



2026 YEAR 9 CURRICULUM GUIDE

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 - Students will study 1 Semester of each



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Other Programs/Information -

- Inspire Academy
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Information relating to courses, fees etc. - are accurate as of time of distribution of this document but may be subject to change.



Executive Principal's Welcome

At North Lakes State College we are proud to offer a diverse and engaging curriculum designed to meet the needs, interests and aspirations of every student. The curriculum guides showcase the wide range of subjects available to students across the Senior Secondary phase of learning. These subjects reflect not only the academic rigour and high expectations of our college, but also our commitment to providing meaningful pathways for every learner.



Choosing the right subjects is an important step in each student's learning journey. I encourage students and families to consider not only current interests and strengths, but also future goals and ambitions. Whether students are aiming for university, training, apprenticeships or employment, the subjects they select now can help lay the foundation for future success.

It's important that subject choices are driven by passion and curiosity. When students are engaged in what they are learning, they are more likely to achieve success and grow in confidence.

My advice for students considering their subjects for the coming year, would be to talk to your Teachers, Heads of Department and our Guidance Team. Ask questions and explore possibilities. Use these handbooks as a guide to help make informed and thoughtful decisions about your learning.

At North Lakes State College, we believe every student has the potential to thrive. Our role is to support, challenge and enable all our students to take ownership of their learning and future.

As Henry Ford once said, "choose a job you love, and you will never have to work a day in your life".

We look forward to seeing the choices you make and the pathways you explore.

John Thornberry Dip T B.Ed M.Ed MACEL



Subject Selection Process

Engage and Read Curriculum Guide

Students and Parents/Caregivers explore information in the Curriculum Guide to understand what subjects are about.

Three questions for exploring -

1. What am I good at?
2. What do I like?
3. What pathway am I considering?

Subject Information Events

Students deepen their understanding of subjects by exploring how the learning looks.

Three questions for exploring -

1. Why should I select this course?
2. How does learning look and challenge me in this course?
3. How will this course link to my potential pathway?

Seek Advice and Support

Students and Parents/Caregivers should discuss Subject Selections. Consulting and seeking support from -

1. Current Teachers
2. Heads of Department
3. Guidance Officer
4. Help Guides ([Padlet Pages](#), [Curriculum Guides](#) etc.)

Subject Selections are finalised during
ACCESS (Term 3, 2025)



Year 9 English (ENG)

In the North Lakes State College Junior Secondary, we endeavour to prepare students to be literate critical thinkers in an ever changing global and technological society. The English curriculum is built around the three interrelated strands of Language, Literature and Literacy.

Together the strands focus on developing student's knowledge, understanding and skills in listening, reading, viewing, speaking, and writing. In Year 8 students interact with peers, teachers, individuals, groups and community members and experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction and non-fiction, poetry, dramatic performances and multimodal texts. The range of literary texts comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about the Asia-Pacific region.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Year 8 -

- **Term 1** - Anime as Text
- **Term 2** - Want to rebel against authority?
- **Term 3** - Fake news and our view of the world
- **Term 4** - What are Australian values?

Assessment Techniques -

- Written
- Spoken
- Multimodal

Subject Specific Considerations -

- iLearn Program - iPad Device

Homework/Study Requirements -

- The English course is designed for students to be able to complete most work in class during lessons. It is expected students complete the reading of set texts for homework.
- Students will have additional reading and work on assignments/assessment tasks to complete in addition to class work.



Year 9 Mathematics (MAT)

In Year 9, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

By the end of Year 9, students recognise and use rational and irrational numbers to solve problems. They extend and apply the exponent laws with positive integers to variables. Students expand binomial products and factorise monic quadratic expressions. They find the distance between 2 points on the Cartesian plane, and the gradient and midpoint of a line segment. Students use mathematical modelling to solve problems involving change in financial and other applied contexts, choosing to use linear and quadratic functions.

They graph quadratic functions and solve monic quadratic equations with integer roots algebraically. Students describe the effects of variation of parameters on functions and relations, using digital tools, and make connections between their graphical and algebraic representations.

