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INTRODUCTION

WELCOME TO MOUNTAIN CREEK STATE HIGH SCHOOL

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

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

- Teaching strategies and curriculum should focus on the maturity levels of students. The learning and development needs of junior school students (Year 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 students growth and development.
- A Whole School Approach to Effective Learning and Teaching, which incorporates a Literacy and Numeracy Strategy and an Information and Communication Strategy.
- Achievement of a minimum standard for promotion (prerequisites) from one year level to the next with provisions to achieve minimum standards.

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 to suit individual aspirations and future needs.

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

Andrea Evans

Head of Junior Secondary School
1. Year 7 General Enrolments for 2017
   • Application packages due Friday 20 May 2016 (Week 6 of Term 2)

2. Zenith Program
   • Parent Information Evening – 5:30pm Monday 23 May 2016
   • Applications Close – Friday 15 July 2016
   • Notification of acceptance – Term 4 2016

3. Year 7 Scholarships
   • Applications due Friday 22 July 2016
   • Notification of success – Term 4 2016

4. Transition Days
   • The school will host a transition day for those students who have enrolled at MCSHS for 2017
   • The year 6 into 7 transition day will be on Thursday 1 September 2016 from 10.30am – 4.00pm.

5. Welcome to High School Evening 2017
   • An introduction to MCSHS for parents and Year 7 students will be held in Week 2, 2017.

Note: All Application forms are available on-line at www.mtncreekshs.eq.edu.au or telephone Mountain Creek SHS on 5457 8333 for an information package or brochure.
Mountain Creek State High School

YEAR 7 SCHOLARSHIPS

Mountain Creek SHS P&C Association is offering 10 scholarships to students attending Mountain Creek SHS as Year 7 students in 2017. The funding of the 10 scholarships is to reward outstanding young students who have succeeded academically, are good role models to their peers, and also are strong in one or more areas of sport, art, dance, drama, music, public speaking, debating and information technology.

Students applying for the scholarship must:

1. Complete an application form
   • available from Mountain Creek SHS’s website (www.mtncreekshs.eq.edu.au)
   • or collect an application from the school or ask for an application form to be posted home (phone 5457 8333).

2. Return the completed application form to:

   The Head of Junior Secondary School
   Mountain Creek State High School
   P.O. Box 827
   Mooloolaba Q 4557.

3. Closing Date: Friday 5 August 2016 (Term 3).

4. Winners of the scholarships will be announced in Term 4. Recipients of the scholarships will be notified in writing as will unsuccessful applicants. Mrs Cheryl McMahon (Executive Principal), in conjunction with the P&C Association, will present the winners with their scholarships during a family welcome afternoon in Term 4. Recipients of the scholarships will be advertised in MCSHS publications as well as the local community.

5. Successful applicants of the scholarship will be required to sign an acceptance form acknowledging the conditions of the offer.

6. Winners of the scholarship will not incur any costs associated with completing Year 7 in 2017 at MCSHS and include the following 3 areas:

   i) The parent contribution to the Student Resource Scheme ($375)
   ii) IT Levy ($80)
   iii) The school uniform, including a shoe voucher (approx $460)
   iv) Stationery Pack (approx $120)
Year 7: Subject Selection Handbook | 6

Dear Parents/Guardians

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 2017.

Financial Information includes; Stationery Items, Student Resource Scheme and the Technology fee.

Kind regards

Cheryl McMahon
Executive Principal

STATIONERY ITEMS

These will need to be purchased by individual students/parents/guardians. Please refer to the Year 7 Stationery List provided in the Year 7 Subject Selection Handbook for full details.

STUDENT RESOURCE SCHEME (SRS)

The Principal of Mountain Creek State High School operates a Student Resource Scheme to reduce the cost of textbooks and other learning resource materials for parents.

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

There are many schools that do not offer such a service and parents are forced to carry the full cost of purchasing all learning materials.

Mountain Creek State High School High School provides a Textbook and 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.

It is clear that there are very distinct savings to be made from joining the Scheme (refer to non-participation section over page).

The Scheme is organised by the school, but is overseen by the School Finance Committee. The Finance Committee is chaired by the Principal and has parent and teacher representatives

The Scheme is a cooperative fund that uses money received from parents.

A textbook allowance is received by the school for year 7 – 10 students of $121 and for Years 11 & 12 $262. And additional $375 per student is charged to parents/caregivers who wish to participate in the scheme.

