

## 2024 - YEAR 7 SUBJECT SELECTION HANDBOOK



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# 1. 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. Year 7 students will study core subjects and have the opportunity to choose elective subjects for Years 7 and 8 to suit individual aspirations and future needs.

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

Craig Hegarty

Principal – Junior Secondary

## **2. EXCELLENCE PROGRAMS, SCHOLARSHIPS & ORIENTATION DAY ACTIVITIES**

### **2.1 Year 7 General Enrolments for 2024**

- Application packages due Friday 26<sup>th</sup> May 2023 (Week 6 of Term 2)

### **2.2 Zenith Program**

- Combined STEM and Zenith Parent Information Evening:
  - Monday 22<sup>nd</sup> May 2023, 5:30pm
- Applications Close – Friday 26<sup>th</sup> May 2023
- Notification of acceptance – Term 4 2023

### **2.3 STEM Academy Program**

- Combined STEM and Zenith Parent Information Evening:  
Monday 22<sup>nd</sup> May 2023, 5.30pm (Applications Close – Friday 26<sup>th</sup> May 2023)
- Notification of Acceptance – Term 4 2024

### **2.4 Orientation Day**

- The school will host an orientation day for those students who have enrolled at MCSHS for 2023
- The Year 6 into 7 Orientation Day will be on Thursday 31<sup>st</sup> August 2023 from 10.30am – 4.00pm. Enrolment Applications must be received by 18<sup>th</sup> August 2023 to participate in this day.

### **2.5 Welcome to High School Evening 2024**

An introduction to MCSHS for parents and Year 7 students will be held on Monday 29<sup>th</sup> January 2024, Week 2, Term 1, 2024.

Note: All Application forms are available on-line at [www.mountaincreekshs.eq.edu.au](http://www.mountaincreekshs.eq.edu.au) or telephone Mountain Creek SHS on 5457 8333 for an information package or brochure.

### 3. FINANCIAL COMMITMENTS

Dear Parents / Carers

The information that you are about to read will assist you in making an informed decision regarding your financial commitments and ensure that your student is equipped to commence school in 2024.

Financial Information includes; Stationery Items and Student Resource Scheme.

Kind regards

**Brian Parr**

**Executive Principal**

#### 3.1 Stationery Items

These will need to be purchased by individual students/parents/guardians. Please refer to the website [mountaincreekshs.eq.edu.au](http://mountaincreekshs.eq.edu.au) to view the current Year 7 Stationery List.

#### 3.2 Student Resource Scheme (SRS)

Mountain Creek State High School operates a Student Resource Scheme to reduce the cost of textbooks and other learning resource materials for parents. The scheme is endorsed by the P&C each year and overseen by the School Finance Committee.

This is a service offered by this school and is something that neither the school nor the Principal is required to do.

Mountain Creek State High School High School provides a Student Resource Scheme to:

- minimise the costs to parents of providing textbooks and other resource materials for their children; and
- ensure that an adequate bank of resources is available to ensure a good quality education for all students.

#### 3.3 Textbook Resources Allowance

The Scheme is a cooperative fund that uses money received from parents and the textbook and resource allowance provided by Department of Education. Schools, with the approval of their Parents' and Citizens' Association, may elect to receive a direct bulk payment equivalent to the total of *textbook & resource allowances* for all students. Our Parents' and Citizens' Association has currently approved direct payment of all *textbook & resource allowances* to the school in bulk.

All students are eligible for the text & resource allowance, excluding:

- Students enrolled as full fee-paying overseas students (FFOS)
- Students enrolled in a Centre for Continuing Secondary Education (CCSE)
- Students undertaking part time distance education from a non-state school accredited for distance education: and
- Students enrolled AFTER the first Friday in August.

Any student transferring after the end of February from any Queensland secondary school (state or non-state) will be expected to carry a pro rata refund of TRA from their original school to the new school.

Parents wishing to take advantage of the services provided by the Scheme, opt into the scheme on enrolment and pay an annual participation fee.

### 3.4 Student Resource Scheme Benefits

The SRS provides more than \$315 worth of value for participants.

Parents/guardians wanting to participate in the SRS pay an annual fee (in 2024 this fee will be \$315)

In exchange for the participation fee your son/daughter will receive all services, materials and consumables not defined as instruction, administration and facilities for the education of your student at the school which include:

- Hire of all prescribed textbooks/e-books for subjects, where applicable.
- Reproduced class materials which complement and/or substitute for textbooks.
- Student reference material through the resource centre (e.g., books; audio/DVD's; ClickView, Oliver, Reading Eggs).
- Other student reference materials including e-learning resources (eg: Education Perfect) and access to web site subscriptions (which would be costly if paid for on an individual basis but as a bulk registration through the school SRS the cost per student is reduced significantly):
  - Student journal.
  - Additional computer software purchased for use in class.
  - Photocopy costs (classroom materials and workbooks).
  - Minor equipment and consumable materials for subjects where the instruction is extended through providing practical learning experiences in excess of materials provided by school grants.
  - Student identification card.

