# Table of Contents

**Introduction** .................................................................................................................. 3  
  Junior Secondary ............................................................................................................. 3  
  Care and Support ........................................................................................................... 3  
  Honours Classes ........................................................................................................... 3  
  Subject Selection .......................................................................................................... 4  

**Compulsory Subjects** ................................................................................................... 5  
  English (ENG) .................................................................................................................. 6  
  Mathematics (MAT) ....................................................................................................... 7  
  Science (SCI) .................................................................................................................. 8  
  Humanities ..................................................................................................................... 9  
    Geography (GEG) ........................................................................................................ 10  
    History (HIS) ............................................................................................................... 11  
  Health and Physical Education (HPE) ............................................................................ 12  
  Italian (ITL) .................................................................................................................. 13  

**Elective Subjects** ......................................................................................................... 14  
  The Arts ........................................................................................................................ 15  
    Dance (DAN) ............................................................................................................... 16  
    Drama (DRA) ............................................................................................................... 17  
    Music (MUS) ............................................................................................................... 18  
    Visual Arts (ART) ....................................................................................................... 19  
  Technology ................................................................................................................... 20  
    Business Studies (BST) .............................................................................................. 21  
    Food Studies (FDS) ................................................................................................... 22  
    Graphics (GPH) ......................................................................................................... 23  
    Information and Communication Technologies (ICT) ............................................ 24  
    Materials Technology (MTE) .................................................................................... 25  

**Signature Programs** ..................................................................................................... 26  
  Italian Immersion (IMI) ............................................................................................... 27  
  Signature Dance ........................................................................................................... 28  
  Signature Basketball .................................................................................................... 29  
  Signature Golf ............................................................................................................... 30
Introduction

Junior Secondary
At North Lakes State College, Junior Secondary caters for Year 7 to Year 9. It provides an environment for teacher facilitated / student centred learning where students will continue their development of the core curriculum areas. Junior Secondary recognises the unique developmental needs of early adolescents and supports transition from primary to secondary education.

We are committed to the Six Guiding Principles of Junior Secondary
- Distinct identity.
- Student well-being.
- Quality teaching.
- Leadership.
- Parent and community involvement.
- Local decision making.

Junior Secondary Students have Distinctive Needs:
- Identity
- Relationships
- Purpose
- Empowerment
- Success
- Rigour
- Safety
- Belonging

Our Junior Secondary will provide opportunities for students to:
- Connect to life outside school through real life curriculum opportunities.
- Experience integrated units of work including literacy and numeracy opportunities across the curriculum.
- Use problem-solving and decision-making techniques of various inquiry processes to investigate learning.
- Improve communication / social / self-management skills.
- Develop an awareness of social and cultural responsibilities.
- Negotiate learning and authentic assessment.
- Have their diverse needs met through the exploration of multiple intelligences and learning styles.

Care and Support
North Lakes State College responds to this stage of student’s development by providing a Junior Secondary approach.

A staffing model where each class will have dedicated core teachers to deliver English, Humanities, Mathematics, Science as well as access to specialist teachers who deliver Health and Physical education (HPE), The Arts, Technology and Italian.

A Year Level Coordinator who provides support for students and is a central contact person for parents.

Provision of high quality facilities, technology, equipment and materials to support experienced teachers and ancillary staff.

Honours Classes
Honours classes are offered for Year 7, Year 8 and Year 9 students in Humanities, Science, Mathematics and English. The entrance process commences in Term 3 with the submission of an application which is to contain NAPLAN results, report cards and other achievement reports from the student. Students are then invited to sit relative exams for the subjects they have applied for. The exam results are then processed and students are notified if they have been offered a place for the subjects they have applied for. A panel conducts interviews for students who have been offered entrance before approving their participation in the Honours classes. Students are able to apply for any or all of the four honours subjects on offer. Please note that there is an examination fee required for students sitting admittance exams for Honours.
Subject Selection
At North Lakes State College, we are committed to the implementation of the Australian Curriculum and Essential Learnings. School programs, based on Australian Curriculum and Queensland Studies Authority syllabuses are offered to all students in the eight key learning areas. These are:

<table>
<thead>
<tr>
<th>Compulsory Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Humanities (Geography &amp; History)</td>
</tr>
<tr>
<td>Health and Physical Education</td>
</tr>
<tr>
<td>Italian</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Languages (Italian Immersion - Invitation Only)</td>
</tr>
<tr>
<td>The Arts (Dance, Drama, Music, Art)</td>
</tr>
</tbody>
</table>

Technology (Business Studies, Food Studies, Graphics, Information & Communication Technologies, Materials Technology)

Overall Plan
As an overall plan, it is suggested that students choose subjects:
- They enjoy and in which they have already experienced some success.
- Which will help them determine which career pathway/s they wish to follow.
- Which will develop lifelong skills, attitudes and knowledge.