This Scheme does not provide any funds for the Parents’ and Citizens’ Association, is entirely voluntary and parents are under no obligation to join.

Parents wishing to take advantage of the services provided by the Scheme, pay an annual joining fee and sign the form agreeing to the conditions therein.

STUDENT RESOURCE SCHEME BENEFITS

The SRS provides more than $375 worth of value for participants.

Parents/guardians wishing to take advantage of joining the SRS pay an annual fee (in 2017 this fee will be $375) and receive the following benefits:

- All prescribed textbooks, E-Books, for subjects, where applicable
- Access to school subscribed websites and the “Learning Place” containing learning materials
- Reproduced class materials which complement and/or substitute for textbooks
- Other student reference books
- Audio recordings & DVD material
- Student Diary
- Additional computer software
- Access to equipment including videos, cameras, printers, industrial tools, HPE equipment, art equipment, home ec equipment etc.
- Photocopy costs (classroom materials and workbooks)
- Materials for subjects where the instruction is extended through providing practical learning experiences in excess of materials provided by school grants
- Access to and use of the Internet for research and provision to computer based programs outside class time
- Student Identification Card
- Cost of transport for curriculum related excursions and interschool sport
- School hat (upon enrolment)

POLICY AND GUIDELINES

The Textbook & Student Resource Scheme at this School operates under the policy and guidelines of Department of Education, Training & Employment (DETE).

GOVERNMENT TEXTBOOK ALLOWANCE SCHEME

Department of Education, Training & Employment (DETE) actively encourages schools to provide Textbook and Resource Schemes in an effort to limit costs to parents. This allows books and materials to be purchased early and discounts to be secured, through early payment and bulk ordering.

To this end, schools, with the approval of their Parents’ and Citizens’ Association, may elect to receive a direct bulk payment equivalent to the total of Text & Resource Allowances for all students. Our Parents’ and Citizens’ Association has currently approved direct payment of all text & 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.

**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 2017 Student Resource Scheme (SRS). Every effort has been made to contain costs to parents whilst ensuring that adequate resources are available for student use.

**How much do I pay?**

- 2017 Student Resource Scheme fee Year 7: $375.00
- Plus the Technology Fee of: $80.00
- TOTAL: $455.00

The average cost of textbooks is currently $60.00 (approx.) each, with some costing up to $100.00. An effort has been made to cull “out of date” texts and purchase replacements for 2017 wherever possible.

This Scheme represents excellent value and provides substantial savings to parents of students in all year levels. Payments can be made directly into the school bank account (BSB: 064-447 Acc: 10073789 with reference of Student Surname and Given Name) or at the student administration office by cash, cheque, EFTPOS or credit card via the BPoint Portal [http://bpoint.com.au/payments/dete](http://bpoint.com.au/payments/dete). If paying by cash, the correct money would be appreciated.

Anyone experiencing financial difficulties may take advantage of paying their fees by instalments ([please see Subject Selection Form for options](#)) or making an appointment to see the School Business Services Manager to make alternative arrangements. Alternative arrangements can include payment plans, a copy of a payment plan application is available via the school website: [www.mtncreekshs.eq.edu.au](http://www.mtncreekshs.eq.edu.au)

Full payment of your joining fee should be finalised before the first day of school in 2017.

Anyone who joins the scheme but fails to pay the full joining fee may be excluded from the scheme.

**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. The School will then provide:

- A refund cheque of the Government Textbook and Resource Allowance: Year 7 Student: $121.00
- A comprehensive list of all items that are covered under the Student Resource Scheme, applicable to their student.

In 2016 the cost to parents of providing all learning materials was approximately:
- Year 8 students: $3854
- The cost will be approximately the same for Year 7

**IMPORTANT NOTICE**

Parents/guardians of non-participating SRS students must provide the following, before their student’s enrolment for 2017 will be processed:

- Purchase all textbooks and reference texts
- Pay for all other SRS items that would normally be covered by the scheme. A Tax Invoice will be issued in student’s name.

**WHY PAY 2017 SRS JOINING FEE BEFORE JANUARY 2017?**

We ask for the joining fee to be paid before the start of the 2017 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.

