MOUNTAIN CREEK State High School

2026 - YEAR 7 & 8
SUBJECT SELECTION
HANDBOOK

Telephone: +61 7 5457 8333
Facsimile: +61 7 5457 8300
enquiry@mountaincreekshs.eq.edu.au
www.mountaincreekshs.eq.edu.au
CRICOS NO: 00608A

Quality Opportunity Excellence

PO Box 827, Mooloolaba Q 4557
Lady Musgrave Drive
Mountain Creek Q 4557
ABN: 84 501 176 588

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INTRODUCTION

Welcome to Mountain Creek State High School

The provision of an excellent schooling experience for students in the twenty first century requires a multi-faceted and flexible approach. Our society is characterised by rapid economic change, cultural diversity, pervasive growth in information and communication technology and an increasingly competitive labour market.

Our school curriculum has been planned taking account of these changes, and incorporates the following principles:

- Teaching strategies and curriculum should focus on the maturity levels of students. The learning and development needs of junior school students (Years 7, 8 & 9) are different to those of senior school students (Years 10, 11 & 12).
- Students exit Mountain Creek State High School with a 'worthwhile' secondary education that prepares them for further education and training or full-time employment.
- A whole school vision to use specific and targeted strategies to support individual learning needs and student growth and development.
- A whole school approach to effective teaching and learning, which incorporates a Literacy and Numeracy Strategy and an Information and Communication Strategy. (All students will complete one Semester of Digital Technologies in either Year 7 or Year 8).

At Mountain Creek, it is recognised that our students require not only a meaningful and relevant curriculum, but also a cleverly designed school structure that better integrates the key element of good pedagogical practice with a pastoral care framework that best supports young people in a rapidly changing world. Our split-shift timetable allows us to operate a 'Senior School' and a 'Junior School', enabling us to focus programs and teaching styles very sharply on the maturity level of our students. At the same time, the sub-schools improve student learning through the promotion of positive student-teacher relationships, pastoral care and effective communication with parents.

This Curriculum Booklet has been designed to assist parents and students in understanding the subjects studied throughout Year 7 and Year 8. Year 7 and Year 8 students will study core subjects and have the opportunity to choose elective subjects across the 2 Years to suit individual aspirations and future needs.

We wish your Year 7 or Year 8 student every success in their start to secondary school.

Craig Hegarty

Principal – Junior Secondary

YEAR 7 INTRODUCTION TO HIGHSCHOOL

Year 7 General Enrolments for 2026

- Application packages available (Week 1, Term 2)
- Application packages due Friday 30 May 2025 (Week 6 of Term 2)

Zenith Program Applications

- Zenith Parent Information Evening:
  - Monday 26 May 2025, 5:30pm in P/Arts Building
- Applications Close – Friday 30 May 2025
- Notification of acceptance – Term 4 2025

Transition Day

- The school will host a Transition Day for those students who have enrolled at MCSHS for 2026
- The Year 6 into 7 Transition Day will be on Thursday 4 September 2025 (Week 8, Term 3) from 8:45am – 2:30pm.
- Enrolment Applications must be received by 22 August (Week 6, Term 3) to participate in this day.

Welcome to High School Evening 2026

An introduction to MCSHS for parents and Year 7 students will be held on Tuesday 3 February 2026, Week 2, Term 1, 2026).

Note: All Application forms are available on-line at www.mountaincreekshs.eq.edu.au or telephone Mountain Creek SHS on 5457 8333 for an enrolment package.

