



DAKABIN
STATE HIGH SCHOOL
The future lies within

Year 9 Curriculum Handbook

Commencing 2024



LEARNING | DISCIPLINE | COMMUNITY

Information within this handbook is subject to change



DAKABIN
STATE HIGH SCHOOL
The future lies within

Our Values – Junior Secondary

Our school offers a variety of learning opportunities to ensure that all students can excel. We have a strong academic and artistic focus, as well as an excellent reputation in our extra-curricular and sporting activities.

The Mission, Vision and Values of Dakabin State High School underpin all that happens across the school, including Junior Secondary.

At Dakabin SHS **Our Mission** is to:

- Provide a quality education to all students and be inclusive and supportive of diversity
- Promote an understanding within the school community that education is the key to success in a student's chosen pathway after school
- Utilise current research-based pedagogy to provide quality educational practices for all students in a supportive environment to improve learning outcomes

At Dakabin SHS **Our Vision** is:

To be a high performing school that develops a culture of learning that will enable our students to be resilient, healthy and successful citizens in the 21st century.

At Dakabin SHS **Our Values** are:

- **Learning**
I am responsible and accountable for my learning
- **Discipline**
I am positive in my attitude and approach toward learning
- **Community**
I communicate and collaborate respectfully with others to enhance my learning



Year 9 Curriculum Overview

Mainstream Timetable

Year 9	
Semester 1	Semester 2
English	
Mathematics	
Science	