**TECHNOLOGY FEE and the SRS = TOTAL $455.00**

An technology fee was introduced for all students in 2016 to cover the cost of access to the school’s BYOX and computer equipment. This allows access to all the E-learning materials supplied by the Student Resource Scheme. Both the SRS participation fee and Technology Fee must be paid to allow access to these resources. Parent/Guardians participating in the SRS will therefore be invoiced for a total of $455 which will include both fees of $375 SRS and $80 Technology.

In 2016 the cost to parents of providing all learning materials was approximately:
- Year 8 students: $3854
- The cost will be approximately the same for Year 7
Cheryl McMahon
Executive Principal

Donna Lancaster
Deputy Principal

Andrew Stone
Head of Senior Secondary

Andrea Evans
Head of Junior Secondary

Craig Hegarty
Deputy Principal
Mountain Creek State High School

HEADS OF DEPARTMENT

Wendy McDermott
English

Naydeen Soward
Mathematics

Helen Gillis
Science

Kate Benfield
Social Science

Tim Wilson
Sport and HPE

Rachel Downie
A/Creative Industries

Andy Walpole
Technology

Helen Young
Business

Kirsty Levy
International Studies

Edward Ong
Special Education Services

Lindsay Baker
Junior Secondary

Bree Brockenshire
Senior School/Careers

Tricia Valentine
IB Co-Ordinator

Graeme Breen
Coding and Innovation
# SUBJECTS - CORE and ELECTIVE

Example:

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Semester 1: DIG (compulsory)</th>
<th>Semester 2: HEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8</td>
<td>Semester 1: MUS</td>
<td>Semester 2: ART</td>
</tr>
</tbody>
</table>

## 1. CORE SUBJECTS

<table>
<thead>
<tr>
<th>Compulsory Subjects</th>
<th>ENG - English</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MAT – Maths</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>SCI - Science</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>HUM – Humanities &amp; Social Sciences</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>HPE - Health &amp; Physical Education</td>
<td>✓</td>
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</tbody>
</table>

## 2. LOTE

<table>
<thead>
<tr>
<th>Compulsory Subjects</th>
<th>SPN - Spanish</th>
<th>1 semester</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>JAP - Japanese</td>
<td>1 semester</td>
<td>✓</td>
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</tbody>
</table>

## 3. TECHNOLOGY

<table>
<thead>
<tr>
<th>Compulsory Subjects</th>
<th>DIG – Digital Technologies</th>
<th>1 semester</th>
<th>✓</th>
</tr>
</thead>
</table>

## 4. ELECTIVE SUBJECTS

**Students** place 1 to 4 in order of preference. Where possible students will get their 1st, 2nd and 3rd choice.

<table>
<thead>
<tr>
<th>DIG – Digital Technologies</th>
<th>1 semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAT – Design &amp; Technologies</td>
<td>1 semester</td>
</tr>
<tr>
<td>DRA – Drama</td>
<td>1 semester</td>
</tr>
<tr>
<td>ECB – Economics &amp; Business</td>
<td>1 semester</td>
</tr>
<tr>
<td>HEC – Home Economics</td>
<td>1 semester</td>
</tr>
<tr>
<td>MUS – Music</td>
<td>1 semester</td>
</tr>
<tr>
<td>ART – Visual Arts</td>
<td>1 semester</td>
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## 5. ACADEMY SUBJECT

<table>
<thead>
<tr>
<th>STEM Academy</th>
<th>STEM with Innovation</th>
<th>1 semester</th>
</tr>
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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 focuses on three strands: language, literacy and literature.
- Offering a core language and literature program in Years 7 – 10, characterised by continuity, comparability, accountability, and the inclusion of all students.
- Supplementing the core program at both ends by extension activities involving debating, public speaking, guided reading, and a range of challenging assessment tasks, as well as daily attention to language mechanics (spelling, vocabulary, punctuation and grammar).
- Sharing the school’s commitment to developing students’ skills and knowledge in:- literacy, the use of information technology, active and informed citizenship, cultural understanding, and the common curriculum elements

How Students are Assessed

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

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

**Why do we need to study Mathematics at school?**

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

- **To Increase Your Brain’s Capacity to Learn**
  If you want to be able to effectively learn things in later life that interest you, you need to exercise your brain and develop it during these crucial formative years. Studying Mathematics will help do this for you.

- **To Help You Understand and Function in the World in Which We Live**
  Mathematics is one of the tools we use to describe and develop our world. Everyone needs a solid core of Mathematics in order to function efficiently in the world we live in. You just can’t avoid numbers.