SUBJECT SELECTION INFORMATION

Year 7 students participate in 1 Term each of Spanish and Japanese

- Students need to choose for Year 8 either Spanish or Japanese

Year 7 and Year 8 students complete 4 elective subjects across the two years

- If enrolling for Year 7 choose 3 elective subjects
- If enrolling for Year 8 only choose 2 elective subjects
- Digital Technology is a compulsory elective subject

•		Select Subject		Subject Name	Subject Fee	
Compulsory Subjects	CORE	☑	MAT	Mathematics	Nil	
		☑	ENG	English	Nil	
		☑	SCI	Science	Nil	
		☑	HUM	Humanities & Social Sciences	Nil	
		☑	HPE	Health & Physical Education - **1 Semester Yr 7 & Yr 8**	Nil	
	LOTE **(Year 8 Select One)**	☑	JPS/ SPN	Japanese / Spanish – **1 Term per subject Yr 7**	Nil	
		☐	SPN	Spanish	Nil	
		☐	JPS	Japanese	Nil	
Elective Subjects	Creative Industries	☐	DAN	Dance	Nil	
		☐	ART	Visual Art	Nil	
		☐	MUS	Music -	Nil	
		☐	DRA	Drama	Nil	
	Business	☐	ECB	Economics and Business	Nil	
	Life Style Industries	☐	TFF	Food & Fibre Production	*	*Subject fee applies
	Design Technology	☐	DAT	Design and Technologies	Nil	
		☐	EGC	Engineering Concepts	Nil	
		☐	TMT	Materials & Technologies Specialisations	Nil	
	Digital Technologies	☐	STM	STEM with Innovation	Nil	
		☑	DIG	Digital Technologies **– 1 semester in either Yr 7 or Yr 8**	Nil	
	Health & Physical Education **(Only 1 subject can be chosen from SSP / RLP)**	☐	SSP	Sports Specialisation	Nil	
		Via Trials Invitation Only	RLP	Rugby League Program	Nil	

Please refer to SRS information on the school website for full list of fees

CORE SUBJECTS

ENGLISH

What Students Learn

For Mountain Creek State High School's English Department, the goal for the Junior Secondary School is achieved through the following:-

- The execution of the national curriculum (ACARA syllabus) in Years 7 through 10 which focuses on three strands: language, literacy and literature
- Offering a core language and literature program in Years 7 – 10, characterised by continuity, comparability, accountability, and the inclusion of all students
- Supplementing the core program at both ends by extension activities involving debating, public speaking, guided reading, and a range of challenging assessment tasks, as well as daily attention to language mechanics (spelling, vocabulary, punctuation and grammar)
- Sharing the school's commitment to developing students' skills and knowledge in: literacy, the use of information technology, active and informed citizenship, cultural understanding, and the common curriculum elements

How Students are Assessed

Student learning is assessed through both formative and summative assessment. Students will be asked to respond under both exam and assignment conditions and in both written and spoken modes. These tasks may include a comprehension test, a multi-modal presentation, a persuasive spoken piece and an analytical essay.

It is a requirement that students complete both written and spoken assessment items.

MATHEMATICS

Why do we need to study Mathematics at school?

- **To Learn Logical Thinking Skills**

  Mathematics is the vehicle through which schools try to develop the analytical part of your brain. By pushing your brain to understand new concepts within Mathematical topics, you are training your mind to look at and analyse a problem, to think procedurally and to systematically find a solution.

- **To Increase Your Brain's Capacity to Learn**

  If you want to be able to effectively learn things in later life that interest you, you need to exercise your brain and develop it during these crucial formative years. Studying Mathematics will help do this for you.

- **To Help You Understand and Function in the World in Which We Live**

  Mathematics is one of the tools we use to describe and develop our world. Everyone needs a solid core of Mathematics in order to function efficiently in the world we live in. You just can't avoid numbers.

  Even though you may not know the Mathematics behind the computers you use, the medical equipment that helps you, or the mobile phones you own, you can appreciate that it is there, silently working behind the scenes to make your life easier and more fulfilling.

What Students Learn

Mathematics includes many different concepts which cater for different student interests. These concepts are organised so that different student abilities can be catered for. All students will be encouraged to develop confidence and competence with these concepts, so that they reach their full potential in mathematics.

The topics covered are from three key content strands of ACARA for mathematics:

- Number and Algebra, Measurement and Geometry, and Statistics and Probability.

