

2025 - YEAR 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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CORE SUBJECTS

CORE SUBJECT LIST

Students study the following six (4) Core Subjects in Year 8 for the entire year (2 Semesters). HPE and Languages will be studied for one Semester each.

Core Subject		Number of lessons per week	Subject Fees	User pay fees (To be invoiced prior to each activity)
English		3	Nil	Nil
Mathematics		3	Nil	Nil
Science		3	Nil	Nil
Humanities		3	Nil	Nil
Compulsory Curriculum		Number of lessons per week	Subject Fees	User pay fees (To be invoiced prior to each activity)
Health and Physical Education (HPE) (1 Semester)		3	Nil	Nil
Pastoral Care		1	Nil	Nil
Sport / Enrichment		1	Nil	Nil
Languages (choose one)	Japanese - 1 Semester	3	Nil	Nil
	Spanish - 1 Semester	3	Nil	Nil

Note:

1. Students must study EITHER Japanese or Spanish for one Semester in Year 8.
2. Focus students may be exempt from studying Japanese or Spanish.

ELECTIVE SUBJECTS

CORE ELECTIVE LIST – ZENITH AND ASPIRE STUDENTS

Study two (2) of the following Elective Subjects (one Semester of each).

Focus Students

- May study two (2) of the following Elective Subjects.

Curriculum Area	Elective Subject	Number of lessons per week	Subject Fee	User Pays fee (To be invoiced prior to each activity)
Creative Industries	Dance	3	Nil	Nil
	Drama	3	Nil	Nil
	Visual Arts	3	Nil	Nil
Design Technology	Design and Technologies	3	Nil	Nil
	Engineering Concepts	3	Nil	Nil
	Materials & Technologies Specialisations	3	Nil	Nil
Digital Innovation	Digital Technologies	3	Nil	Nil
	STEM with Innovation	3	Nil	Nil
Business & Lifestyle	Economics & Business	3	Nil	Nil
	Food & Fibre Production	3	Nil	Nil
Health & Physical Education	Physical Education	3	Nil	Nil
(Select one only)	Rugby League Program	3	Nil	Nil

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

Students will complete units of work that cover the following themes: Representations of Youth in the media and novels, Aboriginal & Torres Strait Islander histories, play interpretation and e-literature.

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

A year in Social Sciences 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 Europe and Mongolia, 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 Polynesian Expansion with a case study focusing on our neighbours, New Zealand. 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

UNIT	Term One ASSESSMENT	Term Two ASSESSMENT	Term Three ASSESSMENT	Term Four ASSESSMENT
Medieval Europe	Content Exam			
Cultural Expansion		Research Investigation		
Landscapes & Landforms			Written Assignment	
Changing Nations				Content Exam

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.

In 2023 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 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.

LANGUAGES

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.
4.
 - i. Year 7 students who study languages in Semester 1, will choose during Term 3 ECP.
 - ii. Year 7 students who study languages in Semester 2, will choose in week 5, Term 4.
 - iii. This selection will be conducted by the HOD during their Language class time.

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.

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.

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

DANCE

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.

DRAMA

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.

VISUAL ARTS

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.

How Students are Assessed

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

DESIGN AND 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 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 2 - Grip it - Organic Mouse Design

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. 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.

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.

MATERIALS & TECHNOLOGIES SPECIALISATIONS

(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:

Engineering Problem-Solving-Process: Students define the problem and design and produce a Balloon-Powered Car

Simple Machines: Students learn about the Simple Machines of Engineering and apply their knowledge to create a Chain-Reaction-Machine

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.

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.

15.2 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.

DIGITAL TECHNOLOGIES

(Duration 1 Semester)

What Students Learn

Welcome to the Year 8 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 in Year 7 for a journey into digital technologies, where learning is always fun and exciting!

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.

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 8 is an introductory subject for Food & Fibre Production courses in 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 ingredients and 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

(Duration 1 Semester)

What Students Learn

The PHE 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 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.

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

RUGBY LEAGUE PROGRAM (RLP)

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)

Entry into this program is by application. If you are selecting the Rugby League Program you will select one other elective only. (Subject runs for one Semester) Entry into the program is by invitation 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 Program.

SPORT, EXTRA and CO-CURRICULAR ACTIVITIES

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
- Athletics
- Basketball
- Cross Country
- Netball
- Rugby League
- Soccer
- Volleyball

Interschool Sport and Enrichment *(Wednesday afternoon)*

Every Wednesday afternoon, Year 8 students may be involved in an interschool sporting team, recreational sporting activity or enrichment activity.