Please Note
- Students undertake compulsory subjects for the entire year.
- Students select electives subjects for six months. They will have the opportunity to change electives for Semester 2. This is dependent on class sizes, teacher availability and resourcing.
- The implementation of the National Curriculum may result in changes to some of the subjects in this guide. All information is correct at time of publication.
Compulsory Subjects
English (ENG)

Subject Description
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 9 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, reports, discussions, literary analyses, transformations of texts and reviews.

Course Outline

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Teenage Dirt Bag</td>
<td>A study of the representations of adolescents in the media.</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Buried Country</td>
<td>Examining changing representations of aboriginal and Torres Strait Islander peoples in literary texts.</td>
</tr>
<tr>
<td>Unit 3</td>
<td>I Need a Hero</td>
<td>Examining the way super heroes reflect and/or challenge the values of individuals and groups in different historical, social and cultural contexts.</td>
</tr>
<tr>
<td>Unit 4</td>
<td>The Bare Necessities</td>
<td>A study of the transformation of texts from literacy works to digital works.</td>
</tr>
</tbody>
</table>

Assessment Summary
English assessment in Year 8 consists of a minimum of two written, two spoken, and two reading comprehension tasks.

Equipment
- BYOD - Mid-range laptop or equivalent specification with USB port.
- Microsoft Office suite of products.
- USB Flash Drive
Mathematics (MAT)

Subject Description
The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

By the end of Year 8, students solve everyday problems involving rates, ratios and percentages. They recognise index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data.

Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine complementary events and calculate the sum of probabilities.

Course Outline
Students at North Lakes State College will study mathematical units of work from the Australian Curriculum which:

<table>
<thead>
<tr>
<th>Collaborate in learning environments that are inclusive and academically rigorous</th>
<th>Reflect the development stage of their mathematical learning</th>
<th>Connect to the real world and their interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show mathematical investigation and deep understanding of number and algebra, measurement and geometry, statistics and probability and problem solving</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment Summary
There is typically an exam each term and an assignment once per semester. This means there are typically three (3) assessment pieces used to determine a semester achievement grade.

Equipment
- BYOD - Mid-range laptop or equivalent specification with USB port.
- Microsoft Office suite of products.
- USB Flash Drive
- GeoGebra Software (available free for download from the GeoGebra website)
Science (SCI)

Subject Description
At North Lakes State College Junior Secondary, we hope to prepare students 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 their 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 including multiple intelligences.
- Create collaborative learning environments that are inclusive and academically rigorous.

Course Outline

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Chemistry</th>
<th>Unit 2</th>
<th>Earth Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Particles Matter</td>
<td></td>
<td>The Changing Earth</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Physics</td>
<td>Unit 4</td>
<td>Biology</td>
</tr>
<tr>
<td></td>
<td>Energy in my Lifestyle</td>
<td></td>
<td>Building Blocks of Life</td>
</tr>
</tbody>
</table>

Assessment Summary
Science assessment in Year 8 consists of one exam or one assignment per term.

Equipment
- BYOD - Mid-range laptop or equivalent specification with USB port.
- Microsoft Office suite of products.
- USB Flash Drive
Humanities

Subject Description
Students in Year 8 will complete one semester of Geography and one semester of History throughout the year. The content knowledge, understanding and skills gained in these subjects are essential for the senior phase of learning in Humanities. The assessment in Year 8 will provide students the opportunity to experience a range of assessment techniques that will also prepare them for their senior assessment requirements.
Geography (GEG)

Students will complete one semester of Geography throughout the year. The curriculum will focus on developing geographical understanding through sequential studies of the main characteristics of place, space and environments. Each year level has two sets of core ideas about specific characteristics through which students will cumulatively learn about the basic patterns, processes and principles that explain the geography of their world. One set focuses on the environmental characteristics of places, but also explores related human themes and the other focuses on their human characteristics, but also explores environmental themes.

Course Outline

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Landscapes and Landforms</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit focuses on how landforms are shaped, distinctive aspects of landforms and landscapes, and the environmental and cultural significance of landscapes to people in Australia and countries of the Asia region.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Changing Nations</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit focuses on the social, political and economic impacts of population redistribution on the human geography in a particular country. Investigations use studies from Australia, China and the United States of America.</td>
<td></td>
</tr>
</tbody>
</table>

Assessment Summary

- Multi Modal Presentation
- Short Response and Practical Exams

Equipment

- BYOD - Mid-range laptop or equivalent specification with USB port.
- Microsoft Office suite of products.
- USB Flash Drive
History (HIS)

Students will complete one semester of History throughout the year. The Year 8 Curriculum provides study of history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) - 1750 AD (CE). This was when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape. 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 students’ 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.