Humanities	HPE
Year 9 Elective	
Year 9 Elective	Year 9 Elective



Year 9

Year 9 somewhat changes focus, and provides students with the opportunity to begin to narrow their focus in preparation for the transition into the Senior Phase of learning. This is achieved through the selection of elective subjects that are studied for the entire year. The core subjects are taught by four different teachers. This model allows for increased independence in readiness for senior.

Year 9	Semester 1	Semester 2
Core Subjects	English	English
	Mathematics	Mathematics
	Science	Science
	Pathways	Pathways
Alternate Semesters	Humanities or Health and Physical Education	Humanities or Health and Physical Education

Select any two Electives

Electives	Technology	Agricultural Science	Small Animal Studies	Food Science
		Industrial Technology and Design	Digital Innovations	Business and Economics
	The Arts	Dance		Media Arts
		Music	Drama	Visual Arts
	Other	Japanese		Geography
	Programs	Basketball Academy		Outdoor Education



English

Subject Information

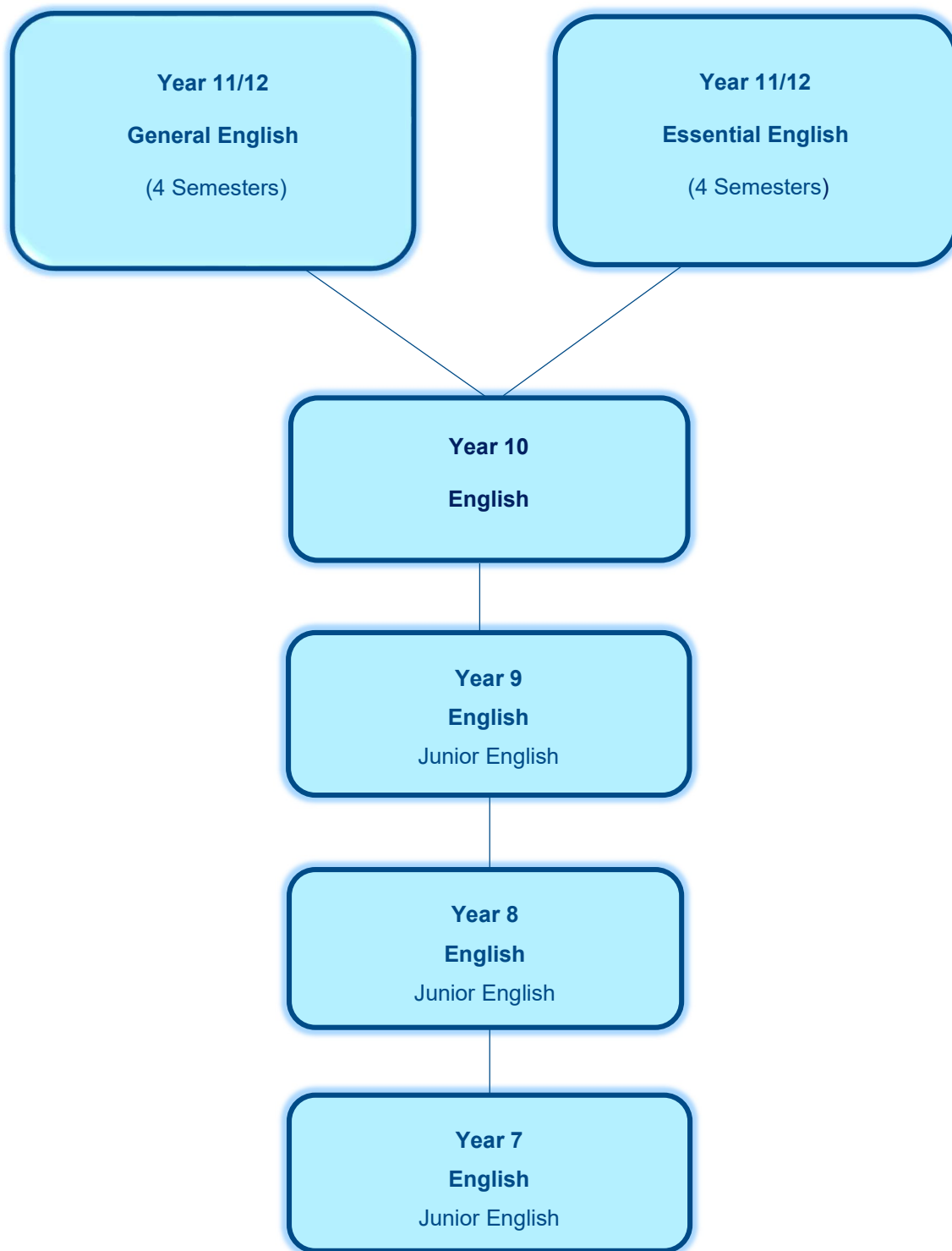
Participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The study of English also helps students to engage imaginatively and critically with literature from a range of cultures. In English, students will learn to listen to, read, view, speak, write, create and reflect on a range of texts. They will appreciate, enjoy and use the English language to evoke feelings, convey information, form ideas, entertain, persuade and argue. Furthermore, students will understand how Standard Australian English works in its spoken and written forms to create meaning.