How Students Learn

A variety of methods is used to teach Mathematics. These include traditional whiteboard work, Interactive IT software tools, activities with students manipulating materials, discussions, demonstrations, investigations, small group work and problem solving.

The emphasis is at all times on the involvement of students, in mathematical tasks and discussions of mathematics. A wide variety of materials are used including computers, calculators, textbooks, solid models, and problem solving kits.

How Students are Assessed

Students will be assessed in two ways, namely that of traditional test and investigative assignments/projects. Student assessment will align with ACARA 8.5 standards.

SCIENCE

What Students Learn

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

Science has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills.

Together, the three stands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

The four areas that are studied throughout Year 8 include: Biological Sciences, Chemical Sciences, Physical Sciences and Earth and Space Sciences.

How Students are Assessed

A range of assessment techniques will be utilised throughout the course including: exams, practical investigations and assignments.

Science has an allocation of more than 3 hours a week and good study habits are essential to keep abreast of concepts taught.

HUMANITIES

What Students Learn

Year 7

A year in Humanities involves two historical units and two Geography units. History studies focuses on the concept of the Ancient World, and how we can investigate and understand artefacts from ancient civilisations. The two following units both examine ancient civilisations of Egypt and China. This examination will see students delve into class structure, the role of women and children, conflicts and contact with other ancient civilisations. The other Semester will involve students focusing on geographical skills through the studies of water in the world and how we deal with its scarcity and its economic, cultural and spiritual impacts. The second geography unit will examine living places within the world and aspects of life that different cultures have to deal with

Year 8

A year in Humanities involves two in-depth historical studies, two geography units. The history course is studied for one Semester and the remaining three units during the second Semester. History studies focuses on the concept of 'What is History?' linking to the study of Medieval Europe where students explore what it might have been like to live in during this era. The final unit moves more into the modern era of the 18th and 19th centuries where students explore the cultural expansion with a specific culture focus – Vikings, Polynesia, Shogunate Japan, Mongolia, Spanish Conquest. The other Semester involves students focusing on Geographical skills by studying "Landforms and Landscapes" which examines local and national destinations, how they developed and how to sustain these areas. The second geographical unit "Changing Nations" aims to examine the consequences of urbanisation on Asia, Australia, and the USA

How Students are Assessed

A range of assessment techniques will be utilised throughout the course including: paper exams, electronic exams, multimodal and research assignments.

Humanities has an allocation of more than 3 hours a week and good study habits are essential to keep abreast of concepts taught

HEALTH AND PHYSICAL EDUCATION

What Students Learn

In HPE students complete both theory and practical activities in the health and sporting field. They study a number of different topics related to health and physical activity that aim at improving their knowledge of how to stay fit and healthy throughout their life.

Mountain Creek SHS continues to embed the Australian National Curriculum in Health & Physical Education. This course is divided into six sub strands. These are:

1. Being healthy, safe and active
2. Communication and interacting for health and wellbeing
3. Contributing to healthy and active communities
4. Moving our body
5. Understanding movement
6. Learning through movement

There are ten main focus areas that may be covered in Year 7 and 8. These are:

1. Alcohol and other drugs
2. Food and nutrition
3. Health benefits of physical activity
4. Mental health and well-being
5. Relationships and sexuality
6. Safety
7. Challenge and adventure activities
8. Games and sports
9. Lifelong physical activities
10. Rhythmic and expressive movement activities

How Students are Assessed

Students will be assessed according to set criteria and standards involving both theoretical and practical components of the course. This will include participation, improvement, skill learning and execution along with the use of tactics and strategies in authentic performance activities. Written aspects of the course will include assessment through folios, written reports and assignments, examinations, completion of class work and multimodal tasks derived from the Australian Curriculum.

LANGUAGES

Year 7 Overview

In Year 7 students have the opportunity to experience Japanese and Spanish. Languages for students is a Semester in duration. This involves one Term of Japanese and one Term of Spanish. The students study a mixture of language and culture and their lessons incorporate reading, writing, listening and speaking skills. Students who continue their language studies into senior grades may have the opportunity to travel overseas on a study tour to further enhance their language development.