Course Outline

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>The Western and Islamic World - Medieval Europe (c590 - c1500)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society.</td>
<td></td>
</tr>
<tr>
<td>Significant development and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music.</td>
<td></td>
</tr>
<tr>
<td>Continuity and change in society in one of the following areas: crime and punishment, military and defence systems, towns, cities and commerce.</td>
<td></td>
</tr>
<tr>
<td>The dominance of the Catholic Church and the role of significant individuals such as Charlemagne.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Expanding Contacts - The Black Death in Asia, Europe and Africa (14th Century Plague)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God.</td>
<td></td>
</tr>
<tr>
<td>The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease.</td>
<td></td>
</tr>
<tr>
<td>The causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries.</td>
<td></td>
</tr>
<tr>
<td>The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague.</td>
<td></td>
</tr>
<tr>
<td>Other immediate and long-term effects of the Black Death, including labour shortages, peasant uprisings, the weakening of feudal structures, and increased social mobility.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>The Asia-Pacific World - Japan under the Shoguns (c794 - 1867)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The way of life in Shogunate Japan, including social, cultural, economic and political features (including the feudal system and the increasing power of the shogun).</td>
<td></td>
</tr>
<tr>
<td>The role of the Tokugawa Shogunate in reimpling a feudal system (based on Daimyo and Samurai) and the increasing control of the shogun over foreign trade.</td>
<td></td>
</tr>
<tr>
<td>The use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate. Theories about the decline of the Shogunate, including modernisation and westernisation, through the adoption of Western arms and technology.</td>
<td></td>
</tr>
</tbody>
</table>

Assessment Summary

- Research Report
- Short Response Exams
- Stimulus Response Exams

Equipment

- BYOD - Mid-range laptop or equivalent specification with USB port.
- Microsoft Office suite of products.
- USB Flash Drive
Health and Physical Education (HPE)

Subject Description
Health and Physical Education is a highly valued and well-supported part of a student’s learning and development at North Lakes State College. Our focus is to encourage all students to actively participate in a variety of physical activities, games and fitness activities.

Health and Physical Education teaches students how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. It offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self and build and maintain satisfying relationships. It helps them to be resilient, make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to optimise their understanding of the influences on their own and others’ health, safety and wellbeing. They also learn to use resources for themselves and the communities with which they identify and to which they belong.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to confidently, competently and creatively participate in a range of physical activities. Students develop expertise in movement skills, physical activities and movement concepts as a foundation for lifelong physical activity participation and enhanced performance. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. Movement is a powerful medium for learning through which students can acquire, practise, and refine personal, behavioural, social and cognitive skills.

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

Course Outline
The Health and Physical Education (HPE) Key Learning Area is organised into two strands. Students will study units from each strand:

<table>
<thead>
<tr>
<th>Personal, Social and Community</th>
<th>Movement and Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitness</td>
<td>Students may select from the following activities</td>
</tr>
<tr>
<td>Alcohol &amp; Other Drugs</td>
<td>Volleyball</td>
</tr>
<tr>
<td>Body Image &amp; Self Esteem</td>
<td>Table Tennis</td>
</tr>
<tr>
<td>Sun Safety</td>
<td>Futsal</td>
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<tr>
<td></td>
<td>Oz Tag</td>
</tr>
<tr>
<td></td>
<td>Orienteering</td>
</tr>
<tr>
<td></td>
<td>Tee Ball</td>
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<tr>
<td></td>
<td>Walla Rugby</td>
</tr>
<tr>
<td></td>
<td>Basketball</td>
</tr>
<tr>
<td></td>
<td>Tennis</td>
</tr>
<tr>
<td></td>
<td>Archery</td>
</tr>
<tr>
<td></td>
<td>Touch Football</td>
</tr>
<tr>
<td></td>
<td>Euro Handball</td>
</tr>
<tr>
<td></td>
<td>Street Hockey</td>
</tr>
</tbody>
</table>

Assessment Summary
Health and Physical Education will include both written tasks and non-written tasks to assess these criteria. Students should expect at least one physical task and one written task per term. Assessment Tasks will include:
- Written tasks (e.g. exam essays, research tasks, journals, performance tasks).
- Physical tasks (e.g. speed and accuracy of responses, performance of offensive and defensive strategies).

Uniform Requirements
Students must be dressed appropriately for practical work. On the days where practical lessons are scheduled, students are to wear their school sport uniform (as per North Lakes State College Uniform Policy) complete with North Lakes State College cap or hat.

Equipment
- BYOD - laptop with minimum CORE i5 with preference for Mac
Italian (ITL)

Subject Description
Italian is a compulsory subject in Year 8. The aim of Italian at North Lakes State College is to provide students with a knowledge base of both the Italian language and culture.

Learning a second language also improves students’ literacy and problem-solving skills and promotes an appreciation of diversity. This is achieved through communicative activities which allow the students to develop the four macro skills central to language learning: listening, speaking, reading and writing.