A copy of each year level 'subject requirements list' outlining all texts, hire equipment and resources can be found on the school website.

### 3.5 Joining the Student Resource Scheme

On enrolment, Parents/Carers are asked if they wish to join the Student Resource Scheme.

By choosing:

#### 3.5 (1) YES, I wish to join the SRS

The subsidy for a student eligible for the *text & resource allowance*, has been taken into consideration, and as such, has reduced the total amount parents contribute to the Student Resource Scheme (SRS). Every effort has been made to contain costs to parents whilst ensuring that adequate resources are available for student use.

#### 3.5 (2) How much do I pay?

Total Cost.....	\$440.00
<b>Less</b> Government allowance .....	<u>\$125.00</u>
Student Resource Scheme joint fee Year 7 balance.....	\$315.00

We ask for the participation fee to be paid before the start of the 2024 school year so that student learning materials and books may be purchased early and discounts secured through early payment and bulk ordering. All students will then have the opportunity of accessing their resources when they commence school. Payment is requested by January 2024.

### **3.5 (3) Payment Options**

This Scheme represents excellent value and provides substantial savings to parents of students in all year levels. Payments can be made via BPoint Portal, information can be found on school invoices and statements and at <http://bpoint.com.au/payments/dete> or at the student administration office by cash, cheque, EFTPOS or credit card. If paying by cash, the correct money is appreciated.

Anyone experiencing financial difficulties can organise payment of fees by payment plan. Please email [accountsreceivable@mountaincreekshs.eq.edu.au](mailto:accountsreceivable@mountaincreekshs.eq.edu.au) or contact the school to make an appointment with the Business Manager.

### **3.5 (4) NO, I do not wish to join SRS**

Should parents/guardians decide not to join the Scheme, they must indicate this under the Participation section on the Participation Agreement Form. Parents who choose not to participate in the SRS are responsible for providing their child with all items that would otherwise be provided by the SRS. School produced resources (e.g., Student Diary) will be available for separate purchase from the school for non-participants.

### **3.6 User Pays**

User Pays are for external charges to the school, for example bus hire, admission costs, guest speakers and camp fees. Where a third party charges the school for the activity a User Pay fee is charged to the parent/guardian. User Pays are to be balanced for each activity and a refund must be given if the amount calculated for the refund is over \$20 per student (as per School Refund policy, endorsed by the P&C Association). User Pays fees will be charged prior to the activity occurring.



## 4. EXECUTIVE ADMINISTRATION



**Brian Parr**  
Executive Principal



**Donna Lancaster**  
Principal Senior School



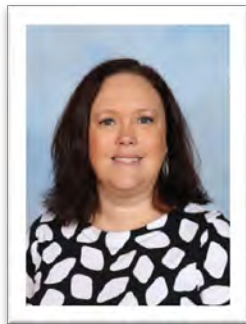
**Craig Hegarty**  
Principal Junior Secondary  
School



**Tina Smithard**  
Deputy Principal  
Senior School



**Carmel D'Arcy**  
Deputy Principal – Junior  
Secondary School



**Kate Benfield**  
Deputy Principal - Inclusion



**Mark Swan**  
Deputy Principal  
Dean of Students



**Lisa Jarvis**  
Business Manager



**Amanda Gunn**  
Business Manager HR

## 5. HEADS OF DEPARTMENT



Wendy McDermott  
English



Helen Gillis  
Science



Clem Hyndman  
Humanities



Evie Reynolds  
Mathematics



Cameron Boaza  
Sport/HPE



Jess Stansbie  
Creative Industries



Sandro Cossa  
Technology



Helen Young  
Business and Lifestyle  
Industries



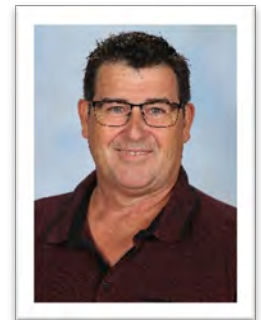
Kirsty Levy  
International



Graeme Breen  
Innovation



Lindsay Baker  
Junior School



Mark Thompson  
Senior School



Adam Duus  
IB Co-ordinator



Brenden Newcombe  
Student Services

## 6. SUBJECTS: CORE and ELECTIVE

<b>Example</b>	Year 7	Semester 1: DIG (compulsory)	Semester 2: HEC
	Year 8	Semester 1: MUS	Semester 2: ART

Whilst every effort is made to provide a wide range of subject choices, staffing, rooming and timetabling restrictions may prevent some subjects from running.