Note:

- Language (Japanese and Spanish) is compulsory in Year 7.
- Students must study both Japanese and Spanish (one Term of each language).
- Focus Group students may be exempt from studying a language to engage in further literacy support.
- Year 7 language students will choose to study either Japanese or Spanish for one Semester in Year 8.
- Year 7 students studying Languages in Semester 1, will select their Year 8 language during Term 3 ECP meetings.
- Year 7 students studying Languages in Semester 2, will select their Year 8 language during class time in week 5 of Term 4 with the HOD

JAPANESE

(Duration 1 Term)

What Students Learn

In Japanese, students learn to recognise hiragana and they write a self- introduction. Students also learn about a range of topics relating to themselves and their everyday lives.

How Students are Assessed

Students are assessed on their productive and receptive language skills. These elements are assessed through small projects, role-plays and written examinations

SPANISH

(Duration 1 Term)

What Students Learn

Spanish students will learn a range of vocabulary and the Spanish alphabet, numbers and sentence structure. They will experience interactive learning opportunities to build their skills in the Spanish language and cultural activities

How Students are Assessed

Students are assessed on their productive and receptive language skills. These elements are assessed through small projects, role-plays and written examinations

LANGUAGES

Year 8 Overview

In Year 8 students have the opportunity to experience Japanese OR Spanish. Students study for one Semester for their chosen language in Year 8. Students will study a mixture of language and culture with their lessons incorporating reading, writing, listening and speaking skills. Students who continue their language studies into senior grades may have the opportunity to travel overseas on a study tour to further enhance their language development.

Note:

1. Language (Japanese OR Spanish) is compulsory in Year 8.
2. Students will be grouped based on their ability and achievement levels during Year 7 Languages.
3. Focus Group students may have further literacy and numeracy support instead of studying Japanese or Spanish.

JAPANESE

(Duration 1 Semester)

What Students Learn

In Japanese, students learn to recognise Japanese alphabets. Students also learn about a range of topics relating to Japanese language and culture with interactive learning opportunities to develop their language skills.

How Students are Assessed

Students are assessed on their listening, reading, speaking and writing skills. These elements are assessed through small projects, role-plays and written examinations.

SPANISH

(Duration 1 Semester)

What Students Learn

Spanish students will learn a range of vocabulary and continue developing their skills with the Spanish alphabet, numbers and more complex sentence structures through interactive learning opportunities.

How Students are Assessed

Students are assessed on their listening, reading, writing and speaking. These elements are assessed through small projects, role-plays and written examinations.

ELECTIVE SUBJECTS

CREATIVE INDUSTRIES

Creative Industries subjects comprise of Dance, Drama, Music and Visual Arts. The duration of each subject is one Semester. In addition to curriculum opportunities in these areas, there are a range of Creative Industries extra-curricular opportunities available.

Students do not require prior experience or skills to participate in these subjects.

DANCE

(Duration 1 Semester)

What Students Learn

Students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, appreciation of and responses to dance and dance-making. Students develop awareness of and use knowledge of dance and dance practitioners in their own and other cultures and communities. Students create and perform social, cultural and artistic dance in pairs and groups.

The students will have the opportunity to perform, choreograph and respond to works across the following style:

Unit 1	Let's Create	Contemporary/Lyrical Performance and Choreography
Unit 2	The Producers	Musical Theatre Choreography

How students are assessed

Students complete a making and responding task, assessing their ability to apply concepts taught throughout the course.

DRAMA

(Duration 1 Semester)

What Students Learn

Students explore and depict real and fictional worlds through body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama individually and collaboratively. They explore the diversity of drama in the contemporary world and other times, places and traditions through various theatrical contexts, styles and forms. Students will work in small groups and individually to create and perform drama.