Course Outline

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>La Bella Italia</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Beautiful Italy</td>
</tr>
<tr>
<td>Unit 2</td>
<td>La Cucina Italiana</td>
</tr>
<tr>
<td></td>
<td>The food of Italy</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Made in Italy</td>
</tr>
<tr>
<td></td>
<td>Italy in manufacturing and design</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Forza Italia!</td>
</tr>
<tr>
<td></td>
<td>Go Italy!</td>
</tr>
</tbody>
</table>

It is recommended that students of Italian should be dedicated to their studies, hard-working and show initiative. 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.

Students are required to have achieved at least a ‘C’ in both semesters of Year 8 Italian to continue with the subject in Year 9. Entry to new students in Year 9 is at the discretion of the Head of Department International Studies. Students from an Italian language background may wish to apply to the Head of Department International Studies to enter the Italian Immersion Program in Year 9.

Assessment Summary
Students are required to complete a variety of assessment tasks in Reading, Writing, Speaking and Listening.

These tasks include:
- Exams
- Pre-prepared pieces of work

Equipment
- BYOD - laptop with minimum specifications
**Elective Subjects**

**Guidelines**
Students choose two (2) electives from the Learning Areas of:

<table>
<thead>
<tr>
<th>The Arts</th>
<th>Technology</th>
<th>Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance</td>
<td>Business Studies</td>
<td>Italian Immersion (Invitation Only)</td>
</tr>
<tr>
<td>Drama</td>
<td>Food Studies</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>Graphics</td>
<td></td>
</tr>
<tr>
<td>Visual Art</td>
<td>Information &amp; Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technologies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Materials Technology</td>
<td></td>
</tr>
</tbody>
</table>

By the end of Year 8 students must have studied at least one (1) subject from The Arts and at least one (1) subject from Technology.
Dance (DAN)

Subject Description
This subject prepares young people with 21st century skills and resources. 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 creating, presenting and responding, students will develop skills transferrable across subjects including: problem-solving, group work, creative and critical thinking, communication, adaptability, multi-tasking and leadership.

Course Outline

<table>
<thead>
<tr>
<th>Unit 1 From Hip Hop to Funk</th>
</tr>
</thead>
<tbody>
<tr>
<td>An exploration of the hip hop dance style and its cultural, societal and historical influences. This unit has a strong choreographic and performance focus, with research into the history of the development of the dance style including dance specific vocabulary.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2 Exploring Contemporary</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this unit, students will develop practical and theoretical knowledge of Contemporary dance. Students will learn a teacher directed Contemporary dance; analyse photographic images portraying contemporary elements and live performance; and, choreograph a theme-based contemporary dance. Students will also investigate the historical influences on the Contemporary dance style.</td>
</tr>
</tbody>
</table>

Prerequisites
- Independent learner
- Ability to move freely
- Energy and motivation
- Able to work in groups
- Complete tasks both supervised and in own time

Assessment Summary

Unit 1 Students will be required to choreograph a dance in small groups based on the hip hop style to their own choice of music. They will learn a teacher directed dance in the hip hop style and they will complete a written exam based on origins of the style.

Unit 2 Students will choreograph a dance in groups to be used to develop an instructional DVD.

Equipment
- BYOD - laptop with minimum CORE i5 with preference for Mac.
Subject Description
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.

Middle School drama spans a wide range of topics which endeavor to encourage personal and social growth as well as a broader understanding of our present through the study of the past. Students will learn to interpret and re-tell well-known stories, create their own and develop a deeper understanding of the dramatic languages.

Drama is a sequential and developmental course and is best studied as a year-long program for the most valuable experience, particularly if the study of Senior Drama is an objective.

Course Outline

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>On the Spot - Improvisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the Spot is an introduction to improvisation and its conventions. Students will gain skills in forming and presenting Drama. As students become more confident with the Dramatic Elements and Conventions, they will begin to learn how to approach script as an actor and the skills associated with taking script from the page to the stage. Students will experience performing for a live audience.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Spotlight on Script - Scripted Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>The focus of this unit is on the process of bringing play scripts to life in performance. Students will explore and reflect on a range of performance texts to discover ways of making meaning of the printed text and transforming their understanding into performance. Dramatic roles will be communicated through dramatic improvisation and role play while exploring issues, themes concepts or texts. Students will select and apply appropriate performance skills in the preparation for presentation, employing effective vocal and expressive techniques in performance.</td>
<td></td>
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<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Bite Sized Theatre - Reduced Theatre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bite-sized Theatre challenges students to work with the Dramatic Elements and Conventions to take a story or play script and present it as a short drama. Students will learn to identify key information and use Dramatic Conventions to edit and shape drama as a way of communicating their ideas clearly and creatively. Knowledge of the Dramatic Elements will be consolidated and extended. Students will have wide ranging experiences such as planning, scriptwriting, costuming, rehearsing and directing. Important work skills will also be developed such as teamwork, communication skills, presentation skills, time management skills, initiative and leadership.</td>
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</table>

