



Dalby State High School

THE APOLLO PROGRAM

**Projects for high-achieving students at
Dalby State High School
Information Guide & Application Forms**

We are what we repeatedly do. Excellence, therefore, is not an act but a habit.

Contents:

Project:	Page:
Introduction	3
The Archimedes Project	4
The Aristotle Project	5
The Aeschylus Project	6
How to Apply?	7
Application Form	8

Introduction

In 2013 Dalby State High School introduced a new and innovative program called the Apollo Program, designed for high-achieving students. The program allows bright, highly motivated students to be challenged and encouraged by their peers and their teachers to work hard and continue to succeed in their studies.

Why Apollo? Apollo was the Greek god of intellectual pursuits.....

Apollo is a multi-disciplinary program where students:

- Develop their capacity to learn and play an active role in their own learning.
- Think deeply and logically, and obtain and evaluate evidence in a disciplined way as the result of studying fundamental disciplines.
- Are creative, innovative and resourceful, and are able to solve problems in ways that draw upon a range of learning areas and disciplines.
- Plan activities independently, collaborate, work in teams and communicate ideas.
- Make sense of their world and think about how things have become the way they are.
- Are motivated to reach their full potential.

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

Apollo students will be well prepared to work at the higher level and at the faster pace that is expected of students in their senior years of study. 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.

The Apollo Program has four distinct projects:

- The **Archimedes** Project
- The **Aristotle** Project
- The **Aeschylus** Project
- The **Chronos** Project (back again in 2019).

The Archimedes Project; Design & Discover

- Why **Archimedes**?
- **Archimedes** was a Greek mathematician, physicist, engineer, inventor and astronomer.
- The overarching framework for the Archimedes Project are the new Queensland Curriculum & Assessment Authority **Aerospace Systems and Engineering** subjects:

https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_aerospace_sys_19_syll.pdf

https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_engineering_19_syll.pdf

This project will appeal to students with a talent and or interest in design, mathematics, science, investigation and engineering.

Project Structure & Content

Classes will be delivered as an elective subject in years 8 & 9 and take the form of a project based, intellectually challenging learning journey. It is important to note that the content of Apollo subjects does not lie solely with any key learning areas (although Queensland Studies Authority Senior Syllabuses form the framework for the program).

Year 8

Skills in identifying strengths and limitations, hypothesising, working in groups, designing and testing prototypes, communicating in written, oral and digital contexts, applying Mathematical skills and rules to experimental situations and research techniques are built during year 8 within the context of 'Motion'.

Students complete assessment including a multimodal presentation and a Technical Engineering Report.

Year 9

The skills of identifying strengths and limitations, hypothesising, working in groups, designing and testing prototypes, communicating in written, oral and digital contexts, applying Mathematical skills and rules to experimental situations and research techniques are extended in year 9. Students work within the contexts of 'Bridge Design' and 'Aeronautics'.

Year 9 students complete assessment including written reports, a multimodal presentation and an analysed model of a bridge.

The Aristotle Project: Connect & Communicate

- Why **Aristotle**?
- **Aristotle** was a Greek philosopher, poet, linguist, writer and sociologist.
- The overarching framework for the Aristotle Project is the new Queensland Curriculum & Assessment Authority **English** subject:

https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_english_19_syll.pdf

This project will appeal to students who have a talent or interest in the humanities, including the social sciences, language, literature, analytical and creative thinking and the power of communication.

Project Structure & Content

Classes will be delivered as an elective subject in years 8 & 9 and take the form of an intellectually challenging learning journey. It is important to note that the content of Apollo subjects does not lie solely with any key learning areas (although Queensland Studies Authority Senior Syllabuses form the framework for the program).

The Aristotle Project is a cross-disciplinary subject that develops students' knowledge, understanding and sophisticated thinking skills in the fields of Sociology, Psychology, English, History, Philosophy and Ethics. The skills of focussed and extended writing and speaking, multimodal communication, analytical thinking and creative processes are specifically taught.

Two day trips to Brisbane are undertaken each year, giving students access to a range of big city experiences, such as visits to tertiary institutions, live entertainment, ethnic restaurants, city-based recreational activities, tours of historical and socially significant sites, as well as the use of public transport in inner-city environments.

Assessment in the first term of each semester is an exam task. In the second term of each semester, students negotiate an individualised learning program with clear learning and assessment goals. Assessment includes written and multimodal tasks. Course content and structures are reviewed regularly in response to teacher, student and parental feedback and the composition of classes.

Year 8

Semester 1: How to rule the world – a study of power. Topics include: sources and forms of power; the psychology of conspiracy theories and religious cults; the ethics of first contact; castes and social classes; the power of persuasion.