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

**What Students Learn**

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

The topics covered are from three key content strands of ACARA for mathematics: Number and Algebra, Measurement and Geometry, and Statistics and Probability.

**How Students Learn**

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

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

**How Students are Assessed**

Students are assessed in a number of ways as not all mathematics skills can be tested in the same way. The assessment techniques include traditional tests, assignments/projects, model building, practical tests and oral tests.
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 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 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 9 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 & SOCIAL SCIENCES

What Students Learn

A year in Social Science involves three historical units, two geography units and one unit based on Civics and Citizenship. The history course is studied for one semester and the remaining three units during the second semester. As we have a large number of classes, students will have a semester rotation. One semester of 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. The civics and citizenship unit included in this semester examines world political systems and how they work.

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.

<table>
<thead>
<tr>
<th>UNIT</th>
<th>Term One ASSESSMENT</th>
<th>Term Two ASSESSMENT</th>
<th>Term Three ASSESSMENT</th>
<th>Term Four ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigating the ancient past</td>
<td>Content Exam</td>
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<tr>
<td>The Mediterranean World</td>
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<td>Written Assignment</td>
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<td>The Asian World</td>
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<td>Extended response exam</td>
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<td>Water in the World</td>
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<td>Content and Case Study Exam</td>
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<tr>
<td>Government in Action</td>
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<td>Content and Stimulus Exam</td>
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<td></td>
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<tr>
<td>Place and live ability</td>
<td></td>
<td>Research Assignment</td>
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</tbody>
</table>
HEALTH & PHYSICAL EDUCATION

What Students Learn

In HPE students complete both theory and practical activities in the health and sporting field. They study a number of different topics related to health and physical activity that aim at improving their knowledge of how to stay fit and healthy throughout their life. Mountain Creek SHS has adopted 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 will be covered across Year 7. 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

These focus areas will be covered across the two years in a variety of settings and learning experiences.

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.
LOTE (Languages Other Than English)

Overview

In Year 7 students have the opportunity to experience Japanese and Spanish. Each language for Zenith and Middle Band students is a semester in duration. 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:  
1. Language (Japanese and Spanish) is compulsory in Year 7. 
2. Zenith and Middle Band students must study both Japanese and Spanish. (6 months of each) 
3. Focus Group students do not study Japanese or Spanish. They may study an IT subject.

JAPANESE (Duration 1 Semester)

What Students Learn

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

How Students are Assessed

Students are assessed on their 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 the Spanish alphabet, numbers and sentence structure. They will experience interactive learning opportunities to build their skills in the Spanish language and cultural activities.

How Students are Assessed

Students are assessed on their listening, reading, writing and speaking. These elements are assessed through small projects, role-plays and written examinations.
Creative Industries subjects are elective subjects in Year 7. Students can choose from the following areas of Creative Industries specialties:

**VISUAL AND NEW MEDIA ARTS**

*What Students Learn*
Students engage with the concepts of artists, artworks and audience. Visual and New Media Arts practice involves a creative use of materials and technologies, where students are challenged to think practically and critically. 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 unit.

**PERFORMING ARTS**

*What Students Learn*
Students engage with one or more of the following Performing Arts subject areas:

**Dance**
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.

**Drama**
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.

**Music**
Students listen to, compose and perform music from a broad range of styles, traditions and contexts. They create, shape and share sounds 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.

*How Students are Assessed*
Students complete a making and responding task, assessing their ability to apply concepts taught throughout the unit.
DESIGN AND TECHNOLOGIES  (Duration 1 Semester)

What Students Learn

Design and Technologies (DAT) is a course that 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, and engineering principles and systems.

The subject is taught in multiple learning environments including workshops and computer graphics 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
- Freehand Sketching
- 3D Solid Modelling
- 3D Printing
- Production Drawings
- 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:

- Reuse It – Re-tasking of domestic waste
- Move It – Rubber band vehicle
- Print It – 3D Concept Testing
- Boost It – Organic Sound Amplifier
- Control It – Robot Hand Design

Students should gain sufficient understanding of the nature of the subject matter found in the upper year level courses 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.
DIGITAL TECHNOLOGIES  \textit{(Duration 1 Semester. Compulsory across either year 7 or year 8.)}

\textbf{What Students Learn}

Ever wanted to design and make a drone? Or design and make your own website? Learn about how Facebook ACTUALLY works? Or perhaps you have an interest in graphic design? If the answer is YES, then year 7 Digital Technologies is the starting point! 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:

- Game Development
- Programming
- Robotics
- Graphic design with Photoshop, or similar

Following on from Digital Technologies in year 7, 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:

- Mobile App development
- Creative programming which outputs to a 3D printer
- Creating Arduino-based tech including wearables such as jewellery, spy-cams and stealth drones.