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>Scattered Lives - Scripted Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit is an exploration of an important social issue through a range of practical activities including process drama. Students are challenged to consider global issues in a way that not only consolidates and extends their improvisation skills but extends their knowledge and understanding of the Dramatic Elements and Conventions. Students will be required to use their performance skills to present scripted material as well as respond to scripted material and the Dramatic Elements and Conventions. The key play text used in this unit is “Scattered Lives”.</td>
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</tbody>
</table>

Prerequisites
- Ability to work in groups
- The ability to accept and give constructive criticism
- To be open to new experiences and ways of working
- A willingness to express and justify opinions
- a willingness to arrange rehearsals outside class time

Assessment Summary
The students will be assessed continuously during the semester through both practical and theoretical tasks. There are three components to assessment and may be carried out through the following examples:

- Forming: Creating drama
- Presenting: Performing scripted or original material before a live audience
- Responding: Evaluations, written exam and written analysis of recorded or live performance

Equipment
- BYOD - laptop with minimum CORE i5 with preference for Mac.
Music (MUS)

Subject Description
Students who select Music need to have a keen interest in studying all aspects of music including history, theory and performance. It is not necessary to have any prior experience as the course caters for all levels of musical abilities.

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, childcare and arts administration. Music is also an effective outlet for students with creative and analytical potential.

Course Outline

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Giants of Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course begins with a study of western music history discovering all the ‘big names’ from each era, such as Mozart and Beethoven. Students will refresh and expand their basic knowledge of music theory and be introduced to helpful software programs (such as MuseScore or Garage Band that can assist with composition).</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2</th>
<th>World Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will explore music from around the world as they are introduced to foreign instruments and styles of music. Students will perform pieces from various countries using the skills they have developed throughout the semester.</td>
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</table>

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Roll Over Beethoven</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will explore the world of pop music and develop skills on keyboard, guitar and drums.</td>
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</table>

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>Instruments of the Orchestra</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will familiarise themselves with the orchestra and its wide variety of sounds.</td>
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</tbody>
</table>

Prerequisites
- Self-motivated
- Able to follow directions
- Able to manage time effectively
- Have the ability to complete set tasks under direct and indirect supervision

Assessment Summary
The students will be continuously assessed throughout the semester.
Assessment will consist of:
- A written/aural exam
- A practical performance
- A composition
- Aural skills test

Equipment
- BYOD - laptop with minimum CORE i5 with preference for Mac.
Visual Arts (ART)

Subject Description
The Year 8 Visual Arts Course introduces students to the process of designing and making arts works in response to design problems. Two semesters (units) of Visual Arts are offered in Year 8. The focus in this subject is on students creating, responding, presenting, reflecting and appraising images and objects. Students learn how to write an art appraisal, inclusive of an introduction, description and analysis. They develop their understanding of the art elements and concepts of design. Students get satisfaction and enjoyment from making images and objects, and displaying them.

Students learn and use the Visual Arts Elements and Principles of Design when creating and responding to various stimuli. They are provided with a variety of 2D and 3D experiences, which involve the use of various mediums. Students are provided with collage, modelling, drawing and painting tasks that allow for the development of their creativity, skills and understandings.

Course Outline

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Dali's Dilemma and Hair Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students examine the 20th century art movement Surrealism and create a Surrealist collage using specific Elements and Principles of Art, demonstrating their understanding of Surrealist concepts. Using oil pastels, students produce a drawing based on the back of their head, exploring the use of pattern and various mark making techniques to create tone and texture.</td>
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<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Groovy Guitar</th>
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<tbody>
<tr>
<td>Using acrylic paint on canvas, students design either a representational or non-representational composition using the form of a guitar as inspiration. Design processes, colour schemes and various painting techniques are explored. Students complete a short answer test to demonstrate their understanding of the Elements and Principles of Art.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Dreaded Dragons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing inspiration from books, stories and films, students create a clay fantasy dragon. Appropriate Visual Arts language is used to provide a written description of a dragon, demonstrating their understanding of the Elements and Principles of Art.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>Creative Collage</th>
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</thead>
<tbody>
<tr>
<td>Students experiment with a variety of drawing media before creating a resolved A3 drawing that utilises a combination of media and explores hybrid fusions of hats and animal features.</td>
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</table>

Prerequisites
- A love of Visual Arts, and a reflective and self-directed learner
- A complex thinker; a responsive creator, an active investigator
- An effective communicator (both visually and verbally)
- A participant in an interdependent world
- A knowledgeable person seeking deeper understanding

Visual Arts makes a unique contribution to lifelong learning by cultivating habits of mind and dispositions that facilitate the development of these valued attributes.

