



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.

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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

The Archimedes Project; Design & Discover

- Why Archimedes?
- Archimedes was a Greek mathematician, physicist, engineer, inventor and astronomer. He has not only inspired the name of this STEM focussed subject, but had also contributed to its subject matter through his invention of simple machines as well as his approximation of Pi.
- 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, timetabled 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 The Archimedes Project does not lie solely with any key learning areas (although Queensland Curriculum & Assessment Authority Year 11 & 12 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' and 'Coding and Robotics'. 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 sociology, psychology, literature, philosophy, 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, 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. In the second term of each semester, students negotiate a multimodal response to a task with clear learning and assessment goals. 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; castes and social classes; the power of persuasion. Focus film – *The Wave*.

Semester 2: Fast forward - creating the future. Topics include: causality and the power of choice; ethical dilemmas associated with the creation of artificial intelligence; reality and paradoxical thinking; utopian and dystopian futures. Focus film – *The Matrix*.

Year 9

Semester 1: Shape Shifter – who thinks what and why? Topics include: an introduction to developmental psychology; psychological theories of how people think, learn and behave; theories of personality; aggression, anger and the origins of violence; the power of self-talk. Focus film – *Lord of the Flies*

Semester 2: Exploding Stereotypes – what is 'normal'? Topics include: an introduction to sociology; perceptions of sameness and difference; prejudice and discrimination; deviance from social norms; the poverty cycle; criminality; social justice and sociological theories of marketing. Focus film – *The Breakfast Club*

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.

The Chronos Project; Extend & Accelerate

- Why **Chronos** ?
- **Chronos** was the Greek god of time.

Year 10 students can benefit from the ultimate innovative approach to academic success with the commencement of accelerated academic pathways through years 10, 11 and 12. Selected students may commence their senior program a full year ahead of their peers; providing opportunities for extension and challenge. There are many researched benefits of accelerating high-achieving students including:

- An increase in academic achievement.
- A tendency to outperform students of similar ability who were not accelerated.

As a part of the Chronos project students complete six subjects which contribute to an Australian Tertiary Admissions rank (ATAR), spread over a three year period. The additional space within the timetable is utilised for completion of Apollo projects and other key learning in year 10 and undergraduate studies at university in year 12. The basic structure of a Chronos Project three year plan is below:

<u>Year 1 (10)</u>		<u>Year 2 (11)</u>		<u>Year 3 (12)</u>	
<u>Semester 1</u>	<u>Semester 2</u>	<u>Semester 1</u>	<u>Semester 2</u>	<u>Semester 1</u>	<u>Semester 2</u>
Subject 1	Subject 1	Subject 1	Subject 1	<i>Spare</i>	
Subject 2	Subject 2	Subject 2	Subject 2	<i>USQ Headstart Program</i>	
Subject 3	Subject 3	Subject 3	Subject 3	<i>UQ Enhancement Program</i>	
<i>Apollo</i>	<i>Apollo</i>	Subject 4	Subject 4	Subject 4	Subject 4
<i>Apollo</i>	<i>Apollo</i>	Subject 5	Subject 5	Subject 5	Subject 5
<i>Spare</i>		Subject 6	Subject 6	Subject 6	Subject 6

This is a unique and challenging project and a limited number of students will be invited to participate each year. Year 9 students will be given the opportunity to apply for entry into the Chronos Project each September, to commence in year 10 the following year. The application process includes a written application, interview, completion of *Sayler's Gifted and Talented Checklists* (see pages 8 and 10 in this guide) and a thorough examination of academic records.

SAYLER'S CHECKLIST FOR TEACHERS
(THIS ONLY NEEDS TO BE COMPLETED BY STUDENTS APPLYING FOR CHRONOS)

THINGS THIS STUDENT HAS DONE

The following is a checklist of characteristics of gifted children. The examples after each item are there to help you to understand that item. A child may not show all of the examples given and they may exhibit the item characteristic in ways not listed. Indicate how much you think this child is like the item by using the scale to the right of each item. Mark strongly agree (SA) to strongly disagree (SD). Fill in one circle for each item. If you are unclear or haven't noticed how this child compares to an item, fill in the **Unsure or don't know** circle.