\textbf{How Students are Assessed}

The courses lead directly into the year 11/12 Information Technology Systems OP-bound subject.

For each topic students will be required to produce a product following the Design, Develop and Evaluate (DDE) model. The use of DDE is consistent with the OP-bound course Information Technology Systems in Years 11 and 12 and is derived from Design Thinking methodology.
STEM with Innovation  (new elective – 1 semester duration)

PLEASE NOTE: This is an exclusive access course for STEM Academy students only. Application form available from Admin office and the school website.

*Tech startups exist in any industry in which technology is an enabler of growth, including engineering, biotech, pharmaceuticals, energy, hardware and software. (Crossroads Report, 2015)*

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 cutting edge technology and teach entrepreneurial skills to solve problems, develop products for society, and emulate starting a tech business (i.e. a tech startup).

**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
- Wearable technology
- Augmented/Virtual Reality (AR/VR)
- App-based software product

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.

**How Students Are Assessed:**

Students will be assessed on quality of their final product and delivery, as well as on their soft-skills such as teamwork, problem-solving, collaboration and engagement.
ECONOMICS AND BUSINESS  (Duration 1 Semester)

What Students Learn

Do you dream of running your own business or managing a Top 500 Company? Or do you just want to identify a bargain and avoid being scammed?

Business Studies explores the influences of consumers, businesses and government agencies and their impact on the ways markets work. The course uses strategies to develop creativity and innovation as well as improving decision-making, planning and teamwork skills.

Topics covered:

- Marketing
- Types of businesses
- Rights and responsibilities of consumers and businesses
- Planning long and short term financial goals

How Students are Assessed

Students will complete a group project and an individual assignment. When researching, students will develop questions and gather relevant data and information from different sources to investigate the set topic. Students will develop and present evidence-based conclusions using subject-specific language and concepts covered in class throughout the semester.
HOME ECONOMICS  *(Duration 1 Semester)*

What Students Learn

Home Economics in grade 8 is an introductory subject for Home Economics and Lifestyle Industries courses that commence in Year 9. The course uses strategies to develop creativity and innovation through design while introducing students to:

- workplace health and safety practices
- food preparation
- food service
- nutrition
- textiles
- garment construction techniques

Home Economics is also taught across two main contexts: Food and Textiles.

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

Home Economics 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.

Activities include:

- Introductory cookery techniques
- Cooking for specific occasions, eg. family meals
- Construction of pencil case and pillowslip/shorts etc.

Students supply own ingredients and fabric for major textile construction items.

How Students are Assessed

Students are required to document their learning through design folios and classwork books, together with their products and exam which make up the assessment for the subject.
In 2007 Mountain Creek State High School introduced a new and innovative program called the Zenith Program designed for academically talented students in Years 8 and 9. The program allows bright, 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 accelerated learning and 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 will 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 novels.

The program has been developed to ensure students who achieve academically at primary school remain engaged in their studies during Years 7, 8 and 9. Research indicates that many high achieving students lose interest in their education between the ages of 12 and 15. This program will ensure that these students remain engaged, challenged and highly motivated during this period of their schooling.

Zenith students will be continually encouraged to think about their career aspirations and ensure their academic results remain strong. As such, they will have opportunities to hear about different career opportunities through guest speakers, university visits and a selection of career orientated computer programs.

When these students reach Years 10, 11 and 12, they may be well prepared to work at the higher level in their senior studies. They will be well prepared to manage not only the quantity of work that needs to be covered but also to meet the more rigorous intellectual demands expected of them.

Zenith Program graduates will have the option of enrolling either in the International Baccalaureate Diploma Program (IBDP) or the Queensland Curriculum and Assessment Authority, Senior Certificate Program, 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 and 8 Zenith students must study Japanese and Spanish as two (2) of their core subjects (see Page 13). If students choose to study the IBDP in year 10 they should continue to study a language in Year 9.