Units of Study -

- **Term 1** - Statistics & Probability
- **Term 2** - Number & Algebra
- **Term 3** - Measurement & Geometry
- **Term 4** - Number & Algebra - Finance

Assessment Techniques -

- Written Tests (exams)
- Problem-Solving Modelling Tasks

Subject Specific Considerations -

- iLearn Program - iPad Device

Homework/Study Requirements -

- Weekly Tasks - Completed at home
- Assignments - at home and in-class



Year 9 Science (SCI)

Students are prepared to be active citizens who make thoughtful and critical decisions about scientific claims, which influence their own lifestyle, health and environment, and to become citizens of a global community who make sustainable choices in their everyday lives.

The study of Science establishes a place in the curriculum for the innate human desire to understand the world in which we live. It affords learners the opportunity to observe, to wonder, to question, to investigate and to explain their surroundings.

Science will centre upon constructing new understanding and comparing students' current ideas with those of the scientific community. It will:

- Comprise of opportunities for deep understanding of physical, chemical, biological and earth sciences through scientific investigation.
- Provide situations to examine and discuss scientific social issues.
- Present occasions to 'work scientifically' by investigating and communicating findings.
- Offer learning experiences, which are connected to (a) the real world and (b) the interests of the middle school student.

Units of Study -

- **Term 1** - Physical Sciences
- **Term 2** - Chemical Sciences
- **Term 3** - Biological Sciences
- **Term 4** - Earth & Space Sciences

Assessment Techniques -

- Carry out experiments and analyse results
- Report on experimental findings
- Learn scientific theory and explore contextual applications of scientific theories in real-life situations

Subject Specific Considerations -

- iLearn Program - iPad Device
- WHS requirements re adherence to the NLSC Uniform Policy (laboratory access etc.)

Homework/Study Requirements -

- Weekly Tasks - Completed at home
- Assignments - at home and in-class



Year 9 History (HIS)

History is the imaginative reconstruction of the past from the remaining evidence. This evidence exists in the form of primary and secondary sources.

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

A framework for developing student's historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.

General capabilities to be developed in students include literacy, numeracy, intercultural understanding, personal and social capability, critical and creative thinking, and ethical behaviour.

Units of Study -

- **Term 1/Term 3** - Making a Better World? (The Industrial Revolution - 1750-1914)
- **Term 2/Term 4** - Origins of WW1 & Australian Legends

Assessment Techniques -

- Stimulus Response Exams
- Assignments or Portfolio Work

Subject Specific Considerations -

- iLearn Program - iPad Device

Homework/Study Requirements -

- Weekly Tasks - Completed at home
- Assignments - at home and in-class



Year 9 Health & Physical Education (HPE)

The curriculum for Year 9 supports students to refine a range of specialized knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. Students develop specialized movement skills and understanding in a range of physical activity settings.

They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities.

They reflect on and refine personal and social skills as they participate in a range of physical activities.

Health and Physical Education (HPE) gives students the knowledge and skills to:

- Make informed decisions about their own health.
- Develop personal fitness.
- Participate effectively in physical activities.
- Enhance personal development.
- Enhance and develop fitness capabilities that will prevent current lifestyle diseases.

Units of Study -

- **Term 1/Term 3** - Respectful Relationship
- **Term 2/Term 4** - Teenage Health

Assessment Techniques -

- Written Tasks
- Practical Demonstration

Subject Specific Considerations -

- iLearn Program - iPad Device
- Practical Participation

Homework/Study Requirements -

- Homework
- Revision
- Assignments



Year 9 Chinese (CHI)

Chinese engages students in language learning through the use of communicative tasks that are engaging and fun. Students who completed Year 8 at North Lakes State College are required to have achieved at least a 'C' in both semesters of Chinese to continue with the subject in Year 9. Entry to new students in Year 9 is at the discretion of the Head of Department Languages & International Studies.

Learning a language is not an easy task but it is very rewarding. Students of a second language typically demonstrate higher levels of literacy, improved problem-solving skills and a greater appreciation of diversity than their peers.

Units of Study -

- **Semester 1** - Daily Routine
- **Semester 2** - School Life

Assessment Criteria

- Reading Tasks
- Writing Tasks
- Speaking Teams

Subject Specific Considerations -

- iLearn Program - iPad Device

Homework/Study Requirements -

- Learning, rehearsing and performing repertoire
- Choreographing both individually and in groups
- Analysis of dance works (personal and professional)



Year 9 Dance (DAN)

The study of Dance enables the application of multiple literacies through which students create, demonstrate, express and reflect on meaning made through movement.