	Brief Description	Assessment Requirements
Unit 1	What If? How can you make the world a better place?	Persuasive written (with reflection) 600-800 words under exam conditions
Unit 2	The Hero's Journey	Imaginative vignette (short story with reflection) 600-800 words
Unit 3	A Novel Approach	Analytical Written, 600-800 words
Unit 4	The Revolution Would Not Be Televised – slam poetry	Analytical multi-modal; individual 4-6min

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
------------------	---



English Pathways





Mathematics

Subject Information

Year 9 Mathematics course at Dakabin SHS is aligned to the Australian Curriculum and is developed to prepare students for success for Mathematics during their Junior Secondary years of education.

Students will take part in Current Units of work that include:

- Number and Algebra
- Measurement, Geometry
- Statistics and Probability

The Australian Mathematics curriculum has four proficiency strands. These are understanding, fluency, problem solving and reasoning. These strands enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

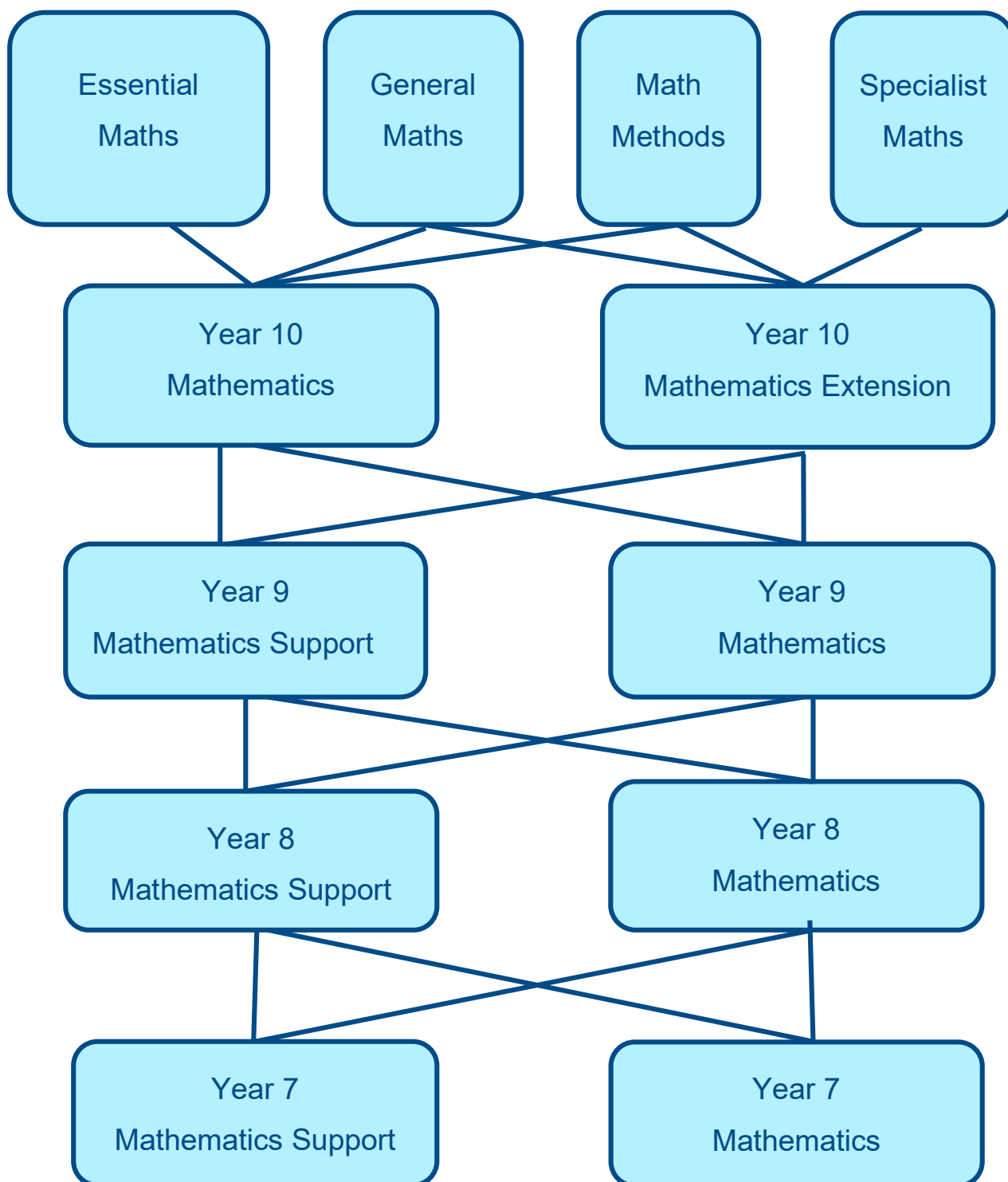
	Brief Description	Assessment Requirements
Unit 1	Measurement - Using Units of Measurement Geometric reasoning	Formative Assessment: What do you Know? Problem Solving and Modelling Task Summative Assessment: Examination
Unit 2	Number, Algebra and Geometry - Money and Financial Mathematics, Real Numbers and Pythagoras	Formative Assessment: What do you Know? Summative Assessment: Examination
Unit 3	Number, Algebra and Geometry – Trigonometry and Linear and Non-Linear Relationships	Formative Assessment: What do you Know? Summative Assessment: Examination
Unit 4	Statistics - Data Representation and Interpretation, Calculate Probabilities in Two-step Experiments	Formative Assessment: What do you Know? Problem Solving and Modelling Task Summative Assessment: Examination

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
-------------------------	---



Mathematics Pathways

Year 11 / 12





Science

Subject Information

Students explore evidence for the various scientific theories and develop viewpoints on the impact of scientific discoveries. Their investigations show increased attention to accuracy in measurement and collation of data, and importance of evidence in their conclusions.

Typically, students will:

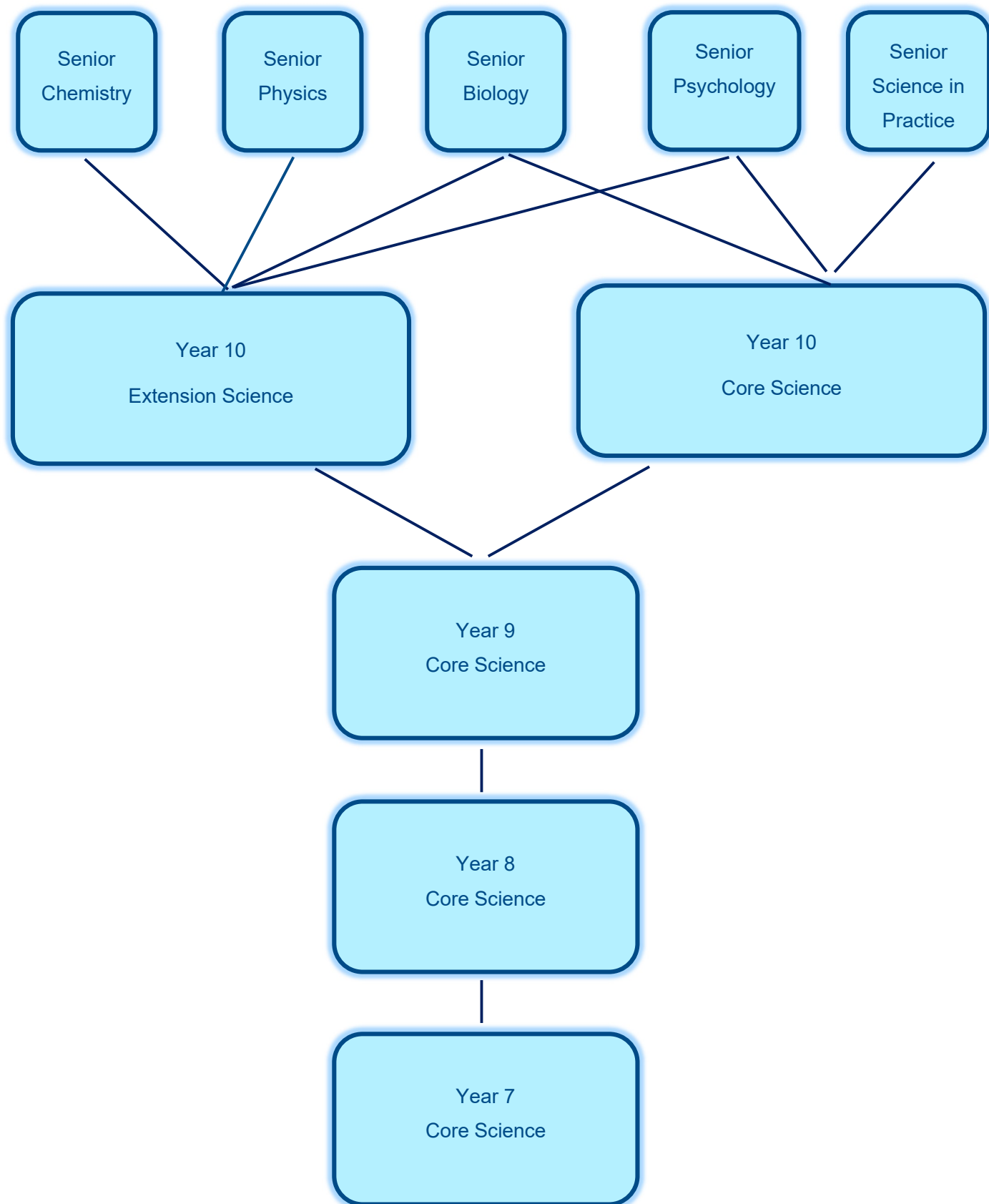
- Investigate body systems and ecosystems as examples of interdependent, interactive systems
- Investigate changes in our genes that effect both our characteristics and evolutionary history
- Deepen their understanding of changes in chemical systems that can be caused by changes at the atomic level
- Investigate how the wave and particle theory can explain the behaviour of light
- Deepen their understanding of physical laws of motion
- Critically analyse and evaluate claims and approaches used to solve problems, while considering ethics involved and how people's lives might be affected.
- Critically consider the importance of science-based careers

	Brief Description	Assessment Requirements
Unit 1	Earth Science – The Changing Earth	Exam, Short Response, Written
Unit 2	Biology – Ecosystems, My Life in Balance	Student Experiment – Scientific report
Unit 3	Physics – Types of Energy	Research Investigation – Scientific report
Unit 4	Chemistry – Chemical Reactions	Student Experiment – Scientific report

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
------------------	---



Science Pathways





Humanities: History

Subject Information

In year 9 History is compulsory for one semester- students work with Historical content and evidence that stimulates their curiosity and imagination. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations and communicate effectively.

Historical knowledge is fundamental to understanding ourselves and others. In year 9 History, students explore an era revolution (e.g. Haitian, Industrial), the movement of people in the 19th century as well as World War One. In year 9, History is studied for ONE semester only. For the final few weeks of year 9 students explore a mini unit of Geography that explores food security.

	Brief Description	Assessment Requirements
Unit 1	Revolution and Movement of People	Source Investigation - project
Unit 2	World War ONE – The Making of Legends	Combination Exam
Unit 3	Geography Taster- How safe is your food?	Mini Project – Formative

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
------------------	---



Humanities Pathways

Senior
Modern
History

Senior
Legal Studies

Senior
Geography
Studies

Senior Social
and
Community
Studies

Applied
Tourism

Cert III
Business or
Applied
Business

Year 10

(One Semester ONLY)

History: World War II- Globalisation
Rights and Freedoms

Year 9

(One Semester ONLY)

History: Revolution- industrialisation
Movement of People
World War I

Year 8

History

Medieval Life in Europe – Vikings Vs Samurai

Geography

Dead Reckon: Place and Liveability - Urbanisation

Civics and Citizenship

Governing a New World.