Use the space below the item for examples concerning the child, add as many details as you can remember. Be as specific as possible in describing the child's interests and accomplishments. The space is small, so please feel free to add extra pages of stories or examples to tell us more. If you can share some copies of this child's creative work, we would be delighted to have them. Use additional pages to describe anything you think is important about this child that we have not asked about.

Child's name: _____ Your name: _____ Subject: _____
Date: _____

This child:

1. Has quick accurate recall of information.

(e.g. good short and long-term memory; quick to provide facts, details, or stories related to complex events; learns quickly and recalls accurately words to songs, poems, stories, or conversations; points out connections between ideas and events)

SA 10 9 8 7 6 5 4 3 2 1 0 SD Unsure or don't know

An example:

2. Shows intense curiosity and deeper knowledge than other children.

(e.g. asks questions incessantly once imagination has been aroused, pays close attention when learning, has an enthusiastic need to know and explore, remembers things in great detail)

SA 10 9 8 7 6 5 4 3 2 1 0 SD Unsure or don't know

An example:

3. Is empathetic, feels more deeply than do other children that age.

(e.g. exhibits maturity usually associated with older children; shows unusual hurt or pain when he or she displeases someone; displays pride in advanced accomplishments; is sensitive to others' feelings and shows distress at other children's distress or adult's distress; will subjugate their needs to the needs of others; reads body language)

SA 10 9 8 7 6 5 4 3 2 1 0 SD Unsure or don't know

An example:

4. May not always display their advanced understanding in everyday situations.

(e.g. becomes cranky or non-compliant when fatigued or stressed; playground behaviour may not reflect their verbal reasoning about the same situations; may be frustrated with their ability to meet their own high expectations)

SA 10 9 8 7 6 5 4 3 2 1 0 SD Unsure or don't know

An example:

5. Uses advanced vocabulary.

(e.g. correctly uses vocabulary and phrasings adults would expect from older children; surprises adults and children with big words or phrases they use; likes complex communication and conversations)

SA 10 9 8 7 6 5 4 3 2 1 0 SD Unsure or don't know

An example:

6. Reads, writes, or uses numbers in advanced ways.

(e.g. reads earlier than most children or if learns to read at the same time as most children, does so very quickly; likes to read rapidly to get the gist of a story even though some words are skipped or mispronounced; interest in copying or using letters, words or numbers; uses computational skills earlier than others)

SA 10 9 8 7 6 5 4 3 2 1 0 SD Unsure or don't know

An example:

7. Advanced play interests and behaviours.

(e.g. exhibits play interests that resemble those of older children; likes to play board games designed for older children, teens or adults; more apt to be interested in cooperative play, complex play situations, or sophisticated play activities)

SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don't know

An example:

8. Shows unusually intense interest and enjoyment when learning about new things.

(e.g. spends long periods of time exploring interesting new things; listens for long periods of time to stories and conversations; retells events and stories in great detail; entertains self for long periods of time; shows unwavering attention sometimes to the point of stubbornness; sits patiently when reading or listening to books)

SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don't know

An example:

9. Has an advanced sense of humour or sees incongruities as funny.

(e.g. is humorous in speech, social interactions, art or story telling; makes jokes, puns, plays on words; sees humour in situations, even ones against him or her, and laughs at the situation)

SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don't know

An example:

10. Understands things well enough to teach others.

(e.g. likes to play school with other children, dolls or stuffed animals; talks like an 'expert' or likes to discuss certain topics a lot; explains ideas to adults when he or she doesn't think the adult understands very well)

SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don't know

An example:

11. Is comfortable around older children and adults.

(e.g. craves for attention from adults; likes to be with older children and adults; listens to or joins in adult conversations; often plays with and is accepted by older children)

SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don't know

An example:

12. Shows leadership abilities.

(e.g. has a verbal understanding of social situations; sought out by other children for play ideas; adapts his or her own words and expectations to needs or skill level of playmates; may be seen as bossy; uses verbal skills to deal with conflicts or to influence other children)

SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don't know

An example:

13. Is resourceful and improvises well.

(e.g. makes ingenious or functional things from LEGO or other building toys; uses toys in unique or non-traditional ways; plays with or carries on conversations with imaginary friends; makes up believable endings to stories)

SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don't know

An example:

14. Shows logical and metacognitive skills in managing own learning.

(e.g. understands game rules quickly; learns from mistakes in playing games; sees errors or losses as learning experiences rather than failures; monitors difficulty of task to push self to more challenging levels)

SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don't know

An example:

15. Uses imaginative methods to accomplish tasks.

(e.g. presents unique arguments in order to convince others to allow him or her to do or get things; finds imaginative ways to get out of doing things they don't want to do; curious with a high energy level that is goal directed)

SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don't know

An example:

16. Use the rest of this page or its back to tell us anything you think is important about this

child that we have not asked about. Please feel free to add any information you think might be useful in giving us a clear picture of what the child has done. Be as specific as possible in describing the child's interests and accomplishments. If you can share some copies of this child's creative work, we would be delighted to have them.