**Acceptance into the Zenith Program:**
- Students in the Young Scholars Program will need to apply to be considered for the Zenith Program.
- All other students will need to register an ‘Expression of Interest’ for the Zenith Program.
- Please complete an ‘Expression of Interest’ form available on the school’s website ([www.mtn creek.eq.edu.au](http://www.mtn creek.eq.edu.au)). Expressions of Interest are due by Friday 15 July 2016.
- Alternatively, you may contact the school on 5457 8333 to have a brochure sent to you.
- Successful and unsuccessful students will be notified in writing early Term 4, 2016.

Please contact Ms Andrea Evans (Head of Junior Secondary) or Mr Craig Hegarty (Deputy Principal) on 5457 8333 to discuss the Zenith Program.
STEM ACADEMY (STEM = Science/Technology/Engineering/Maths)

From 2017 Mountain Creek SHS will be introducing a STEM Academy Program of Excellence in support of the Department’s #CodingCounts initiative as well as the Entrepreneurs of Tomorrow. Students both within the catchment and outside the catchment boundary (Exemptions) may apply for the STEM Academy. ALL students will need to complete a general enrolment application. If students are applying for an Exemption (from outside the boundary) their applications will be assessed on a case basis and acceptance will be dependent on enrolment capacity.

The Program will specifically aim to encourage and extend those students who show strong capability in Technology (including coding) plus at least one other of the STEM subjects (Science-Technology-Engineering-Maths).

Acceptance into 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.

Admittance to the STEM Academy will automatically enrol students, as follows:

Year 7
- Along with ALL other STEM Academy students, students will be required to choose the STEM Extension enrichment option – if not selected for an interschool sports team.
- Students will be required to select the semester-length elective STEM with Innovation, which will be timetabled in either of Year 7 (2017) or Year 8 (2018).

The STEM Academy program is characterised by accelerated learning in the STEM with Innovation unit. There is an expectation students will achieve an A or B in STEM with Innovation, Digital Technologies and their nominated second STEM subject. 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.
Our Focus Group Program has been structured to cater for students who have needed extra support throughout primary school and/or are struggling to achieve good results in Year 6. Hence, the aim of our Focus Group Program is to give students every chance of achieving success when they leave primary school and enter high school.

Placement of a student into a Focus Group has the intention of enhancing their numeracy and literacy skills, continuing to develop their social 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). Hence, throughout the year they will study the core subjects of Maths, English, Science, History and HPE. However, the level of the core subjects (Maths, English, Science, History and HPE) will be aimed at the ability of the student. 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, 8 or 9. This movement will occur after consultation with teachers, parents and the student.

Focus Groups may attend one Adventure Day. This is a vital part of the course, improving self-esteem, team work, leadership and socialisation skills. Venues for Adventure Days have included: Ewen Maddock Dam Camp; Bli Bli Water Sports Complex, Apex Camp Mudjimba and Tunnel Ridge Ranch.

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.
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 include:

- AFL
- Athletics
- Basketball
- Cross Country
- Netball
- Rugby League
- Soccer
- Volleyball
- Water Polo

Interschool Sport and Enrichment  *(Thursday afternoon)*

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

Interschool sports may include:

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

As 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:

- Before school Art Workshops
- Boot Camp - Fitness
- Mixed Sports
- Movie Making
- Reading & Board Games
- Junior Dance Company
- Master Chef
- Sewing / Knitting
- Study Group
- Walking Club
- Yoga

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 Extra Curricular Activities

### Extra Curricular Sport – Sport Co-ordinator
- AFL
- Basketball
- Cricket
- Cross Country
- Netball
- Rugby League
- Rugby Union
- Soccer
- Softball
- Summer and Winter Interschool Sport
- Touch
- Volleyball
- Water Polo

### Competitions – Various HODs
- Australian Business Week
- Business Mock Trial
- Business ASX Game
- Creative Generation State Schools Onstage
- Creative Generation Excellence in Visual Art Awards
- STEM Events
- Design and Technology - CO2 car Competition, Graphics
- Design Challenge
- Maths Competition – Westpac, UNSW, Informatics,
- Sunshine Coast, QAMT, Maths Challenge
- ICAS Science Competition
- RIO TINTO BIG Science Competition
- Australian Science Olympiad
- RACI Chemistry Quiz
- Titration Competition
- Science Research Awards
- Science and Engineering Challenge
- Creative Writing
- English Competition
- Australian Geography Competition
- Australian History Competition
- CINergy - Film Festival