Dance has the means to prepare students for unimagined possibilities, with highly transferrable skills and the capacity for flexible thinking and doing. Multiple literacies are essential skills for the artist as both maker and audience, and learning in Dance prepares students to engage in a multimodal world.

A course of study in Dance establishes a basis for further education and employment across many fields, both inside the Arts and culture industries and beyond. Dance develops individuals who are culturally sensitive, creative, complex and reflective thinkers.

Through making and responding, students will develop skills transferrable across subjects including problem-solving, group work, creative and critical thinking, communication, adaptability, multi-tasking and leadership.

Units of Study -

- **Semester 1** - Top of the Pops: Iconic Influences in the Industry
- **Semester 2** - Dance Through the Ages

Assessment Criteria

- Written Exam
- Performance
- Chorography

Subject Specific Considerations -

- iLearn Program - iPad Device

Homework/Study Requirements -

- Learning, rehearsing and performing repertoire
- Choreographing both individually and in groups
- Analysis of dance works (personal and professional)



Year 9 Design & Technologies (DAT)

Design and Technologies may be best understood as a process where people use tools to manipulate the environment and resources for a particular purpose that is sustainable, and meets the needs of people. It introduces students to the basic design processes combined with the use of materials to construct solutions to real-life situations.

Students will learn to interpret drawings and designs to then cut out, fix together and finish a project/solution. This subject has both practical and theoretical components.

Students will also be introduced to computer aided drafting software including AutoCAD 2D, Inventor, Revit and Adobe Illustrator. Students will become familiar with 3D printing and using 3D printers to design products for a particular audience.

The focus in Year 9 will include design as well as improving and building hand skills; measuring and marking out; joining and finishing timber.

Units of Study -

- **Term 1** - Technology for Sustainable Living
- **Term 2** - Lifting Up
- **Term 3** - Designing with Empathy
- **Term 4** - Rocket Energy

Assessment Techniques

- Construction of projects
- Investigation reports
- Folio of work
- Examinations

Subject Specific Considerations -

- iLearn Program - iPad Device
- WHS Requirements - Workshop Areas

Homework/Study Requirements -

- On guard online training modules and Project planning not completed at school



Year 9 Digital Technologies (DIG)

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for Computer Science and/or Digital Enterprise in Year 10.

By the end of Year 9, students will have had opportunities to analyse problems and design, implement and evaluate a range of digital solutions, such as database-driven websites and artificial intelligence engines and simulations.

Units of Study -

- **Term 1** - Programming
- **Term 2** - Website Design
- **Term 3** - Database Design
- **Term 4** - Animation

Assessment Techniques -

- Digital portfolio of tasks
- Coding project
- Theory exams

Subject Specific Considerations -

- iLearn Program - iPad Device

Homework/Study Requirements -

- Revision for theory exams
- Both in class and at home will be needed to complete projects and portfolio items



Year 9 Drama (DRA)

Drama is a creative outlet in which Year 8 students can explore ways to express themselves in an imaginative environment.

Drama is a blend of performance, creation and analytical work in an exploration of social issues, performance skills of different genres and historical periods.

Theoretical understandings underpin and support practical work. Students will have opportunities to learn about a range of forms and styles and gain understandings of human experience in different cultures, times and places.

Year 9 drama offers learning over a wide range of topics, which endeavour to encourage personal and social growth as well as gaining a broader understanding of our present through the study of the past.

They focus on rehearsing and devising material to prepare and present to an audience both scripted and improvised pieces.

Units of Study -

- **Term 1** - Heroes & Villains - Melodrama
- **Term 2** - Realism - Scripted Drama
- **Term 3** - Battle Cries
- **Term 4** - Silence is Golden - Visual Storytelling

Assessment Techniques -

- Making
- Responding

Subject Specific Considerations -

- iLearn Program - iPad Device

Homework/Study Requirements -

- Learning lines
- Rehearsing performances
- Completing analysis and evaluation on viewed performances
- Scriptwriting



Year 9 Economics & Business (ECB)

Economics and Business empowers students to shape their social and economic futures and to contribute to the development of prosperous, sustainable and equitable Australian and global economies. The study of Economics and Business develops the knowledge, understanding and skills that will equip students to secure their financial futures and to participate in and contribute to the wellbeing and sustainability of the economy, the environment and society.