Interschool sports may include:

- AFL
- Basketball
- Cricket
- Netball
- Oz-League Tag
- Rugby League
- Softball
- Tennis
- Touch
- 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
- Movie Making
- Reading & Board Games
- Master Chef
- Sewing / Knitting /Craft
- Study Group
- Walking Club
- 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.

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.

EXAMPLES OF POSSIBLE EXTRA CURRICULAR ACTIVITIES

EXTRA CURRICULAR SPORT – Sport Co-ordinator		
<ul style="list-style-type: none"> ▪ AFL ▪ Basketball ▪ Cricket ▪ Cross Country 	<ul style="list-style-type: none"> ▪ Rugby League ▪ Rugby Union ▪ Soccer ▪ Volleyball 	<ul style="list-style-type: none"> ▪ Summer and Winter Interschool Sport ▪ Touch ▪ Netball
COMPETITIONS – Various HODs		
<ul style="list-style-type: none"> ▪ Australian Business Week ▪ Business Mock Trial ▪ Business ASX Game ▪ Creative Generation State Schools Onstage ▪ Creative Generation Excellence in Visual Art Awards ▪ Information Technology ▪ Design and Technology – Graphics Design Challenge ▪ Maths Competition – Australian Maths, UNSW, Mangahigh Ninja, Sunshine Coast, QAMT, Maths Challenge ▪ Creative Writing – Get Writing Comp ▪ Write in the World ▪ Robotics: Sumo, First Lego League ▪ Mayors Telstra Technology Award ▪ Gen[In] Entrepreneurship ▪ Languages – Speech Language Contest at USC 	<ul style="list-style-type: none"> ▪ Australian Science Olympiad ▪ RACI Chemistry Quiz ▪ Titration Competition ▪ Science Research Awards ▪ Science and Engineering Challenge ▪ ICAS Science Competition ▪ ICAS English Competition ▪ Australian Geography Competition ▪ Australian History Competition ▪ CINergy - Film Festival ▪ Sunshine Coast Junior Eisteddfod ▪ ICAS English ▪ ACMI Game Design Challenge ▪ STEM Power Camp for Year 10 Girls ▪ Start-up Weekend for Youth 	
DEBATING AND PUBLIC SPEAKING – HOD English		
<ul style="list-style-type: none"> ▪ Constitutional Convention/Youth Council ▪ Lions Youth of the Year ▪ Rostrum ▪ Voices on the Coast ▪ Readers Cup ▪ Creative Writing Group 	<ul style="list-style-type: none"> ▪ Sunshine Coast Inter-school debating ▪ Writer in Residence - Creative Writing Workshops ▪ Intra Sub School Debating ▪ UN Mock Summit ▪ Stuffit Film Festival 	

CREATIVE INDUSTRIES – HOD Creative Industries

- | | | |
|--|-------------------|-----------------------|
| ▪ School Musical (biannual) | ▪ Theatre Sports | ▪ Concert Band |
| ▪ MADD Week: Dance Gala,
Music Gala and Art Gallery | ▪ Art Exhibitions | ▪ String Ensemble |
| ▪ Dance Company | ▪ Eikon Art Group | ▪ Percussion Ensemble |
| ▪ Creeker Theatre Company | ▪ Rising Voices | ▪ Guitar Program |
| | ▪ Stage Band | ▪ School Rock Band |

ASSESSMENT AND CAREER OPTIONS

LEADERSHIP		
STUDENT LEADERSHIP FORUM (once per Term) <ul style="list-style-type: none"> ▪ Year 7, 8 & 9 Junior Secondary Leaders ▪ Year 10 Student Leaders ▪ Year 10 Halogen Leadership Conference ▪ Year 10 & 11 Leadership Day ▪ Year 11 & 12 Student Leaders ▪ Year 11 Leadership Camp ▪ Emu Gully 	INTERNATIONAL EXCURSIONS (offered on a rotational basis and depending on travel restrictions) <ul style="list-style-type: none"> ▪ Japan – Languages and Cultural ▪ Vietnam – Cultural ▪ Battlefields of Europe - History ▪ Europe – Cultural and History ▪ Germany - Geography ▪ Borneo ▪ Argentina Spanish Immersion 	COMMUNITY ACTIVITIES <ul style="list-style-type: none"> ▪ Shave for a Cure ▪ Bandana Day ▪ 40 Hour Famine ▪ Relay for Life

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.

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.

Home Learning Requirements

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

Updated: 17/10/24. Information correct at time of publication but subject to change

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- Activities that develop learning skills, such as the Online Study Skills Handbook

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.

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.