### 6.1 Core Subjects

Compulsory Subjects	ENG - English	✓
	MAT - Maths	✓
	SCI - Science	✓
	HUM - Humanities	✓
One Semester	HPE - Health & Physical Education	✓

### 6.2 Languages

Compulsory Subjects One Term of each	SPN - Spanish	1 Term	✓
	JAP - Japanese	1 Term	✓

### 6.3 Technology

Compulsory Subjects One Semester completed in either Year 7 or 8	DIG - Digital Technologies	1 Semester	✓
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### 6.4 Elective Subjects

Students select 3 subjects.	DAT - Design & Technologies	1 Semester	
	DAN - Dance	1 Semester	
	DRA - Drama	1 Semester	
	ECB - Economics & Business	1 Semester	
	TFF – Food & Fibre Production	1 Semester	
	MUS - Music	1 Semester	
	ART - Visual Arts	1 Semester	
	EGC - Engineering Concepts	1 Semester	
	TMT – Materials & Technologies Specialisations	1 Semester	
Choice of PHE or RLP (Select one only)	PHE – Physical Education	1 Semester	
	RLP – Rugby League Program	1 Semester	
STEM Academy	STEM with Innovation: Year 7	1 Semester	
STEM Academy	STEM with Innovation: Year 8	1 Semester	

**Note:** STEM Academy students may choose either or both STEM with Innovation subjects, as each year level has a different technology focus (Microbits vs 3D printing vs Drones etc) and different context (UN Sustainability goals vs Food production on Mars etc).

Students must complete an application form to be admitted to the Academy.

## 7. ENGLISH

### 7.1 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 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

### 7.2 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.

## 8. MATHEMATICS

### 8.1 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.

## **8.2 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.

## **8.3 How Students Learn**

A variety of methods is used to teach Mathematics. These include traditional whiteboard work, Interactive IT software tools and 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.

## **8.4 How Students are Assessed**

Students are assessed in two main ways, namely that of traditional tests and investigative assignments / projects.

# **9. SCIENCE**

## **9.1 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 their 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 strands 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 7 include: Biological Sciences, Chemical Sciences, Physical Sciences and Earth and Space Sciences.

## **9.2 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.

## 10. HUMANITIES

### 10.1 What Students Learn

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.

### 10.2 How Students are Assessed

Each Term, students will be tested either in exam conditions or in the format of an in-depth research assignment. Students will also complete checkpoint tasks throughout the unit of work, to create a portfolio of work in order to make a judgment about standards achieved. The aim for Year 7 is to ground students in the concepts of historical inquiry and questions, where students begin to question the validity of sources, while imbedding geographical skills and concepts to further extend their understanding and skill levels. Students will also be expected to keep a workbook with tasks and class notes completed in it. It is hoped that parents can view this to monitor their child's progress.

UNIT	Term One ASSESSMENT	Term Two ASSESSMENT	Term Three ASSESSMENT	Term Four ASSESSMENT
Investigating the Ancient Past	Content Exam			
Ancient China		Written Assignment		
Place and Liveability			Research Assignment	
Water in the World				Content Exam

## 11. HEALTH & PHYSICAL EDUCATION

### 11.1 What Students Learn

In Health & Physical Education 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.

In Year 7 students study aspects of the National Curriculum that include being healthy, safe and active and, through movement, developing understanding of the foundation skills and concepts. This includes the written unit of Healthy and Positive Relationships and performance in a selection of sport-based activities. These activities include invasion games, court games, dance, aquatics and track and field athletics. The emphasis is on skill development, improvement, participation and developing game sense, tactics and strategies.

This course is divided into six sub strands which will be covered from Year 7 – 10. These are:

- Being healthy, safe and active
- Communication and interacting for health and wellbeing
- Contributing to healthy and active communities
- Moving our body
- Understanding movement
- Learning through movement

There are ten main focus areas that will be covered across Year 7 - 10.

These are:

- Alcohol and other drugs
- Food and nutrition
- Health benefits of physical activity
- Mental health and well-being
- Relationships and sexuality
- Safety
- Challenge and adventure activities
- Games and sports
- Lifelong physical activities
- Rhythmic and expressive movement activities

The Year 7 course will cover a selection of the above topics in a variety of settings and learning experiences.

## **11.2 How Students are Assessed**

Students will be assessed according to set criteria and standards involving both performance and written components of the course. Each of the performance activities will be assessed separately using check lists and criteria based on skill performance, use of tactics and strategies as well as participation and improvement. There will be four of these across the Semester with one for each performance activity. Written aspects of the course will be assessed through completion of class work and a multimodal task from the Healthy Relationships unit.