### Debating and Public Speaking – HOD English
- Channel 9 News Reading
- Constitutional Convention/Youth Council
- Lions Youth of the Year
- Rostrum
- Voices on the Coast
- Writer in Residence – Creative Writing Workshops
- Intra Sub School Debating
- Queensland Debating Teams
- Readers Cup

### Creative Industries – HOD Creative Industries
- School Musicals
- MADD Festival – Art Gallery, Dance, Drama and Music performances
- Art Exhibitions
- Before School Art Workshops
- Junior and Senior Dance Company
- Drama Club
- Performance Group
- String Ensemble
- Wind Symphony
- Stage Band
- Theatre Sports
- Vocal Group

### Specific Year Level Activities – Heads of Sub School

#### Curriculum Related Camps:
- Year 7 Initiative Day
- Year 12 Graduation
- Anzac Day March

#### Sub School Activities/Fundraising:
- Chocolate Drive
- Trivia Extravaganza
- Remembrance Day – Poppies

### Leadership – HOD Senior School

#### Student Leadership Forum
- 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
- Primary School Leadership Induction

#### International Excursions
(offered on a rotational basis)
- Japan – LOTE and Cultural
- Vietnam – Cultural
- Germany – Geography
- Borneo
- Laos Cambodia World Challenge
- Argentina
- Costa Rica

#### Community Activities
- Shave for a Cure
- Bandana Day
- Daffodil Day
- Smith Christmas Appeal
- 4 Paws Society
- 40 Hour Famine
- Relay for Life
- Valentines Day
- Salvation Army Appeal
- Adopt-an-Orang-utan (Borneo)
- Orphanage in Vietnam
- Day for Daniel
- ECO Youth
- Generation Innovation
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. Assessment is finalised at the end of every 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.

Study Requirements

Students are expected to complete approximately 15 minutes of homework, per subject, per night. This equates to, on average, 1 hour of homework every night in order to achieve satisfactory results throughout Year 7.

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. 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.
THE MYTH OF THE CREEKER

It was 1994 and the old Mooloolaba Airport was being transformed. There was great excitement as a new high school was to be built to educate the hundreds of teenagers who now populated this once quiet, peaceful and previously undiscovered tropical paradise that was now Glenfields and Mountain Creek.

But not everyone was pleased. The new school was to be built on the banks of Mountain Creek, once a vibrant free-flowing stream originating in the western slopes of Buderim Mountain but now reduced to a mere trickle as canal developments drained away its energy and vitality. Its inhabitants were the kangaroos and wallabies that roamed the vast expanses that were now being transformed into the school grounds and the ducks and geese who every year reared their young away from the dangers of roving domestic dogs and feral cats.

And there were others who had escaped from the claws of rapacious developers in other parts who had made their homes beside the creek. There was a bear that had fled north from Bribie Island and a large shark who had narrowly avoided capture off Moreton Island. There was a mysterious tiger that had somehow made it to the mainland from Stradbroke Island and a majestic falcon who had emigrated south from the increasing bustle that was now Fraser Island.

They had all sought refuge on the banks of Mountain Creek after hearing tales of the mythical creature reputed to live there. Although no-one had ever seen him it was rumoured that he was a reclusive and shy being who had lived for decades in the dim and dark forest surrounding the lower reaches of Mountain Creek. Kindly and gentle, the Creeker (as he was called) was said to be the guardian of the creek - a warm, friendly and congenial fellow who protected all who came to seek safety in his creek-side haven.

As time passed the school grew. While the wallabies and kangaroos, the ducks and the geese withdrew further into the forest, the bear, the falcon, the shark and the tiger found new friends among the young people who now came to school each day. So friendly were they, that they came to be accepted as mascots for different parts of the school and made appearances at school sporting events to urge on students in their team games.

But still no-one had ever seen The Creeker.

But then it was that the student leaders, realising the fragile beauty of the creek, built a special place for the forest creatures. They called this special place the Millennium Woods. And it was here one day that they were overheard talking. They were bemoaning the fact that they were leaderless and needed a symbol not only of courage and perseverance but also of kindness and tolerance to give them direction. They needed someone to show the way, not just for part of the school, but for the whole school.

Hearing this, the bear and the falcon, the shark and the tiger relayed the tale of the elusive Creeker—the shy and reclusive protector of those in need.

So it was, that they gathered in the forest to search for the Creeker - they to find a leader, and the creeker to find new friends to protect and a new family to love.