The students will have the opportunity to perform, devise and respond to works across the following styles:

Unit 1	The Artist Steps In	Scripted performance of a Realism text
Unit 2	The Artist Steps Up	Devised performance of a Collage Drama

How students are assessed

Students complete a making and responding task, assessing their ability to apply concepts taught throughout the course.

MUSIC

(Duration 1 Semester)

What students learn

Students listen to, compose and perform music from a broad range of styles, traditions and contexts. They create, shape and share sound in time and space and critically analyse music they listen to, make and perform. Music practice is aurally based and focuses on acquiring and using knowledge and understanding about music and musicians from their own experience and other times and places.
The students will have the opportunity to perform, compose and respond to works across the following styles:

Unit 1	Making a Muso Part 1	Performance of a song of students' choice.
Unit 2	Making a Muso Part 2	Composition of a song for narrative.

How students are assessed

Students complete a making and responding task, assessing their ability to apply concepts taught throughout the course.

VISUAL ARTS

(Duration 1 Semester)

What Students Learn

Students engage with the concepts of artists, artworks and audience. Visual Arts involves a creative use of materials and technologies, where students are challenged to think practically and critically to create artworks. They engage in conceptual and spatial inquiry and the analysis of artworks from a range of viewpoints as artist and audience.

The students will have the opportunity to create and respond to works across the following styles:

Unit 1	Animorphic	Drawing and Ceramics (clay)
Unit 2	The World Out There	Watercolour painting and Printmaking

How Students are Assessed

Students complete a making and responding task, assessing their ability to apply concepts taught throughout the course.

DESIGN TECHNOLOGY

Design Technology subjects comprise of Design Technologies, Engineering Concepts and Materials and Technology Specialisations. The duration of each subject is one Semester.

Students do not require prior experience or skills to participate in these subjects.

DESIGN TECHNOLOGIES

(Duration 1 Semester)

What Students Learn

Design and Technologies (DAT) is a strand of the Australian Curriculum: Technologies. This strand focuses on developing the underpinning knowledge and understanding of technologies (materials, systems, components, tools and equipment) across technologies contexts and developing understanding of the relationship between technologies and society. The course exposes students to skills aimed at developing members of society who can independently and collaboratively develop innovative solutions to complex problems and contribute to sustainable patterns of living. The course includes studies in materials and technologies specialisations, food and fibre production and engineering principles and systems.

The subject is taught in multiple leaning environments including workshops and emerging technology labs. The delivery of the course caters for different student learning styles through its embedded disciplines. The course introduces students to:

- Workplace Health and Safety Practices
- Design Processes
- Sketching and Engineering Drawings
- Virtual and Low-Tech Modelling
- Manufacturing Processes
- Sustainability

Personal and workspace safety is strongly emphasised, particularly when producing. Students must wear personal protective equipment (PPE) in the workshops as instructed.

The students will have opportunities to experience designing, producing and evaluating products, which respond to client briefs for the following:

- Unit 1 - Foundation Skills — 2D & 3D Sketching & Design Language
- Unit 2 - Design Challenge — Design Process through Landscape Architecture Project

Students should gain sufficient understanding of the nature of the subject matter found in the upper Year level courses, Yr 9/10 Design Concepts and Year 11/12 Design and the career and lifestyle pathways that they support, enabling appropriate subject selection in higher Year levels.

How Students are Assessed

Students are required to document their learning through the use of class notebooks, design folios and the resultant products. Collectively they contribute to the assessment for the subject.

ENGINEERING CONCEPTS

(Duration 1 Semester)

What Students Learn

Engineering Concepts (EGC) is a focused strand of the Australian Curriculum in Design and Technologies. Throughout the course, students develop knowledge and understanding of technologies (materials, systems, components, tools and equipment) as they relate to engineering principles and systems. Students are introduced to the Engineering Problem-Solving-Process (PSP) and apply it to all design problems throughout all units of work. Knowledge of this process enables the design and production of simple, elegant and sustainable solutions. Students will develop their understanding of how sustainable engineered products, services and environments can be designed and produced as resources diminish. Students will progressively develop knowledge and understanding of how forces and the properties of materials affect the behaviour and performance of designed engineering solutions. The course includes studies in materials and technologies specialisations, and engineering principles and systems.