## **12. LANGUAGES**

### **12.1 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.

## **12.2 Japanese**

(Duration 1 Term)

### **12.2 (1) 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.

### **12.2 (2) 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.

## **12.3 Spanish**

(Duration 1 Term)

### **12.3 (1) 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.

### **12.3 (2) 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.

## **13. CREATIVE INDUSTRIES**

(Duration 1 Semester)

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.

### **13.1 Dance**

#### **13.1 (1) 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.



## **13.2 Drama**

### **13.2 (1) 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.

## **13.3 Music**

### **13.3 (1) 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.

## **13.4 Visual Arts**

### **13.4 (1) 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.

### **13.4 (2) How Students are Assessed**

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

## **14. DESIGN AND TECHNOLOGIES**

(Duration 1 Semester)

### **14.1 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 learning 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
- Engineering Principles
- 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	Reuse It	Re-purposing of materials and products
Unit 2	Boost It	Sound Amplifier
Unit 3	Prototype It	3D Concept Testing
Unit 4	Grip It	Organic Mouse Design

Students should gain sufficient understanding of the nature of the subject matter found in the upper year level courses, Year 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.

#### 14.2 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.

## 15. ENGINEERING CONCEPTS

(Duration 1 Semester)

### 15.1 What Students Learn

Engineering Concepts (EGC) 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 engineering principles and systems. They explore how forces can be used to create light, sound, heat, movement, control or support in systems. Knowledge of these principles and systems enables the design and production of sustainable, engineered solutions. Students need to understand 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 workshops and graphics 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
- Sketching and Engineering Drawings
- Virtual and Low-Tech Modelling
- Manufacturing Processes
- Engineering Principles (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:

- Electronic Engineering - LED Pocket Light
- Mechanical Engineering – Pulley System
- Structural Engineering – Dome Design
- Textile Engineering – Engineered Fabric Investigation
- Food Engineering – Ultralight Backpacking Menu Design

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

## 15.2 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.

# 16. MATERIALS & TECHNOLOGIES SPECIALISATIONS

(Duration 1 Semester)

## 16.1 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. Industrial Skills (Manufacturing) 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:

- Polymer Technology – Laser Cut Project
- Food Technology – Material Investigation
- Metal Technology – Metal Shelf
- Textile Technology – Knot Tying and Display
- Wood Technology – Pencil Stand

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, Engineering and Aviation and the career and lifestyle pathways that they support, enabling appropriate subject selection in higher year levels.

## **16.2 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.

# **17. DIGITAL TECHNOLOGIES**

Duration 1 Semester. Compulsory across either Year 7 or Year 8.

## **17.1 What Students Learn**

Digital Technologies is an introductory course that will provide students with a skillset which will begin to equip them for their future in a 21st Century society.

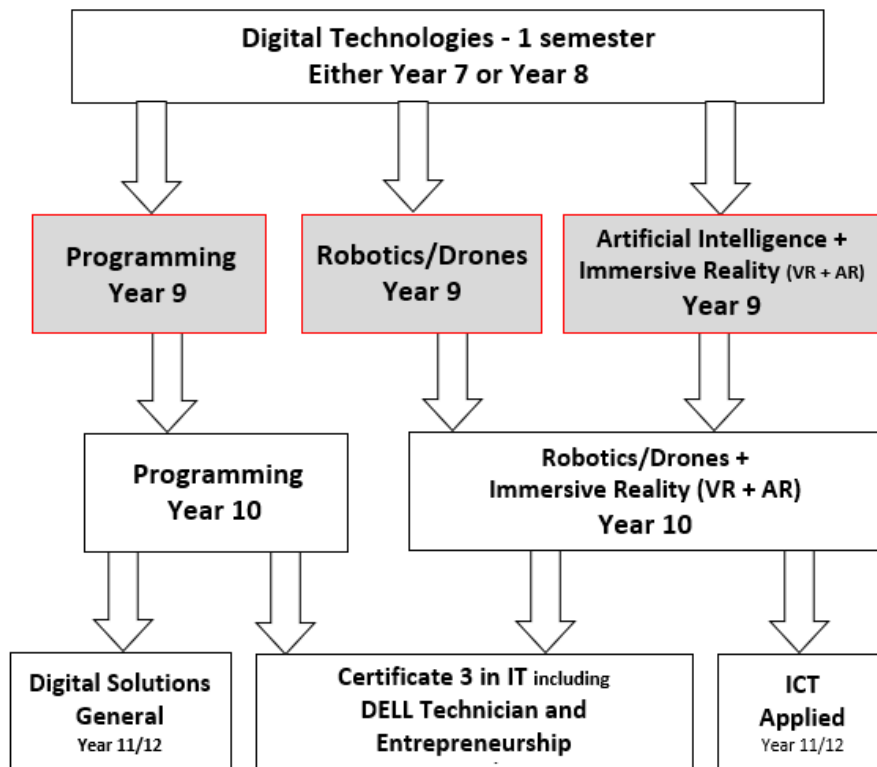
As all students will inevitably move into careers that involve knowledge and use of different computer-based technologies to some extent, this course begins the process to allow the students to become MAKERS and CREATORS of technology, and not just USERS of technology.