The Year 9 Economics and Business curriculum challenges students to make informed decisions and to appreciate the interdependence of decisions made within economic systems, including the effects of these decisions on consumers, businesses, governments and other economies, and on environmental and social systems.

Economics and Business provides students with opportunities to develop enterprising behaviours and capabilities that will equip them to face challenges in their lifetime. Through authentic learning opportunities, the Economics and Business curriculum fosters enterprising individuals who are able to effectively embrace change; seek innovation; work with others; show initiative, flexibility and leadership; use new technologies; plan, organise and manage risk; and use resources efficiently.

Units of Study -

- **Term 1** - Marketing
- **Term 2** - Business Enterprise
- **Term 3** - Financial Fundamentals
- **Term 4** - Buyer Beware

Assessment Techniques -

- Assignment - Business Report
- Exam - Short Response
- Assignment - Group Presentation
- Assignment - Multimodal Presentation

Subject Specific Considerations -

- iLearn Program - iPad Device

Homework/Study Requirements -

- Review of notes
- Completion of Research
- Study for Written Exams
- Assignment Work



Year 9 Fashion & Textiles (FAZ)

Students are prepared to be creative and informed citizens who make thoughtful and ethical choices about fashion and personal style.

Through the study of fashion, they explore the social, cultural and environmental impacts of the clothing industry and learn how to make sustainable and responsible decisions in their everyday lives.

The study of Fashion provides a space in the curriculum for self-expression, innovation and critical thinking. It affords learners the opportunity to analyse trends, design garments, understand production processes and reflect on the role of fashion in shaping identity and community.

Units of Study -

- **Term 1** - From Sketch to Stitch
- **Term 2** - The Design Process
- **Term 3** - Sustainable Style
- **Term 4** - Fashion & Identity

Assessment Techniques -

- Practical Project
- Design Folio

Subject Specific Considerations -

- iLearn Program - iPad Device
- WHS Requirements (sewing machine etc.)

Homework/Study Requirements -

- Project Work
- Research



Year 9 Food Specialisations (TFD)

While studying Food Specialisation in Year 9, students will work independently and collaboratively to demonstrate their understanding and skills of design in food-based contexts. Students will develop their design and technologies knowledge, while practising and refining key process and production skills. Students will be required to produce designed solutions for identified needs or opportunities of individuals or global communities.

Problem-solving activities acknowledge the complexities of contemporary life and make connections to related occupations and further study. Students will have the opportunity to design and produce at least four designed solutions focused on Food Specialisation.

Students will use their learning device to access complete digital course work, research, locate visual stimulus, document their cooking products, use digital creation platforms such as CANVA, create digital portfolios, produce and submit assessment tasks.

Units of Study -

- **Term 1** - Functional Properties of Food
- **Term 2** - Hello Dinner
- **Term 3** - Promotion of Healthy Options
- **Term 4** - Influences on Food Choices

Assessment Techniques -

- Short Response Exam
- Practical Assessment (Cooking etc.)
- Practical Assessment (Hygiene etc.)
- Portfolio - Digital Display/Portfolio

Subject Specific Considerations -

- iLearn Program - iPad Device
- Workplace Health & Safety
- On-Guard Training

Homework/Study Requirements -

- Completion of kitchen safety training booklet
- Signed parent permission form
- Weekly recipe preparation and familiarisation
- Supply of container and cool bag to transport prepared food home



Year 9 Geo-Innovation (GEG)

GeoInnovation explores the connections between people, places, and the environment in a rapidly changing world. Students will develop key 21st-century skills like critical thinking, collaboration, digital literacy, creativity, and global awareness.

Using tools such as Geographic Information Systems (GIS) and satellite imagery, students will analyse data, design sustainable solutions, and tackle real-world challenges. Through inquiry-based learning and projects, GeoInnovation encourages students to investigate issues and innovate for a sustainable future.

Drone technology will be integrated into the curriculum, giving students hands-on experience with indoor drones. They will learn about drone safety and explore real-world applications by using block coding to complete missions—such as collecting data for emergency services and environmental monitoring.