Semester 2: Fast forward – creating the future. Topics include: cause, effect and the power of choice; paradoxes and time travel; ethical dilemmas as humans create cyborgs, robots and AI; utopian and dystopian futures.

Year 9

Semester 1: Shape Shifter – who thinks what and why? Topics include: an introduction to psychology; psychological theories of how people think and learn; theories of personality; the power of self-talk.

Semester 2: Exploding Stereotypes - what is 'normal'? Topics include: an introduction to sociology; perceptions of sameness and difference; deviance from social norms; stereotypes, prejudice and discrimination; the poverty cycle; social justice.

The Aeschylus Project; Devise & Perform

- Why **Aeschylus** (pronounced **ess - ka - luss**)?
- **Aeschylus** was a Greek playwright, philosopher and author.
- The overarching framework for the Aristotle Project is the new Queensland Curriculum & Assessment Authority **Drama** subject:

https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_drama_19_syll.pdf

This project will appeal to students with a talent and or interest in dramatic art, performance and language.

Project Structure & Content

*Classes will be delivered as an elective subject in years 8 & 9 and take the form of a project based, intellectually challenging learning journey. **There is a mandatory Wednesday afternoon (after school) workshop in this project.** It is important to note that the content of Apollo subjects does not lie solely with any key learning areas (although Queensland Studies Authority Senior Syllabuses form the framework for the program).*

The project includes improvising and process drama; musical theatre performance; responding to live theatre - skills of analysis; effective voice and characterisation; acting skills for the stage and screen; and an exploration of the roles of actor / director / playwright / designer - devising and presenting a performance for the public. Each year the class participates in an excursion to Brisbane to attend a piece of live theatre and participate in a workshop run by Performing Arts industry professionals.

Assessment is mostly practical, but also involves written analysis of the dramatic languages.

Year 8 and 9 (composite class)

Elements of Drama and improving improvisation skills. Responding (written critical analysis) skills. Participation in the school musical. Eisteddfod performance preparation. Viewing and analysis of a variety of theatre performance styles. Devising a final (public) performance.

Year 9

Some students choose to study Aeschylus two years in a row. The program structure is repeated each year, but with different content and focus.

How to apply?

Students applying for any Apollo projects must:

1. Complete the attached application form.
2. Return the completed application form to:

The Principal

The Apollo Program

Dalby State High School

P.O. Box 608

DALBY Q 4405

(or drop at school office)

3. Closing Date: Wednesday, 19 September 2018.
4. Successful applicants will be notified in writing as will unsuccessful applicants.
5. Students who apply for Aeschylus must also pass an audition that will be held in term 4 as well as being accepted through the written nomination process.

The Apollo Program - Application Form

Student (applicant) Name: _____ Current Year Level: _____

I wish to apply for (please tick):

- Archimedes Year 8
- Archimedes Year 9
- Aristotle Year 8
- Aristotle Year 9
- Aeschylus Year 8
- Aeschylus Year 9
- Chronos

Students may apply for any combination of projects in the same year level. It is ideal to start an Apollo project in year 8 and follow it through until the end of year 9. Students may however, enter a project in years 8 or 9. **If there are insufficient numbers, certain projects may not be offered or they may be delivered as a composite class.**

Date of Birth: _____

Parent /Guardian / Carer Name/s: _____

Address: _____ (number & street)

_____ (suburb)

_____ (postcode)

Phone number: (home) _____ (mobile) _____

E-mail address (Parent/Guardian): _____

Please attach COPIES of certificates and reports to this application. The application and attachments will NOT be returned to the student once the selection process is finalised.

1. ACADEMIC ACHIEVEMENT

Please attach a copy of your most recent school report.

2. CONDUCT

Please ask any one of your classroom teachers to complete the section below, indicating your level of conduct, work rate and potential to succeed in an extended learning environment.

3. CERTIFICATES OF ACADEMIC ACHIEVEMENT

Either attach or outline below, any relevant certificates of academic achievement or competitions in which you have been involved.

4. CAREER AND STUDY ASPIRATIONS

Comment on your possible career aspirations for the future.

5. PARENT COMMITMENT

Parent/s need to demonstrate their support for The Apollo Program.

6. ADDITIONAL INFORMATION

If you wish the school to consider any additional information, please outline this information below or attach the appropriate supporting data.

7. CONFIRMATION

In submitting this form I declare that the information supplied on this form and in the accompanying documents and statements is complete and correct to the best of my knowledge.

If any of the information is found to be false or misleading, I accept that Dalby State High School may cancel any offer that might be awarded to me on the basis of this application.

Applicant Name: _____

Signature: _____ Date: _____

Parent/Guardian / Carer Name: _____

Signature: _____ Date: _____

Principal's Comments (optional): _____

Principal Name: _____

Signature: _____ Date: _____