Topics that may be covered include:

- Introduction to Creative Coding
- Introduction to Design with Minecraft
- Introduction to Robotics
- Introduction to Microsoft Office skills

Following on from Digital Technologies in year 7 / 8 students develop their skills in Years 9 and 10 and become familiar with other leading digital technologies and in a broader range of applications including:

- Robotics/Drones
- Immersive Reality (Virtual Reality and Augmented Reality)
- Programming



## 17.2 How Students are Assessed

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

## 18. STEM with Innovation

(Duration 1 Semester)

**PLEASE NOTE:** This is an exclusive access course for STEM Academy students only. STEM Academy application forms are available from Administration office and the school website.

**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.

### 18.1 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.

Academically talented 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 academically capable 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. Students will be encouraged to participate in offered competitions around this process as a key part of their learning. There is expected to be opportunities to collaborate with the University of the Sunshine Coast within the course.

### **18.2 How Students Are Assessed:**

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

## **19. STEM ACADEMY**

(**STEM = Science/Technology/Engineering/Maths)**

The STEM Academy is a competitive entry program based on demonstrated engagement and proficiency in a technology (robotics, coding, etc.) and one of Maths, Science or Engineering

STEM is a curriculum based on educating students in four specific disciplines — science, technology, engineering and mathematics — in an interdisciplinary and applied approach. Rather than teach the four disciplines as separate and discrete subjects, the STEM Academy integrates them into a cohesive learning paradigm based on real-world applications.

Many jobs require STEM skills at basic levels to problem solve, understand and apply innovations. There is more technology in how we work than at any other time as businesses are adopting new and emerging technologies to remain competitive.

Courses offered in the STEM Academy combine:

- Extending Science, Maths and Engineering knowledge
- Introducing new Technology, such as mobile app development or sensor-based wearables
- Lean Startup knowledge and processes
- Solving real-world problems that students identify using this new STEM knowledge

Acceptance in to the program is by application with applicants required to demonstrate at school, or in some extra-curricular activities and/or competitions, or in some other equivalent way, evidence of achievement in both:

- Technology (including coding/programming, robotics, Arduinos, wearable technologies, or other similar application)
- One of Science, Maths, Engineering and / or other STEM-related field

Additionally, applicants will also have a demonstrated track record of working independently and working effectively as part of a team. There is expected to be

opportunities to collaborate with the University of the Sunshine Coast within the course.

The STEM Academy program is characterised by accelerated learning in the STEM with Innovation subject. There is an expectation student will achieve an A or B in STEM with Innovation. Students are encouraged to study their chosen STEM subjects in greater depth and will involve themselves in extension activities, including competitions, before/after school extra-curricular activities, as they are provided.

In addition to developing rigorous study skills and a real capacity to perform academically, successful applicants will demonstrate leadership and engagement in developing their team projects within the STEM with Innovation elective.

### **19.1 Acceptance into the STEM Academy Program:**

- Please complete a STEM application form, available on the school's website [www.mountaincreekshs.eq.edu.au](http://www.mountaincreekshs.eq.edu.au) or from our Administration office. Please refer to page 6 for due dates of applications.
- Successful and unsuccessful students will be notified in Term 4.
- Once admitted to the STEM Academy at any year level, student DO NOT need to reapply in subsequent years
- Please contact Graeme Breen (Head of Digital Innovation) at [gbree3@eq.edu.au](mailto:gbree3@eq.edu.au) to discuss the STEM Academy Program.

## **20. PHYSICAL EDUCATION**

(Duration 1 Semester)

### **20.1 What Students Learn**

The PHE course emphasises the interrelatedness of learning in, about and through physical activity. Physical education and students will complete both written and performance activities that use an information processing and problem-solving approach to learning. Students will participate in a number of learning experiences that specifically focus on selected sports from our sport's specific programs such as Rugby League, AFL, Basketball, Volleyball, and Netball. Indigenous games are also included.

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

## 20.2 How Students are Assessed

Students will be assessed according to set criteria and standards for both performance and written components of the course. Each of the performance activities will be assessed separately using check lists and criteria based on skill performance, use of tactics and strategies as well as participation and improvement. There will be four of these across the Semester with one for each performance activity. Written aspects of the course will be assessed through completion of class work and an assignment/project in the first Term of the course and a reflective journal in the second Term.