Year 7

History

Archaeology, Ancient Egypt & Australia

Business/ Economics

A business pitch about water

Geography

Water in the World + Traditional Land Management



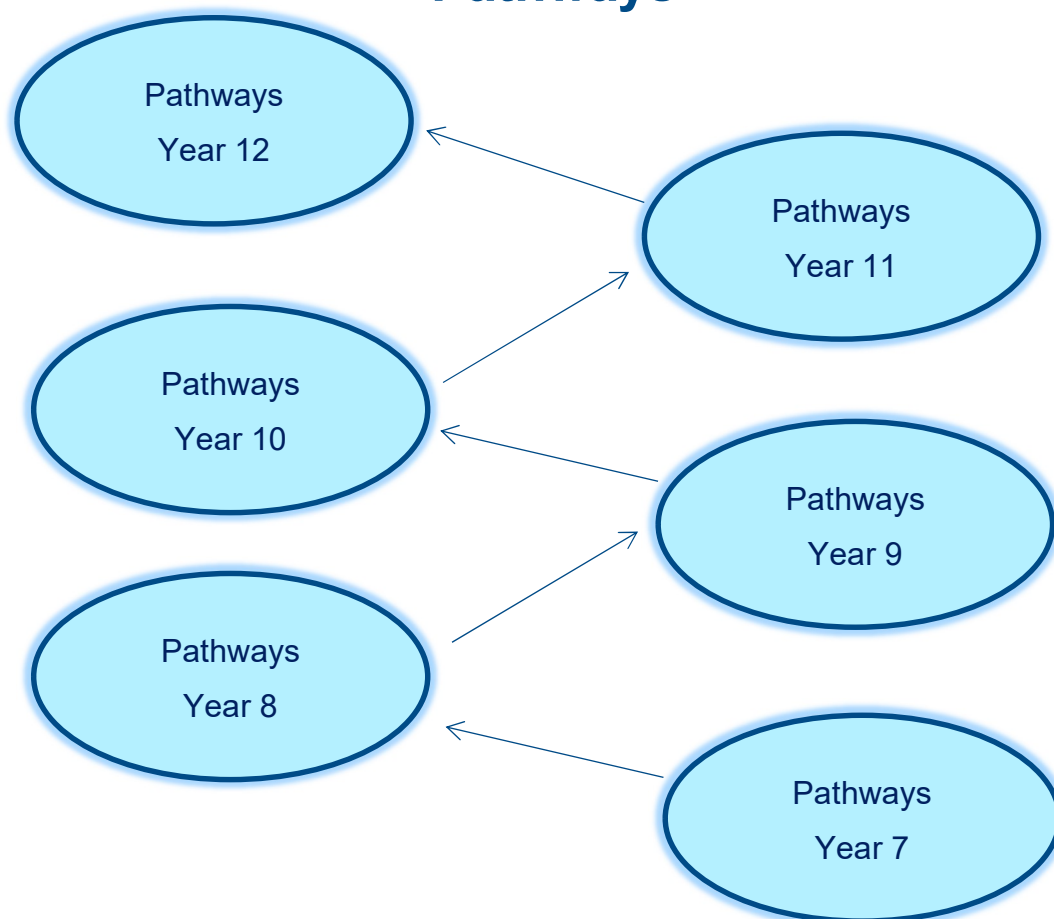
Pathways

Our students engage in a variety of learning experiences that incorporate developing their knowledge of topics that are relevant to them one day per week. This ranges from knowledge to keep students healthy, looking to the future and career pathways.

	Brief Description	Assessment Requirements
Unit 1	Varies – Dependant on cohort needs	No Assessment Requirements
Unit 2	Varies – Dependant on cohort needs	No Assessment Requirements
Unit 3	Varies – Dependant on cohort needs	No Assessment Requirements
Unit 4	Varies – Dependant on cohort needs	No Assessment Requirements

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Notebook, black and red pens, pencils, eraser, highlighter, glue stick

Pathways





Health and Physical Education

Subject Information

The Year 9 Health and Physical Education curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity and propose strategies that support the development of preventive health practices that build and optimise community health and wellbeing.