The subject is taught in multiple learning environments including Computer-Aided Design (CAD), 3D printing, 3D animation simulations, and our workshops. The delivery of the course caters for different student learning styles through its embedded disciplines. The course introduces students to:

- Workplace Health and Safety practices
- Engineering Problem-Solving-Process
- Sketching and engineering drawings
- Computer-Aided Design (CAD)
- 3D printing
- Virtual and low-tech modelling
- Manufacturing processes Engineering principles (simple machines, renewable energy, forces, electronics, mechanics)
- Sustainability Personal and workspace safety is strongly emphasised, particularly when producing.

Students must wear personal protective equipment (PPE) in the workshops as instructed.

The students will have opportunities to experience designing, producing and evaluating products which respond to client briefs for the following:

1. Engineering Problem-Solving-Process: Students define the problem and design and produce a Balloon-Powered Car
2. Simple Machines: Students learn about the Simple Machines of Engineering and apply their knowledge to create a Chain-Reaction-Machine
3. Renewable Energy: Students study wind energy and test and analyse various wind turbine blades. They then model their own blades in CAD and 3D print them to improve how much electricity can be generated.
4. Electronic Engineering – Students design and make their own LED Pocket Light.

Students should gain sufficient understanding to prepare them for upper year level Engineering courses such as Year 9/10 Engineering Concepts and Year 11/12 Engineering.

How Students are Assessed

Students are required to document their learning through the use of class OneNote notebooks, 3D CAD models, and the resultant products. Collectively they contribute to the assessment for the subject.

MATERIALS & TECHNOLOGIES SPECIALISATIONS

(Duration 1 Semester)

What Students Learn

Materials & Technologies Specialisations (TMT) is a focused strand of the Australian Curriculum in Design and Technologies. It focuses on developing the underpinning knowledge and understanding of technologies (materials, systems, components, tools and equipment) as they pertain to manufacturing. Materials & Technologies Specialisations (TMT) is focused on a broad range of traditional, contemporary and emerging materials and specialist areas that typically involve extensive use of technologies. Students do this by learning about and working with materials and production processes. Students will progressively develop knowledge and understanding of the characteristics and properties of a range of materials either discreetly in the development of products or through producing designed solutions for a technology specialisation.

The subject is taught in multiple learning environments including workshops and theory rooms. The delivery of the course caters for different student learning styles through its embedded disciplines. The course introduces students to:

- Workplace Health and Safety practices
- Design Processes
- 3D Concept Testing – 3d Printing, Laser Cutting
- Sketching and Engineering Drawings
- Materials and their properties
- Manufacturing Tools, Equipment and Processes
- Sustainability

Personal and workspace safety is strongly emphasised, particularly when producing. Students must wear personal protective equipment (PPE) in the workshops as instructed.

The students will have opportunities to experience designing, producing and evaluating products which respond to client briefs for the following:

Unit 1 - Tied in Knots - Textile Technology
Unit 2 - Laser Tag - Polymer Technology
Unit 3 - Pencil Stand/ Box - Wood Technology
Unit 4 - Safe Food Storage – Food & Polymer Technology
Unit 5 - Shelve it - Metal Technology

Students should gain sufficient understanding of the nature of the subject matter found in the upper year level courses, Year 9 / 10 TMT and Year 10 / 11 / 12 Certificate courses in Furniture Making and Engineering Pathways and the career and lifestyle pathways that they support, enabling appropriate subject selection in higher year levels.

How Students are Assessed

Students are required to document their learning through the use of class Moodle or QLearn platforms and the resultant products. Collectively they contribute to the assessment for the subject.

DIGITAL TECHNOLOGIES

Digital Technologies subjects comprise of Digital Innovation and STEM with Innovation. The duration of each subject is one Semester.

Students do not require prior experience or skills to participate in these subjects.