**NOTE: Students may choose PHE or RLP (not both)**

## 21. RUGBY LEAGUE PROGRAM

(Duration 1 Semester for Year 7 and 1 Semester for Year 8)

### 21.1 What Students Learn

The Rugby League Program aims to develop foundational skills, improve the rate of skill progression through a focussed 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 PHE or RLP (not both)**

**If you are selecting the Rugby League Program you will select one other elective only.** (Subject runs for one Semester Year 7 and one Semester Year 8)

## 22. ECONOMICS AND BUSINESS

(Duration 1 Semester)

### 22.1 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



## 22.2 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.

## 23. FOOD & FIBRE PRODUCTION

(Duration 1 Semester)

Food & Fibre Productions 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 a Lifestyle Industries course for Year 9 and beyond.

### 23.1 What Students Learn

Food & Fibre Productions in year 7 is an introductory subject for Food & Fibre Production courses that in Year 9. Food & Fibre Productions is taught across two main contexts: Food and Textiles. The course uses strategies to develop creativity and innovation through use of a design process 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 practices when operating in this environment. (Apron, hairnet, closed in leather shoes.) Students supply own food ingredients and fabric for textile construction items. This enables appropriate choices to be made when selecting Food and Fibre Production in Year 9 and beyond.

### 23.2 How Students are Assessed

Students will be given two assignments - one food and one textile. Assignments include written design booklets and practical work. All classwork and practical work will contribute to overall assessment for this subject.

## 24. ZENITH PROGRAM

The Zenith program is an innovative program for Year 7 students which allows highly motivated students to be grouped together so they can be challenged and encouraged by their peers to work hard and continue to succeed in their studies.

The program may be characterised by the encouragement of students to study subjects in greater depth and develop higher order thinking skills. Students in Zenith classes will develop rigorous study skills and a real capacity to perform academically. They may be involved in community service projects and enriching extracurricular activities. Such activities will include participating in an array of competitions across a number of faculty areas as well as a greater emphasis placed on reading and successful writing skills.

The program has been developed to ensure students who achieve academically at primary school remain engaged in their studies during Years 7. This program will

ensure that these students remain engaged, challenged and highly motivated during this period of their schooling.

When these students reach Years 8, 9, 10, 11 and 12, they will be well prepared to work at the higher level in their senior studies. They will be prepared to manage not only the quantity of work that needs to be covered, but also to meet the more rigorous demands expected of them, utilising effective time management skills acquired during previous years.

As students continue into Senior, they will study the Queensland Curriculum and Assessment Authority, in order to complete their secondary education and to gain tertiary entrance. These opportunities combined with the unique international experience provided by the school, allows enormous opportunities for our students.

**Note:** Year 7 students study Japanese and Spanish. Year 8 students must study Japanese OR Spanish as part of their core subjects.

#### **24.1 Acceptance into the Zenith Program:**

- Students in the Young Scholars Program will need to apply to be considered for the
- Zenith Program. All students' academic progress is reviewed each term.
- Similarly all other students will need to complete an application for the Zenith Program.
- Please complete an application form available on the school's website ([www.mountaincreekshs.eq.edu.au](http://www.mountaincreekshs.eq.edu.au)) or from our Administration Office.
- Successful and unsuccessful students will be notified in writing early Term 4, 2024.

Please contact Mr Craig Hegarty (Principal - Junior Secondary) or Ms Carmel D'Arcy (Deputy Principal) on 5457 8333 to discuss the Zenith Program.

## **25. FOCUS GROUP PROGRAM**

Our Focus Group Program has been structured to cater for students who have needed extra support throughout primary school in areas of literacy and numeracy or are struggling to achieve sound results in Year 6. It is a requirement to gain entry to this program that students maintain good behaviour. The aim of our Focus Group Program is to give students every chance of achieving success when they enter high school.

Placement of a student into a Focus Group has the intention of enhancing numeracy and literacy skills, continuing to develop life skills, and beginning the journey towards a successful career for when the time comes to leave school. Such classes are comprised of approximately 15 students compared to other classes that have up to 28 students.

Focus Group students will study all subjects in Year 7 except a second language (Spanish and Japanese). Throughout the year they will study the core subjects of Maths, English, Science, Humanities and HPE, with the level of the core subjects (Maths, English, Science, Humanities and HPE) being adjusted to allow the skills of individual students to develop. By not studying a language, Focus Group students may have the benefit of further functional literacy and numeracy support.

The school encourages students succeeding in the Focus Group Program to move into an Aspire class throughout Years 7 or 8. This movement will occur after consultation with teachers, parents and the student.

Mr Lindsay Baker (Head of Department – Junior Secondary School) in conjunction with Mr Alex Brain (Guidance Officer) will liaise with our local Primary Schools in Term 3 to receive productive feedback as to which students would benefit from being placed into the Focus Group Program.

Please contact Mr Lindsay Baker on 5457 8333 to discuss the suitability of your child being in the Focus Group Program.