Assessment Summary
Visual Arts students are assessed in relation to: creating, responding, reflecting, presenting and appraising images and objects. A student's Visual Arts results will be based on the making task in each unit; an assignment in Unit 3, a test in Unit 2 and journal work in every unit. Students are to maintain a well presented art journal that contains classroom exercises, notes, sketches, skill building exercises, media experiments, collected resources and written reflection within specified timeframes. They are to present headings, margins and pages artistically and the journal should demonstrate visual and verbal evaluations and reflections about the different creative processes explored during the unit of work.

Types of assessment include:
- Creating Images and Objects, Students engage in making images and objects by designing and creating two-dimensional and three-dimensional forms using variety of materials, processes and functions.
- Reflecting and presenting, through the making process, students communicate their ideas, feelings, experiences and observations of their worlds.
- Appraising Images and Objects Students describe, analyse, interpret and evaluate their own and others’ images and objects.

Equipment
- BYOD - laptop with minimum CORE i5 with preference for Mac.
Business Studies (BST)

Subject Description
Business Studies gives students the opportunity to develop their understanding of economics and business concepts by exploring what it means to be a consumer, a worker and a producer in the market, and the relationships between these groups. Students explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business success. Setting goals and planning to achieve these goals are vital for individual and business success, and students consider approaches to planning in different contexts, while also considering different ways to derive an income.

Students will seek to enhance basic keyboarding and computing skills, combining these with an introduction to Business Studies. This will entail working towards achieving a basic/intermediate level of operation of the MS Office Suite of programs, particularly MS Word, MS PowerPoint, MS Excel and MS Publisher.

Mastery of these skills provides solid foundations for Information Technology literacy and lifelong learning, transferring relevant skills to almost any area of future employment. Basic business operational skills will be explored and students will examine areas such as petty cash, introductory economics and electronic communication and office protocols.

Course Outline
(Please note: Units may be subject to change due to technology requirements etc.)

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business and You</td>
<td>Financial Literacy</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Unit 4</td>
</tr>
<tr>
<td>Business and Finance</td>
<td>Building Business in Australia</td>
</tr>
</tbody>
</table>

Prerequisites
- To be self-motivated
- To adapt skills taught / learned in varied situations
- To use initiative in group situations
- The ability to follow directions
- To complete set tasks under direct and indirect supervision
- An interest in business operations incorporating computer software programs

Assessment Summary
Business Studies engages in the basic/intermediate operation of MS Word/MS PowerPoint/MS Publisher/MS Excel, ergonomics and the applications of general business practices.

It also encourages students to become engaged in relevant case studies and practical applications in the business world.

Business Studies will focus on the practical planning, organisation and management of projects preparing students for cross-curricular and practical applications of electronic literacy.

Students will develop demonstrated skills relevant to the successful operation of an office workplace environment extending to office machines and protocols.

Equipment
- BYOD - Mid range laptop or equivalent specification with USB port
- Microsoft Office Suite
- USB Flash Drive
Food Studies (FDS)

Subject Description
The aim of the subject is for the student to:

Develop skills in the basic principles of cookery, safety and hygiene. Gain an understanding of appropriate work methods and use of equipment and utensils. Recognise the importance of good nutrition throughout life.

Course Outline

<table>
<thead>
<tr>
<th>Kitchen Connections</th>
<th>Skills and Thrills</th>
<th>Putting it Together</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kids in the Kitchen</td>
<td>Snack Attack</td>
<td>I’m in a Hurry</td>
</tr>
<tr>
<td>What’s for Lunch?</td>
<td>Let me Cook Dinner</td>
<td>Healthy Breakfast</td>
</tr>
</tbody>
</table>

Prerequisites
- Self-motivated
- Able to use initiative in group situations
- Able to follow directions and work safely
- Interested in cooking
- Good organisational skills
- Able to complete set tasks under direct and indirect supervision

Assessment Summary
The students will be continually assessed throughout the semester. Assessment will consist of practical cooking, theoretical exam and written assignment. Students are required to bring the necessary ingredients to cook each week.

Students must wear closed in, hard covered shoes, such as leather, as stated in the school dress code policy. Failure to do so will see them unable to enter the kitchen.

Equipment
- BYOD - laptop with minimum specifications
- Microsoft Office suite of products.
- USB Flash Drive
Graphics (GPH)

Subject Description
This subject introduces students to the basic design processes and concepts associated with Graphics. Students will solve design problems that relate to a variety of real life careers such as an architect, industrial designer, interior designer, engineer and draftsman. In all aspects of work, students will be placed in real life situations to develop a deep understanding of the use of Graphics in our world.

The knowledge and skill attained will enable the student to produce simple to complex sketches and drawings to provide the basis for further studies in Graphics in future years.