DIGITAL INNOVATION

(Duration 1 Semester)

What Students Learn

Welcome to the Digital Technologies course! This exciting and fun-filled class is designed to introduce students to the world of technology through engaging and interactive activities. The course covers a variety of topics, ensuring that students develop a well-rounded foundation in digital skills. Whether you're coding your first game, designing with Minecraft, building robots, or mastering Microsoft Office, there's something for everyone to enjoy.
In our Creative Coding unit, students will learn the basics of programming through hands-on projects that make coding fun and accessible. You'll create your own games and animations, exploring how code can bring your ideas to life. The Design with Minecraft unit leverages the popular game to teach design principles and teamwork. You'll collaborate with classmates to build incredible structures and solve challenges, all while learning valuable skills in creativity and problem-solving.

Our Robotics unit introduces students to the exciting world of robotics, where you'll design your own robots to complete various tasks. This unit fosters critical thinking and innovation as you experiment with different designs and functions. Additionally, the Microsoft Office skills unit equips you with essential skills for the future. These skills are invaluable for school projects and future endeavors. Join us for a journey into digital technologies, where learning is always fun and exciting!

How Students are Assessed

For each unit, students will produce a folio of work along with an assignment or exam

STEM WITH INNOVATION

(Duration 1 Semester)

Tech start-ups exist in any industry in which technology is an enabler of growth, including engineering, biotech, pharmaceuticals, energy, hardware and software. (Crossroads Report)

As new technologies transform the world around us faster than ever, entrepreneurship is becoming an essential skill for the 21st Century. The *STEM with Innovation* elective subject will introduce students to emerging technology and teach entrepreneurial skills to solve problems, develop products for society, using those emerging technologies.

What Students Learn

This Semester-length, design thinking-based course will involve students learning the same tools entrepreneurs use including how to identify problems, validate solutions, create a minimum viable product (MVP) and pitch ideas. students will be provided an opportunity to experience development of ideas with engaging technologies, pushing their understanding and application of STEM

The course may have a range of strands which will be introduced after an initial induction period. The strands will be offered based on availability but may include:

- Drones
- Microbit-based technology embedding sensors and automation
- 3D printing and VR/AR solutions
- Video production

The elective is designed to cater for students who demonstrate creative flair and/or problem-solving skills and are keen to investigate how combining their excellent STEM knowledge with entrepreneurship could see their ideas become a part of everyday use in society.

How Students are Assessed

Students will be assessed on quality of their final product and delivery, as well as their 21st century skills such as teamwork, problem solving, collaboration, critical thinking and constructive evaluation

BUSINESS AND LIFE STYLES

Business and Lifestyles subjects comprise of Economics and Business and Food and Fibre Production. The duration of each subject is one Semester.

Students do not require prior experience or skills to participate in these subjects.

ECONOMICS & BUSINESS

(Duration 1 Semester)

What Students Learn

Students will explore what it means to be a consumer, worker and a producer in the market and the relationship between these groups. Students explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business and individual success. Setting goals and planning to achieve these goals is vital for individual and business success.

Topics covered:

- Individual and business success in the market
- Business opportunities in the Australian market

How Students are Assessed

Students will develop and present evidence-based conclusions using subject-specific language and concepts covered in class throughout the Semester. Students will complete two in class assignments.

FOOD & FIBRE PRODUCTION

(Duration 1 Semester)

What Students Learn

Food & Fibre Production in Year 7 and 8 is an introductory subject for Food & Fibre Production courses that lead into Year 9. Food & Fibre Production is also taught across two main contexts: Food and Textiles (fibre). The course uses strategies to develop creativity and innovation through design while introducing students to:

- Food preparation – introductory cookery techniques
- Nutrition
- Textiles – Learning to sew
- Article construction techniques - Simple bag
- Workplace health and safety practices

Personal and workplace safety is strongly emphasised in practical lessons and students are required to wear personal protective equipment (PPE) and observe WHS practises when operating in this environment. (Apron, hairnet, closed in leather shoes.)