SAYLER'S CHECKLIST FOR PARENTS
(THIS ONLY NEEDS TO BE COMPLETED BY STUDENTS APPLYING FOR CHRONOS)

THINGS MY CHILD HAS DONE

Carefully read each of the following descriptions. Each item is followed by a series of examples; use the examples to help understand the description in the item. Decide how much you agree that your child is like the description. Mark your agreement on the scale from strongly agree (SA) to strongly disagree (SD). Fill in one circle for each item. If you are unclear or haven't noticed how your child compares to an item, fill in the **Unsure or don't know** circle. Then, tell us about a time your child did the things in the item. Try to recall specific incidents or examples about your child. Feel free to add extra pages of stories or examples to tell us more about your child.

Child's name: _____ Child's birthday: _____
Your name: _____ Date: _____

My child:

1. Has quick recall of information.

(e.g. immediately remembers facts, series of numbers, events, words from songs or movies, or parts of conversation heard earlier)

SA 10 9 8 7 6 5 4 3 2 1 0 SD Unsure or don't know

A personal example:

2. Knows a lot more about some topics than do other children that age.

(e.g. recounts facts about dinosaurs, sports, electronics, maths, books, animals, music, art, etc; finds out a lot about a particular subject on his or her own)

SA 10 9 8 7 6 5 4 3 2 1 0 SD Unsure or don't know

A personal example:

3. Uses advanced vocabulary.

(e.g. surprises older children and adults with the big words used; uses words unusual for a child, knows the correct terms, exact words or labels for things; acts and speaks like a grown-up when talking to adults; uses simpler words when talking to peers or younger children)

SA 10 9 8 7 6 5 4 3 2 1 0 SD Unsure or don't know

A personal example:

4. Began to read or write early.

(e.g. said or could read individual words at a very young age; started to read before entering school; likes to write or tell stories; learned to read without being taught)

SA 10 9 8 7 6 5 4 3 2 1 0 SD Unsure or don't know

A personal example and age of child at the time:

5. Shows unusually intense interest and enjoyment when learning about new things.

(e.g. has lots of energy and interest when learning; frequently and persistently asks how and why questions; is not satisfied with simple answers; wants to know details; loves how-to-do-it and nonfiction books)

SA 10 9 8 7 6 5 4 3 2 1 0 SD Unsure or don't know

A personal example:

6. Understands things well enough to teach others.

(e.g. teaches other children how to do things; explains things so that others can understand; explains areas of interest to adults)

SA 10 9 8 7 6 5 4 3 2 1 0 SD Unsure or don't know

A personal example:

7. Is comfortable around adults.

(e.g. spends time with and talks to adults who visit the house; likes the company of adults; enjoys talking with adults; understands adult humour and creates funny sayings or jokes adults can appreciate)

SA 10 9 8 7 6 5 4 3 2 1 0 SD Unsure or don't know

A personal example:

8. Shows leadership abilities

(e.g. other children ask my child for help; organises games and activities for self or others; makes up the rules and directs group activities; may be bossy)

SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don't know

A personal example:

9. Is resourceful and improvises well.

(e.g. puts together various household objects to make inventions or solve a problem; uses unusual objects for projects; uses objects in unusual ways; makes 'something out of nothing')

SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don't know

A personal example:

10. Uses imaginative methods to accomplish tasks.

(e.g. makes creative short cuts; doesn't always follow the rules; good at finding creative ways to get out of work)

SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don't know

A personal example:

11. Use the rest of this page or its back to tell us anything you think is important about your child that we have not asked about. Please feel free to add any information you think might be useful in giving us a clear picture of what your child has done. Be as specific as possible in describing your child's interests and accomplishments. If you can share some copies of your child's creative work, we would be delighted to have them.

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: Thursday, 19 September 2019.
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: _____