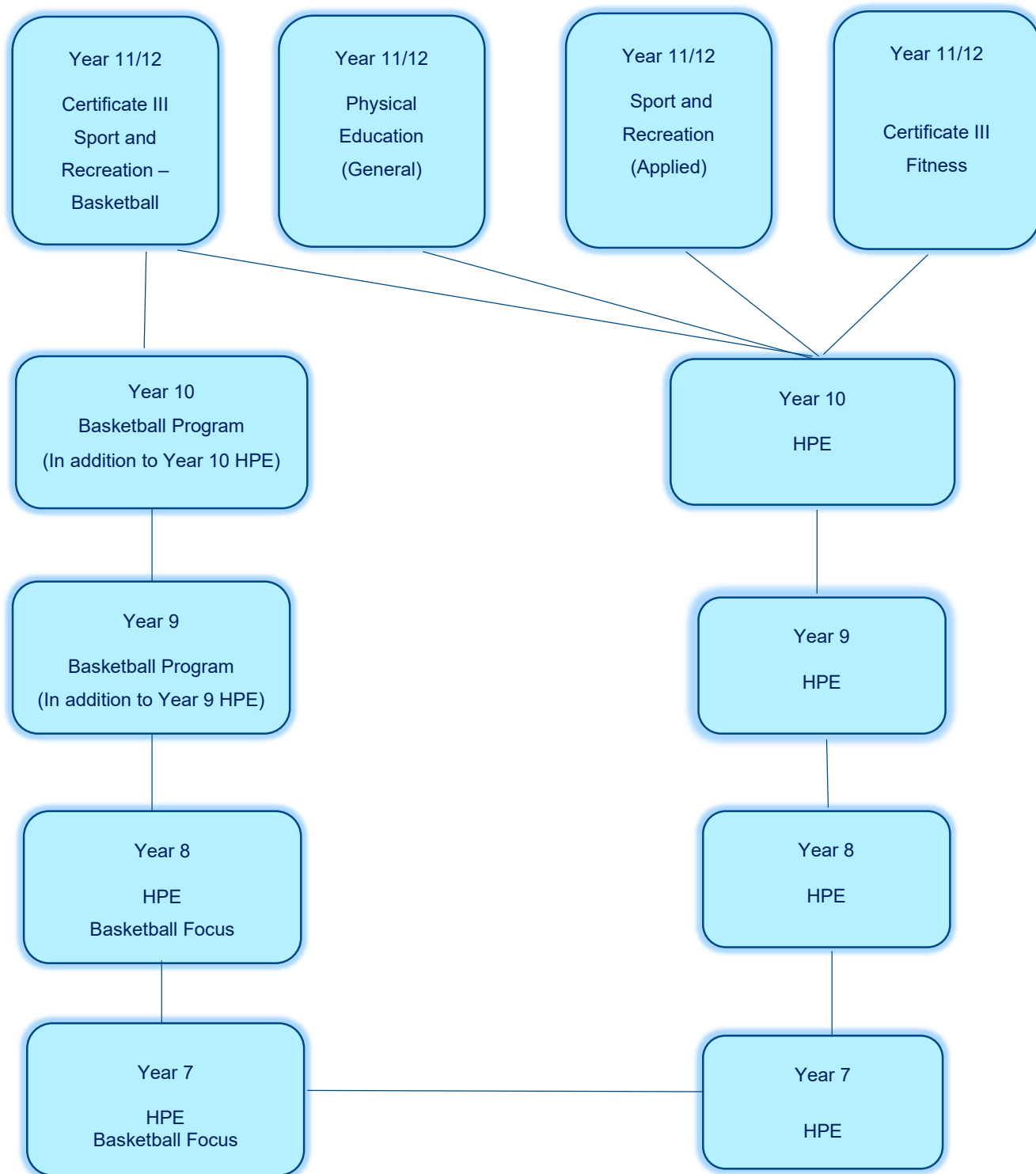
In Year 9, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how physical activity and sport participation influence an individual's identities and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate the personal and social skills necessary to demonstrate leadership, teamwork and collaboration in a range of physical activities.

	Brief Description	Assessment Requirements
Unit 1	Mental Health in Australia	Examination Essay
Unit 2	Tactical Awareness	Practical Task
Unit 3	Moving More Matters	Investigation Extended Response

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
------------------	---



Health and Physical Education Pathways



Electives



Languages Other than English (LOTE)

Languages Other Than English (LOTE) is one of the prescribed learning areas that are studied in Years 7 and 8. **Japanese** is the LOTE offered at Dakabin State High School.

Japanese Subject Information

Students will build further on the knowledge and understanding of Japanese language systems established in Year 7 and 8. They cover a range of topics with the goal of communicative language development through communicating and comprehending a range of Japanese texts. They have the opportunity to represent the school by volunteering as an 'International Study Buddy' when our visiting groups from Japan to put their studies into practice.