Students supply own fabric for textile construction items.

Food & Fibre Production is a 1 Semester subject and provides students with sufficient introductory knowledge and skills to enable them to produce food and textile articles and respond to specific design tasks.

This enables appropriate choices to be made when selecting Food and Fibre Production for Year 9 and beyond.

How Students are Assessed

Students will be given 2 assignments - 1 Food, 1 Textiles. Assignments include written design booklets and practical work. All classwork and practical work will contribute to overall assessment for this subject.

PHYSICAL EDUCATION

Physical Education has Elective subjects that comprise of Sports Specialisation and Rugby League Program. The duration of the Sports Specialisation is one Semester and the Rugby League Program has one Semester in both Year 7 and Year 8.

Students do not require prior experience or skills to participate in these subjects.

SPORTS SPECIALISATION

(Duration 1 Semester)

What Students Learn

The SSP course emphasises the interrelatedness of learning in, about and through physical activity. Physical education and students will complete both theory and practical activities that use an information processing approach to learning.

Students will participate in a number of learning experiences that specifically focus on selected sports from our sports specific programs such as Rugby League, AFL, Basketball, Volleyball, and Netball.

The ACARA curriculum provides the foundation for this course with a specific focus on enhancing specialised movement sequences, diversity in sport, personal social growth through an emphasis on participation, fair play and collaboration in physically active environments. There will be substantial focus on sports science concepts in preparation for students to enter senior phase of learning. This course prepares students for the following courses of study;

- Year 9 – Physical Education and Sports Specific Programs
- Year 10 – Physical Education and Sports Specific Programs
- Year 11 & 12 – General Physical Education
- Year 11& 12 Certificate III in Fitness

How Students are Assessed

Students are assessed according to set criteria and standards involving both theoretical and practical components of the course. This will include participation, improvement, skill learning and execution along with the use of tactics and strategies in authentic performance activities. Written aspects of the course will include assessment through folios, written reports and assignments, examinations, completion of class work and multimodal tasks.

Students Participating in Physical Activity and Physical Education

Students participating in physical activity and physical education, particularly contact sports, carry inherent risks of injury. Parents are advised that the Department of Education and Training (DET) does not have Personal Accident Insurance cover for students. DET has public liability cover for all approved school activities and provides compensation for students injured at school only when the Department is negligent. If this is not the case, then all costs associated with the injury are the responsibility of the parent or caregiver. It is a personal decision for parents as to the type and level of private insurance they arrange to cover students for any accidental injury that may occur.

NOTE: Students may choose SSP or RLP (not both)

RUGBY LEAGUE PROGRAM

(Duration 1 Semester Year 7 and 1 Semester Year 8) Entry into program is by trial only

What Students Learn

The rugby league program aims to develop foundational skills, improve the rate of skill progression through a focused skill curriculum and develop an understanding of high performance in sport. The physical performance contexts will see students develop a variety of skills such as:

- Catching and passing
- Attacking principles
- Tackling and defensive principles
- Tactics and gameplay

Students will also undertake written tasks that align with the ACARA curriculum in the areas of exercise science; injury prevention; indigenous perspectives and ethics / fair play.

How Students are Assessed

Students will be assessed through written assessment pieces as well within physical performance contexts. The written assessment item will be an assignment involving a personal reflection of the student's performance.

NOTE: Students may choose SSP or RLP (not both)

Entry into the program is by nomination to trial only.

- If you are selecting the Rugby League Program in year 7 you will select two other electives only.
- If you are selecting the Rugby League Program in year 8 you will select one other elective only.

BEST PROGRAM - SKILL CENTRE STUDENTS ONLY

Students will participate in extensive wellbeing program focused on transitioning to high school and personal awareness, development and wellbeing. Students will explore a range of topics throughout the six-month course which are individual to the student needs and done in consultation with primary feeder schools and parents at interview.

Please contact Kate Benfield on 54 578 333 to discuss the suitability of of your child being in the BEST Progra