## 26. SPORT, EXTRA and CO-CURRICULAR ACTIVITIES

### 26.1 Sport

Mountain Creek State High School participates in regular district (Year 7) interschool sport, as well as a wide variety of extra-curricular sporting activities for ALL year levels.

These may include:

AFL	Netball
Athletics	Rugby League
Basketball	Soccer
Cross Country	Volleyball

### 26.2 Interschool Sport and Enrichment (Wednesday afternoon)

Every Wednesday afternoon, Year 7 students may be involved in an interschool sporting team, recreational sporting activity or enrichment activity.

Interschool sports may include:

AFL	Rugby League
Basketball	Softball
Cricket	Tennis
Netball	Touch
Oz-League Tag	Volleyball

Note: Participants in Interschool Sporting Teams will incur a user pays levy

There are approximately 100 places for interschool sports. Alternate activities are organised for the remaining students. Students who do not make Interschool Sports teams select an Enrichment Activity to undertake during this time. Enrichment may provide students the opportunity to experience an array of alternate activities such as:

Mixed Sports	Sewing / Knitting /Craft
Movie Making	Study Group
Reading & Board Games	Walking Club
Master Chef	Yoga

Note: Some Enrichment Activities may incur a user pays levy

Activities are subject to change semester to semester, based on the Teachers timetabled for Enrichment and their areas of expertise.

### **26.3 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.

## 27. EXAMPLES OF POSSIBLE EXTRA CURRICULAR ACTIVITIES

<b>EXTRA CURRICULAR SPORT – Sport Co-ordinator</b>		
<ul style="list-style-type: none"> <li>▪ AFL</li> <li>▪ Basketball</li> <li>▪ Cricket</li> <li>▪ Cross Country</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rugby League</li> <li>▪ Rugby Union</li> <li>▪ Soccer</li> <li>▪ Volleyball</li> </ul>	<ul style="list-style-type: none"> <li>▪ Summer and Winter Interschool Sport</li> <li>▪ Touch</li> <li>▪ Netball</li> </ul>
<b>COMPETITIONS – Various HODs</b>		
<ul style="list-style-type: none"> <li>▪ Australian Business Week</li> <li>▪ Business Mock Trial</li> <li>▪ Business ASX Game</li> <li>▪ Creative Generation State Schools Onstage</li> <li>▪ Creative Generation Excellence in Visual Art Awards</li> <li>▪ Information Technology</li> <li>▪ Design and Technology – Graphics Design Challenge</li> <li>▪ Maths Competition – Australian Maths, UNSW, Mangahigh Ninja, Sunshine Coast, QAMT, Maths Challenge</li> <li>▪ Creative Writing – Get Writing Comp</li> <li>▪ Write in the World</li> <li>▪ Robotics: Sumo, First Lego League</li> <li>▪ Mayors Telstra Technology Award</li> <li>▪ Gen[In] Entrepreneurship</li> <li>▪ Languages – Speech Language Contest at USC</li> </ul>	<ul style="list-style-type: none"> <li>▪ Australian Science Olympiad</li> <li>▪ RACI Chemistry Quiz</li> <li>▪ Titration Competition</li> <li>▪ Science Research Awards</li> <li>▪ Science and Engineering Challenge</li> <li>▪ ICAS Science Competition</li> <li>▪ ICAS English Competition</li> <li>▪ Australian Geography Competition</li> <li>▪ Australian History Competition</li> <li>▪ CINergy - Film Festival</li> <li>▪ Sunshine Coast Junior Eisteddfod</li> <li>▪ ICAS English</li> <li>▪ ACMI Game Design Challenge</li> <li>▪ STEM Power Camp for Year 10 Girls</li> <li>▪ Start-up Weekend for Youth</li> </ul>	
<b>DEBATING AND PUBLIC SPEAKING – HOD English</b>		
<ul style="list-style-type: none"> <li>▪ Constitutional Convention/Youth Council</li> <li>▪ Lions Youth of the Year</li> <li>▪ Rostrum</li> <li>▪ Voices on the Coast</li> <li>▪ Readers Cup</li> <li>▪ Creative Writing Group</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sunshine Coast Inter-school debating</li> <li>▪ Writer in Residence - Creative Writing Workshops</li> <li>▪ Intra Sub School Debating</li> <li>▪ UN Mock Summit</li> <li>▪ Stuffit Film Festival</li> </ul>	
<b>CREATIVE INDUSTRIES – HOD Creative Industries</b>		
<ul style="list-style-type: none"> <li>▪ School Musical (biennial)</li> <li>▪ MADD Week: Dance Gala, Music Gala and Art Gallery</li> <li>▪ Dance Company</li> <li>▪ Creeker Theatre Company</li> </ul>	<ul style="list-style-type: none"> <li>▪ Theatre Sports</li> <li>▪ Art Exhibitions</li> <li>▪ Eikon Art Group</li> <li>▪ Rising Voices</li> <li>▪ Stage Band</li> </ul>	<ul style="list-style-type: none"> <li>▪ Concert Band</li> <li>▪ String Ensemble</li> <li>▪ Percussion Ensemble</li> <li>▪ Guitar Program</li> <li>▪ School Rock Band</li> </ul>
<b>SPECIFIC YEAR LEVEL ACTIVITIES – HEADS OF SUB SCHOOL</b>		
<b>CURRICULUM RELATED ACTIVITIES:</b>		<b>Sub School Activities/Fundraising</b>
<ul style="list-style-type: none"> <li>▪ Year 12 Graduation</li> <li>▪ Anzac Day March</li> </ul>		<ul style="list-style-type: none"> <li>▪ Trivia Extravaganza</li> <li>▪ Remembrance Day – Poppies</li> </ul>
<b>LEADERSHIP</b>		
<b>STUDENT LEADERSHIP FORUM</b> (once per Term)	<b>INTERNATIONAL EXCURSIONS</b> (offered on a rotational basis and depending on travel restrictions)	<b>COMMUNITY ACTIVITIES</b>
<ul style="list-style-type: none"> <li>▪ Year 7, 8 &amp; 9 Junior Secondary Leaders</li> <li>▪ Year 10 Student Leaders</li> <li>▪ Year 10 Halogen Leadership Conference</li> <li>▪ Year 10 &amp; 11 Leadership Day</li> <li>▪ Year 11 &amp; 12 Student Leaders</li> <li>▪ Year 11 Leadership Camp</li> <li>▪ Emu Gully</li> </ul>	<ul style="list-style-type: none"> <li>▪ Japan – Languages and Cultural</li> <li>▪ Vietnam – Cultural</li> <li>▪ Battlefields of Europe - History</li> <li>▪ Europe – Cultural and History</li> <li>▪ Germany - Geography</li> <li>▪ Borneo</li> <li>▪ Argentina Spanish Immersion</li> </ul>	<ul style="list-style-type: none"> <li>▪ Shave for a Cure</li> <li>▪ Bandana Day</li> <li>▪ 40 Hour Famine</li> <li>▪ Relay for Life</li> </ul>