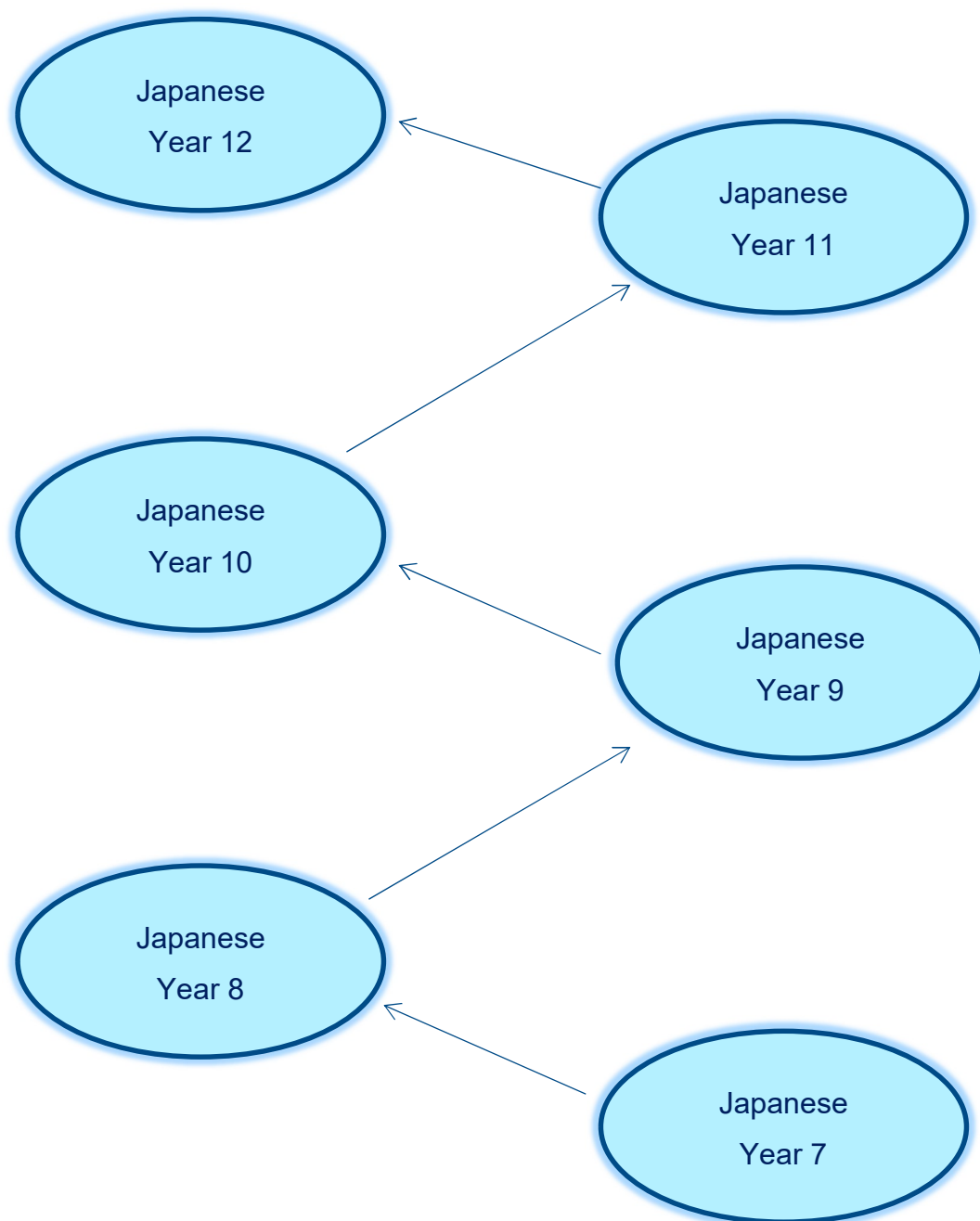
	Brief Description	Assessment Requirements
Unit 1	'Celebrations and Festivals'	Children's Picture Book
Unit 2	'Milestones and Memories'	Photo Album with captions
Unit 3	'Is Fast Food healthy?'	Reading Exam
Unit 4	'World of Shopping'	Listening Exam

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
------------------	---



LOTE Pathways

Knowledge of a second language is becoming more and more important in our world today. Many businesses look for this skill in their employees, and the ever-expanding tourism and hospitality industries are constantly looking for staff with the knowledge of another language.





Design and Technologies: Agricultural Science

Subject Information

Students can elect to study Agricultural Science for twelve months. Students will be studying animal and plant related topics and take part in practical activities on our working farm. This course contains both theory and practical components.

	Brief Description	Assessment Requirements
Unit 1	Alternative farming	Folio of work
Unit 2	Livestock Husbandry	Project: design and create an animal husbandry calendar
Unit 3	Poultry	Project: design of a Chicken coop
Unit 4	Agricultural Technology	Investigation

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Other Information:	Students must be willing to: <ul style="list-style-type: none">• wear their own hat when working on the school farm.• follow instructions and work safely as directed.• get their hands dirty and work with animals, plants, soil and small machinery.