Units of Study -

- **Term 1** - Food for Thought: Securing our Future
- **Term 2** - Hot Zones: Rethinking Urban Heat
- **Term 3** - Behind the Label: Power, Product and the Planet
- **Term 4** - Mind the Gap: Data, Equity and Action

Assessment Techniques -

- Investigation
- Project
- Exam - Short Response

Subject Specific Considerations -

- iLearn Program - iPad Device

Homework/Study Requirements -

- Weekly Tasks - Completed at home
- Assignments - at home and in-class



Year 9 Media Arts (MED)

Students develop knowledge, understanding and skills in the creative use of communications technologies and digital materials to tell stories and explore concepts for diverse purposes and audiences.

Media artists represent the world using platforms such as television, film, video, newspapers, radio, video games, the internet and mobile media. Produced and received in diverse contexts, these communication forms are important sources of information, entertainment, persuasion and education and are significant cultural industries.

It provides opportunities for students to create and share media artworks that convey meaning and express insight.

Units of Study -

- **Term 1** - Advertising
- **Term 2** - Music Video
- **Term 3** - Creative Composition
- **Term 4** - Video Games

Assessment Techniques -

- Photography
- Animations
- Storyboard
- Film Productions
- Written Analysis

Subject Specific Considerations -

- iLearn Program - iPad Device
- Use of Specialist Equipment etc.

Homework/Study Requirements -

- Production Log Book
- Complete Filming/Edit Filming



Year 9 Music (MUS)

This subject prepares young people with 21st Century skills and resources, while also engaging with higher order thinking challenges. Over one semester of study, students who select Music will expand on their knowledge and skills based on the Australian Curriculum.

They will develop critical analysis skills through responding to and evaluating music, create compositions (including working with music technology), and gain confidence in performing.

It is not necessary to have any prior experience as the course caters for all levels of musical abilities. Student learning is underpinned by a digital curriculum, based on the iPad program. It is strongly advised that students bring their iPad devices to every lesson.

A study of Music can lead to careers in performing, music tuition (both private and formal education systems), A/V industry, entertainment, music therapy, speech pathology, and childcare, Defence Forces, advertising, business and arts administration. Music is also an effective outlet for students with creative and analytical potential and builds empathy for others.

Units of Study -

- **Term 1** - On TV
- **Term 2** - The Musical
- **Semester 2** - Showtime

Assessment Techniques -

- Portfolio
- Project (Written)
- Performance

Subject Specific Considerations -

- iLearn Program - iPad Device

Homework/Study Requirements -

- Individual practice/group rehearsal
- Composing
- Analysing and evaluating music
- Completing theory tasks
- Completing work not finished in class



Year 9 Sport & Fitness Performance (SFP)

This subject is aimed at those students wanting to improve their knowledge, skill sets and performance in and around the NLSC Signature Sport Programs.

This subject is designed to improve individual athlete performance on and off the field. Any student interested in joining the Signature Rugby, Signature Basketball or Signature Golf Programs should consider selecting this subject. All course units will consist of both theory and practical components.

The practical units will focus on improving individual skills and team strategies required for each sport. They will also be used to improve athlete strength and conditioning associated with the Signature Sport Programs.

Students selecting this subject will gain an insight to Year 10 Sport, Fitness and Performance which prepares students for the senior subject – Certificate III in Fitness.

Units of Study -

- **Term 1** - Training for my Sport
- **Term 2** - Sports Nutrition
- **Term 3** - Optimising Performance
- **Term 4** - Sports Business Management

Assessment Techniques -

- Training & Fitness Journals
- Physical Performance Checklists
- Sports Nutrition Exam
- Case Study Evaluations

Subject Specific Considerations -

- iLearn Program - iPad Device
- Signature Sport Enrolment

Homework/Study Requirements -

- Logbook Entries
- Revision
- Video Analysis
- Physical Training Performance



Year 9 Visual Art (ART)

Visual Art prepares students for participation in the 21st century by fostering curiosity and imagination and teaching students how to generate and apply new and creative solutions when problem solving in a range of contexts.

This learnt ability to think in divergent and creative ways enables artists, designers and craftspeople to work in collaboration within multiple fields to design and manufacture images and objects that enhance and contribute to our daily lives. Students will use the design process and problem solving in creating artworks. The focus in this subject is on students creating, presenting, reflecting and appraising images and objects.

Students draw on inspiration from multiple sources to generate and develop ideas for artworks. They document and reflect on their own visual arts practice. They use knowledge of visual conventions, visual arts processes and materials to create artworks that represent and/or communicate ideas, perspectives and meaning.

