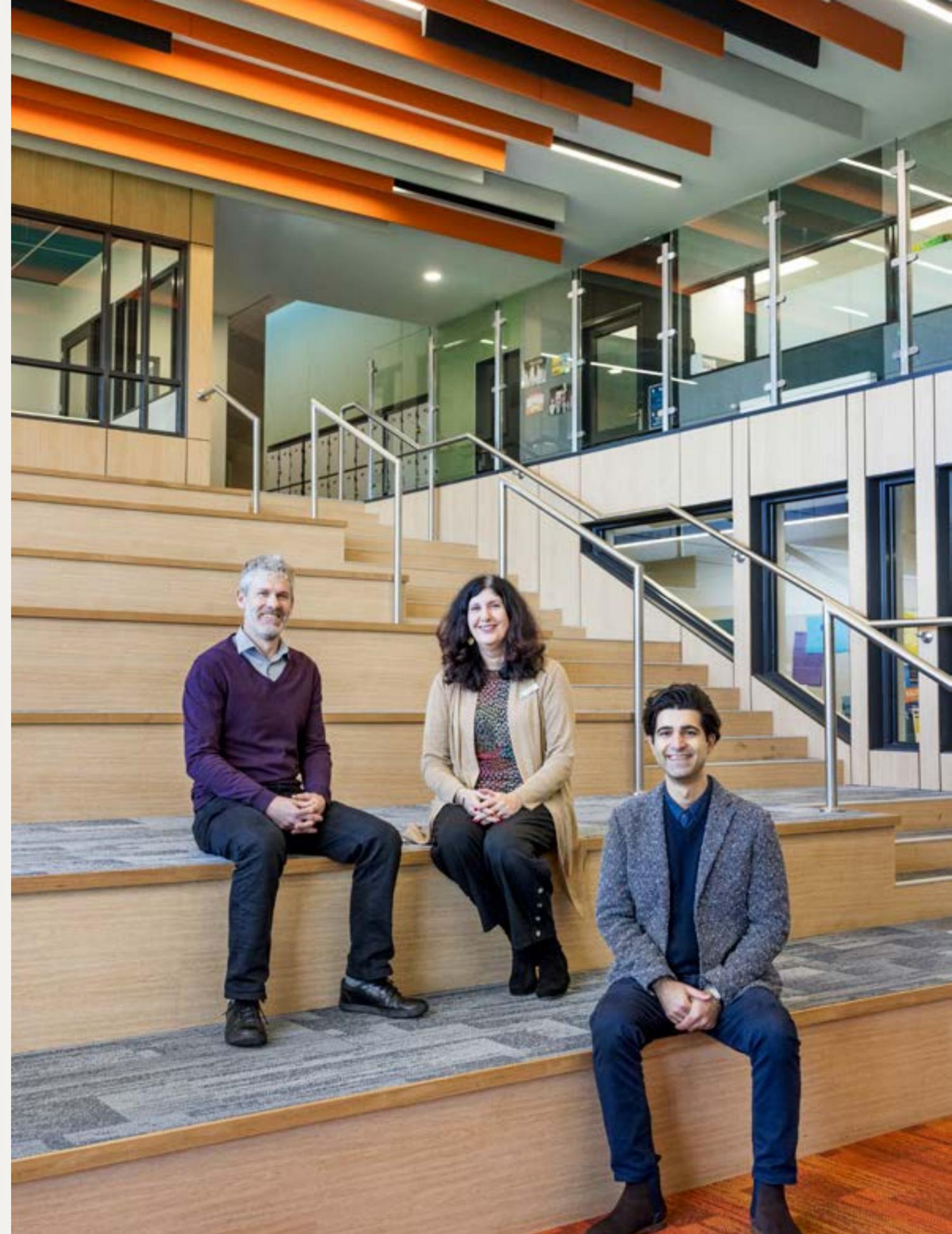
## **SENIOR SCHOOL (10-12) LEADERSHIP TEAM**

### **LEADING TEACHERS - SENIOR YEARS**

Christopher Menzies (Acting) (Year 10)

George Conway (Year 11)

Samantha Smith (Year 12)



# Getting to Edgars Creek SC

## Entering and Leaving the Grounds

There are two entrances to the grounds at Edgars Creek Secondary College: the Macedon Parade main entrance and the Edgars Road side entrance (open before and after school only). Each entrance is supervised by College staff between 8.30 am and 8.50 am, as well as from 3.08 pm to 3.30 pm.

Whittlesea City Council has allocated volunteer crossing supervisors at the beginning and end of the College day to ensure that students safely cross both roads when going home.

There are a limited number of car parking spaces along both Macedon Parade and Edgars Road, with families encouraged to drop children off further away from the College.

With Edgars Creek Primary School now open on Macedon Parade, it is imperative that families are mindful of young children and other drivers when dropping off and picking up their child.

## Public Transport

There are two bus routes that take in the College.

Please visit the PTV website for details and times of Route 357 and a PTV Bus Special Services School Bus – details of this route can be found on the College's website.

## Cycling

The College does have bike racks and some of our students choose to ride their bikes. Children under the age of twelve may ride on footpaths as may a supervising adult. They are required to give way to pedestrians and to wheel their bicycles over pedestrian and children's crossings. Children aged twelve years or older are required by law to ride on the road. Parents and students should be reminded that the law requires that all cyclists wear an approved bicycle helmet. Approved helmets have the Australian Standards Mark TM (AS/NZS 2063) and will be marked as suitable for cycling.

## Walking

Many students walk to school using the pathways available in the estate. As the College continues to grow in number more and more students will be visible morning and afternoon. The students quickly make friends and join in walking with those that live nearby.





**EDGARS CREEK**  
Secondary College

Corner Edgars Road and Macedon Parade, Wollert VIC 3750  
[edgarscreeksc.vic.edu.au](http://edgarscreeksc.vic.edu.au)