## **28. ASSESSMENT AND CAREER OPTIONS**

### **28.1 Assessment Planners**

The school's Assessment Policy provides clear guidelines to staff and students, ensuring all assessment are successfully administered. Semester Planners detailing assessment tasks and timelines are distributed to all students at the beginning of each semester.

### **28.2 Reporting to Parents**

Students will receive 4 report cards a year. Formative and Summative Assessment is finalised each term and report cards are issued in the initial weeks of the following term. These report cards grade students (A – E) for their achievement, industry and behaviour, while homework is graded as satisfactory, inconsistent or unsatisfactory.

### **28.3 Home Learning Requirements**

#### **28.3 (1) Purpose:**

Home Learning is defined as any task assigned by school teachers intended for students to carry out during non-school hours, designed to meet specific learning goals. It is the policy of this school that some learning tasks or experiences will be set for students to complete at home for each lesson studied each day. Tasks will be relevant, meaningful and based on current class work or in preparation for subsequent teaching and learning.

Home learning includes (but is not limited to) all of the following:

- Specific tasks set by teachers
- Studying or preparing for tests
- Working on assignments
- Creating mind maps or concept maps of topics discussed in class
- Reviewing work from the day, highlighting key points, writing in a learning journal (e.g. a separate exercise book) about what you learnt at school and what you thought about it
- Doing extra work on an area which needs developing or wish to be extended using worksheets from teachers or additional resources you have purchased or borrowed from the library
- Doing additional research on the Internet on a topic you find interesting
- Developing current affairs knowledge such as reading newspapers or watching the news
- Activities that develop learning skills, such as the Online Study Skills Handbook

#### **28.3 (2) Year 7 – 9**

Home learning activities will be provided regularly and will be based on current class work and assignments. Activities may incorporate literacy and numeracy as well as subject specific content and some optional activities. There will be no set time frame on how long these activities will take but in Years 7 to 9 this could be up to 1 hour per day in total.

### **28.4 Education and Career Planning Program**

Each student in the school participates in an Education and Career Planning (ECP) Program. Once a semester, a student and his/her parents or caregivers meet with a sub-school teacher to discuss the student's progress with a student led conference.

The OneSchool database produces a complete profile of the student, which is the focal point of the individualised interview.

The student profile includes:

- Subjects studied from the commencement at Mountain Creek State High School
- Results in each of the subjects studied each term
- Career aspirations
- Attendance and behaviour records
- Co and extra-curricular involvement
- Summary of the outcomes of previous interviews.