The emphasis in Year 8 will be placed on the fundamental skills associated with sketching and interpretation of given 2D and 3D tasks that are essential to providing suitable graphical representations for a variety of audiences.

Students will also be introduced to some computer aided drafting software including AutoCAD 2D and Inventor. Free software can be downloaded from the following site for student use: http://www.autodesk.com/education/free-software/featured

Students will become familiar with 3D printing and using 3D printers to design products for a particular audience. It should also be noted that a large recall of mathematical concepts and presentation techniques will be required to be successful in this subject.

Course Outline

<table>
<thead>
<tr>
<th>Unit 1 Fundamental Skills</th>
<th>Unit 2 Technology Futures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grid Proportioning</td>
<td>Design Folio / Challenge - 3D printed board game piece</td>
</tr>
<tr>
<td>Shading</td>
<td>Use of geometry in everyday life (AutoCAD 2D)</td>
</tr>
<tr>
<td>Inventor (CAD) Modelling</td>
<td>Indigenous style pattern</td>
</tr>
<tr>
<td>Interpreting drawings and measurements</td>
<td></td>
</tr>
<tr>
<td>Oblique sketching and rendering 3D objects</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3 Fundamental Skills</th>
<th>Unit 4 Technology Futures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Styles of writing</td>
<td>Design Folio / Challenge - 3D printed charity item</td>
</tr>
<tr>
<td>Shading</td>
<td>Use of geometry in everyday life (AutoCAD 2D)</td>
</tr>
<tr>
<td>Inventor (CAD) Modelling</td>
<td></td>
</tr>
<tr>
<td>Interpreting drawings and measurements</td>
<td></td>
</tr>
<tr>
<td>Isometric Sketching and rendering 3D objects</td>
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</tbody>
</table>

Prerequisites
- Interest in sketching and drawing
- Self-motivated and use of initiative
- Strong mathematical and interpretation skills
- Complete set tasks under direct and indirect supervisions (homework)
- Emphasis on presentation and producing quality work at all times
- Time management skills

Assessment Summary
Students will be assessed by a series of work folios that will consist of foundation work to prepare for design folio requirements. Students will be required to complete design folio work, which will involve research to meet audience requirements.

Mandatory Resource Requirements
- 2H and 4H pencils
- Compass (minimum 130mm span)
- Eraser
- Ruler
- Coloured pencils
- Set square - 45O (minimum 150mm in length)
- Set square - 30/60O (minimum 150mm in length)

Equipment
- BYOD - laptop with minimum specifications
- Microsoft Office suite of products.
- USB Flash Drive
Information and Communication Technologies (ICT)

Subject Description
Computers are an integral part of today’s work, study and leisure, and students must know how to use them effectively, efficiently and ethically. To realise this, the subject provides the flexibility needed to accommodate new and emerging technologies and the wide range of interests and abilities of the students who study it.

By using a task-oriented approach instead of a tool-oriented approach, emphasis is placed on using ICTs to solve problems or complete tasks. Tasks will come from a variety of areas including:

- Using ICTs competently
- Document production
- Online communication
- Digital Illustration
- Digital audio
- Making informed decisions
- Managing data
- Using ICTs ethically
- Engaging in self-directed learning
- Animation
- Multimedia authoring
- Communicating & working with others
- Striving for excellence & aiming for quality
- Employing safe & healthy procedures in the use of ICTs
- Managing time & resources effectively & efficiently

Course Outline

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Graphic Design - Adobe Photoshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2</td>
<td>Animation - Adobe Flash</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Graphic Design - Adobe Photoshop</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Introduction to Code</td>
</tr>
</tbody>
</table>

Prerequisites
Be an independent learner
Complete tasks both supervised and in own time
Be able to work in groups

Assessment Summary
Students will:

- Demonstrate practical understanding of ICT outcomes
- Complete one investigative assignment per term using the framework of Design, Develop and Evaluate
- Complete one short writing task per semester of 300-400 words related to units of work undertaken throughout the semester.

Equipment

- BYOD - Mid-range to high-range laptop (preferably high specification) with USB port.
- Adobe CC
- USB Flash Drive
Materials Technology (MTE)

Subject Description
Students will be making projects using wood, metal and plastics. The course encompasses use of basic woodworking and metalworking tools, interpreting drawings, cutting out, fixing together and finishing. This subject has both practical and theoretical components.