They curate and present exhibitions of their own and or/others' artworks and visual arts practice to engage audiences. This subject is a combination of theoretical understanding with practical applications. Students who intend studying Visual Arts in Year 10 must have studied Visual Arts in Year 9.

Units of Study -

- **Term 1** - Lined Persona
- **Term 2** - Daring Design
- **Term 3** - Magnificent Creatures
- **Term 4** - View to Value

Assessment Techniques -

- **Making** - Generation, documentation and development of ideas for artworks
- **Responding** - Analyse and interpret artworks

Subject Specific Considerations -

- WHS Requirements - Workshop Areas
- iLearn Program - iPad Device

Homework/Study Requirements -

- Journal work
- Research
- Annotations
- Reflections through written responses or essays



Inspire Program

The Inspire Academy is an innovative, engaging and rigorous learning environment designed for high achieving students. Learning sequences are adapted in order to challenge, extend and accelerate the academic ability of students across the core learning areas of Math, English, Science and Humanities.

Students are provided with a number of opportunities to develop 21st century skills such as critical thinking and decision making, information gathering and communication. This is achieved through extension tasks and projects throughout the learning sequence that extend students from the core content to real world contexts.

The Inspire Academy classroom has been purposefully designed to promote collaboration and team work. Students have opportunities to work in small or large groups by rearranging the flexible furniture. Brainstorming and problem solving can be completed individually or with peers on the whiteboard tables throughout the room.

There is a strong focus on developing and enhancing digital fluency for each student with the utilisation of the iPad. Teachers create a seamless blend of technology and challenging learning experiences to create an engaging classroom environment.

Connections are made across the core learning areas to help create a more holistic curriculum for students. For example, while studying Physics in Science, students make connections with their study of Ancient Egypt by looking at the Physics involved in the construction of the Great Pyramids.

Students follow the same overall curriculum plan of the core subjects, however are given opportunities to experience a range of extension tasks and activities across the learning areas including, but not limited to:

Program Specific Considerations -

- iLearn Program - iPad Device
- Applications will be assessed based on academic achievement, effort and behaviour



Year 9 Access (ACP)

The Junior School Access program is built on the General Capabilities framework of the Australian Curriculum – Personal and Social Capability. The Personal and Social capability provides a foundation for students to understand themselves and others, and navigate their relationships, lives, work and learning.

Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, collaborate, develop empathy, set goals and resolve conflict, including identifying, managing and reporting bullying. They feel positive about themselves and the world around them.

The Personal and Social capability supports students to build their ability to regulate their thoughts, emotions and behaviours. This ability assists students to effectively engage with new ways of thinking, knowing and doing in an increasingly demanding and diverse global society.

Each year level participates in a specialised program for their specific juncture within the Junior Phase of Learning. The key topics are explored in both class sessions and on assemblies.

Key Topics Include -

- Digital Literacy
- Respectful Relationships
- Bystander to Upstander
- Reboot
- On-Track for Success (JCE Tracking)



Year 9 Tutorial (TUP)

The Junior Secondary Tutorial program has been designed to provide the school with an opportunity to address key learning needs within the junior secondary cohort. Literacy and numeracy have been identified as two key, foundational focus areas to improve academic outcomes for students at North Lakes State College.

Data interrogation will assist in identifying gaps to strategically target teaching and learning to improve outcomes. Literacy and numeracy are woven into every subject area and is therefore a priority for the college community.

Literacy Focus Areas -

- Writers Toolbox
- Cognitions (Cognitive Verbs)
- Reading Program (Fluency & Comprehension)

Numeracy Focus Areas -

- Numeracy connections to subject areas
- Numeracy connections to real-world and 21st century contexts
- Uncovering and bridging gaps in numeracy understanding and/or concepts



Signature Dance Program

As part of North Lakes State College's Signature Program, we offer a highly successful extension dance program from Prep to Year 12 for students who are considering the possibility of a career based around the dance industry. Entry into this program is through audition only.

There are three troupes running within the College: Lil/Mid Kicks (Prep to Year 6), and Kicks (Year 7 to Year 12). These troupes perform at various competitions and events throughout the year ranging from Eisteddfods to the North Lakes State College Arts Showcase evening. The troupes have demonstrated excellence in their practice, winning a multitude of awards since their inception in 2005.

Within the troupes the students learn from qualified dance teachers with a fee to cover costumes and eisteddfod entries. Students require a team uniform, tights and dance shoes at their own expense.