Course Outline

<table>
<thead>
<tr>
<th>Industrial Systems and Control</th>
<th>Graphical Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigating Problems</td>
<td>Product Design and Manufacture / Developing Prototypes</td>
</tr>
</tbody>
</table>

Students may also be involved in units of work that involve:
- Engineering
- Lathe Introduction
- Mechanisms

While the focus is generally design based, the students will work through exercises designed to:
- Improve and build hand skills
- Join and finish timber
- Use and manipulate metal
- Measurement/marking out
- Complete plastic thermoforming
- Safely use machine, hand and power tools

Prerequisites
- Self-motivated
- Use of initiative in group situations
- Ability to follow directions
- Adapt skills taught / learned in varied situations
- Complete set tasks under direct and indirect supervision

Assessment Summary
The students will be assessed continuously during the semester with particular emphasis on:
- General safety in the workshop
- Research of materials and processes
- Peer and self-evaluation of projects
- Organisation of ideas and materials
- Completion of project

Students need to wear leather shoes as stated in the North Lakes State College Uniform Policy. Failure to do so will see them unable to enter the workshop.
DANCE

GOLF

BASKETBALL

ITALIAN IMMERSION
Italian Immersion (IMI)

The Italian Immersion Program at North Lakes State College challenges students in Year 7 to Year 9 to experience learning in a new and exciting way. In Year 7, Immersion students are immersed in the study of the Italian language by receiving their Italian, Humanities, and Science lessons completely in the Italian language. Mathematics does not become part of the Immersion Program until Year 8.

Due to the nature of the program the students develop proficiency in Italian at an accelerated rate compared to students studying mainstream Italian. Immersion subjects follow the same study programs and units of work as the mainstream classes of the same year level.

Eligibility Criteria
Students must have achieved a B for Italian in Year 6 as well as a minimum of a B in English, Mathematics, Science and Humanities (Geography and History).

Students are required to complete an application. The application process occurs during Semester 2 of Year 6. All enquiries should be directed to the HOD Languages and ICT.

Students of Immersion should be dedicated to their studies, hard-working, show initiative and maintain a high level of achievement.

Assessment Summary
Students will be required to complete the same assessment as mainstream students for Science and Humanities.

Equipment
BYOD - laptop with minimum specifications
Microsoft Office Suite

Entry into this course is by application to the HOD Languages & ICT.

For further details and an application guide, contact the program director, Karen Britton
Phone: 07 3482 5581
Email: kbrit9@eq.edu.au
Signature Dance

As part of North Lakes State College’s Signature Program, we offer a highly successful extension dance program from Year 1 to Year 12 for students who are considering a career in the dance industry.

Entry into this signature program is through audition only. There are three troupes running within the College: Lil Kicks (Year 1 to Year 3), Mid Kicks (Year 4 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 and Culture 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 only a small fee to cover costumes and make-up. Students require a team uniform, tracksuit and shoes.

Goal of Program

- To continue in 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 8 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

- Entry via audition showing:
  - Demonstration of outstanding behaviour and understanding of Prep to Year 12 Culture in all College or school 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 technique, spatial perception and communication / performance skills.

For further details, see the College website or contact

HOD - The Arts,
Leisa Cooper
Phone: 07 3482 5686
Email: lcoop4@eq.edu.au
Signature Basketball

Goal of Program

- To offer basketball as an alternative to school sport.
- To continue in the growth and development of our current North Lakes State College basketball students, by providing a more enhanced specialised program.
- To develop the basketball and general athletic abilities of each student enrolled in the program.
- To provide specialised training for students and assist them in the understanding of how to improve and develop as a player.
- Provide opportunities to compete at various high level basketball competitions and assist in the development of each individual to reach their maximum potential.
- To develop a strong basketball culture within the school and wider community whilst developing morals and values prevalent in positive citizenship.

Eligibility Criteria

- Outstanding athletic ability as evidenced by fitness results.
- Demonstration of outstanding behaviour in all aspects of College life.
- Evidence of commitment to interschool sport and to personal fitness.
- Representative Player at district, regional or state level in basketball.
- Representative in club basketball, playing and training with local club.
- Member of a representative team for club basketball e.g. Wizards U14 div 1.
- Representative of state emerging basketball squad or state team member.

For further details and an application guide, contact the program director,

David Burnett
Phone: 07 3482 5555
Email: dburn78@eq.edu.au
Signature Golf

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.

**Goal of Program**

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. The program is conducted weekly before, during and after school and includes the following sessions:

- **Fitness (Tuesday Mornings):** Addresses stability, core and dynamic strength using state of the art equipment such as TRX, VIPR, BOSU and HART training equipment.
- **Skill Development (Wednesday Afternoons):** This session allows students to work on technical aspects of their game. All sessions are conducted at the North Lakes Golf Club and address all aspects of the game.
- **On Course Play (During School Sport):** Each week students are given the opportunity to hone their skills at the program’s host facility, North Lakes Golf Club. Students play under the supervision of PGA Professional, Anthony O’Connell. They work on their course management skills and also learn the finer details of the rules and etiquette of the game.

For further details, contact the program director,

Anthony O’Connell  
Phone: 07 3482 5775  
Email: golf@northlakescollege.eq.edu.au