Program Objectives -

- To continue the development of North Lakes State College Dance students to provide them with tools necessary to forge a career in Dance.
- To further develop the performance skills of Dance students through a variety of opportunities such as: Eisteddfods, Dance Camp (Year 7 to Year 12), Choreographic Development, Mentoring for younger students and other performance opportunities for various community and schooling events.
- To provide intensive specialised training for dance students and assist them in the understanding of how to improve and develop as a dancer.

Eligibility Criteria -

- Demonstration of outstanding behaviour and understanding of Prep to Year 12 Culture in College life.
- Evidence of high level of motivation and commitment to Dance through attendance, participation, personal philosophy and performance.
- Commitment to academic studies.
- High level of Dance and performance ability



Signature Golf Program

North Lakes State College offers the Signature Golf Program as part of the College's commitment to the development of sport. This program is currently available to all students in Year 7 to Year 12 who meet the selection criteria and standards set down by the College's coaching and management staff. Entry into the program is by application only.

Program Objectives -

- Students will engage in specifically designed training sessions by a qualified Australian PGA Professional aimed at enhancing the student's knowledge, skills and attitudes important for participation at the highest level.
- The program provides students who have a genuine commitment to their chosen sport with an opportunity to pursue the sport along many pathways that now exist. This includes the option of pursuing the sport as a career.
- The program follows a holistic approach to student development and exposes the students to all facets of the game with the objective of assisting each student to be the best player they can be.



Eligibility Criteria -

- Official handicap required or willingness to obtain a handicap.
- Nudgee Golf Club Junior membership
- Willingness to abide by signature program code of conduct agreement
- Willingness and enthusiasm to continually enhance personal physical fitness
- Ability to seek and accept feedback to continually improve performance and ability



Signature Basketball Program

The Signature Basketball program is available to students in years 5 to 12 who meet the selection criteria and standards set down by the College coaching and management team.

The Program is based on the operating principles of high-performance programs. Students engage in specifically tailored curriculum programs aimed at enhancing an athlete's knowledge, skills and attitude, important for successful participation at the elite level. The program is conducted through before and after school training sessions each week. Students involved in the program will also be required to attend practice games, competitions and state tournaments both during and outside normal school hours.

Program Objectives -

- To offer basketball as a pathway for students to engage in physical movement and build skills in teamwork, resilience, collaboration and communication.
- To provide a program that supports the physical, mental and emotional growth of each individual student, thus guiding all students to reach their full potential.
- Utilise community connections to enhance real world learning opportunities for students in areas beyond basketball, including, but not limited to strength and conditioning, sports nutrition, exercise physiology, injury prevention and sports psychology.
- To provide students with a holistic respect for the sport of Basketball and build knowledge and experience around the various facets necessary for game success, including coaching, officiating and team management.
- To develop a strong basketball culture within the College, and wider community, which strengthens student morals and values, and builds a positive ethos around global citizenship.

Eligibility Criteria -

- High level of athletic ability as evidenced by fitness results.
- Experience in club and representative basketball is highly regarded.
- Willingness to abide by signature program code of conduct agreement
- Willingness and enthusiasm to continually enhance personal physical fitness
- Ability to seek and accept feedback to continually improve performance and ability
- Having a strong team focus and recognising the importance of being a team player



Signature Rugby Program

The Signature Rugby Program at North Lakes State College is designed to develop the sporting talents of students and illustrates the College's commitment to excellence.

The program is currently available to students in Years 7 to 12. To be selected in the Signature Rugby Program students must meet selection criteria, maintain standards set by the College, and attend multiple trials. The program is conducted through before and after school sessions. Students involved in the program will also be required to attend tournaments both during and outside normal school hours.

Goals of Program -

- To further create a positive sporting culture within North Lakes State College
- To develop personal fitness and health levels
- Have high standards both on and off the field
- Build self-confidence, and take pride in representing the school at events
- To help students achieve their personal goals in Rugby (i.e. Representative teams)
- Provide opportunities to play against schools/teams from across the state

Eligibility Criteria -

- Willingness to improve rugby knowledge and skill level.
- Willingness to abide by signature program code of conduct agreement
- Willingness and enthusiasm to continually enhance personal physical fitness
- Ability to seek and accept feedback to continually improve performance and ability
- Having a strong team focus and recognising the importance of being a team player