Design and Technologies: Small Animal Studies

Subject Information

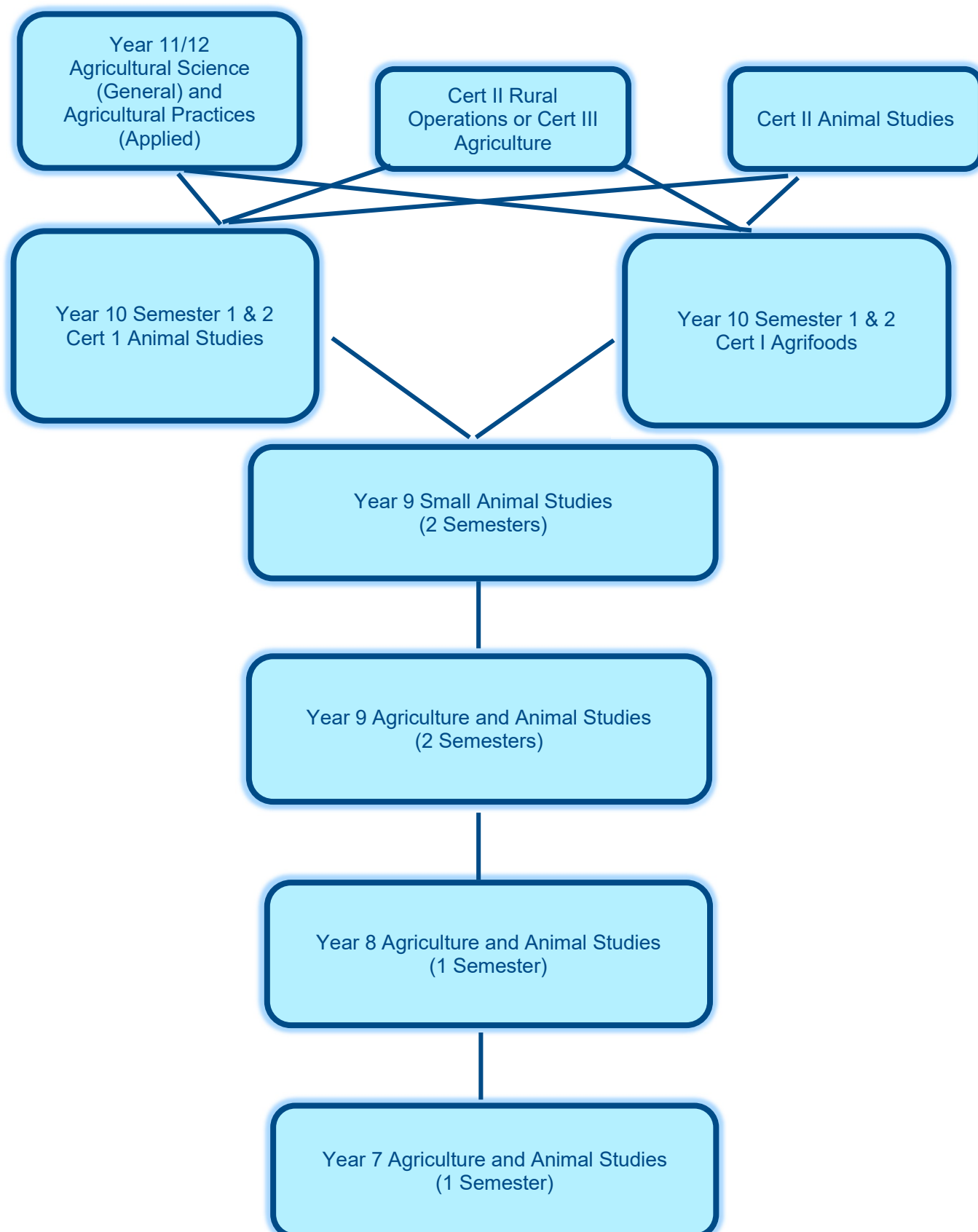
Students can elect to study Small Animal Studies for twelve months. Students will be studying companion and farm animals and related topics and take part in practical activities on our working farm. This course contains both theory and practical components.

	Brief Description	Assessment Requirements
Unit 1	Handling Livestock	Design a handling facility to reduce stress on the animal
Unit 2	Marketing Livestock	Design a promotional video
Unit 3	Animal Welfare	Design an Animal first aid kit
Unit 4	Animal Nursery	Design and develop a promotional package for an animal nursery business.

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Other Information:	Students must be willing to: <ul style="list-style-type: none">• wear their own hat when working on the school farm.• follow instructions and work safely as directed.• get their hands dirty and work with animals, plants, soil and small machinery.



Agricultural Science Pathways





Design and Technologies: Food Science

Subject Information

Year 9 Food Studies gives students the opportunity to develop knowledge of design and technologies occupations and their impact on design decisions. Students will evaluate the features of technologies, select and use appropriate safety, hygiene and cookery principles to create and produce designed solutions independently and/or collaboratively. Students will develop their own criteria for success to evaluate their ideas, solutions, production and management plans.

Introducing Hospitality provides students with the opportunity to create a digital presentation to demonstrate the correct and safe use of kitchen equipment when producing a product. Daka Eats explores take away food venues and the creation of a healthy home-cooked version of take away meals.

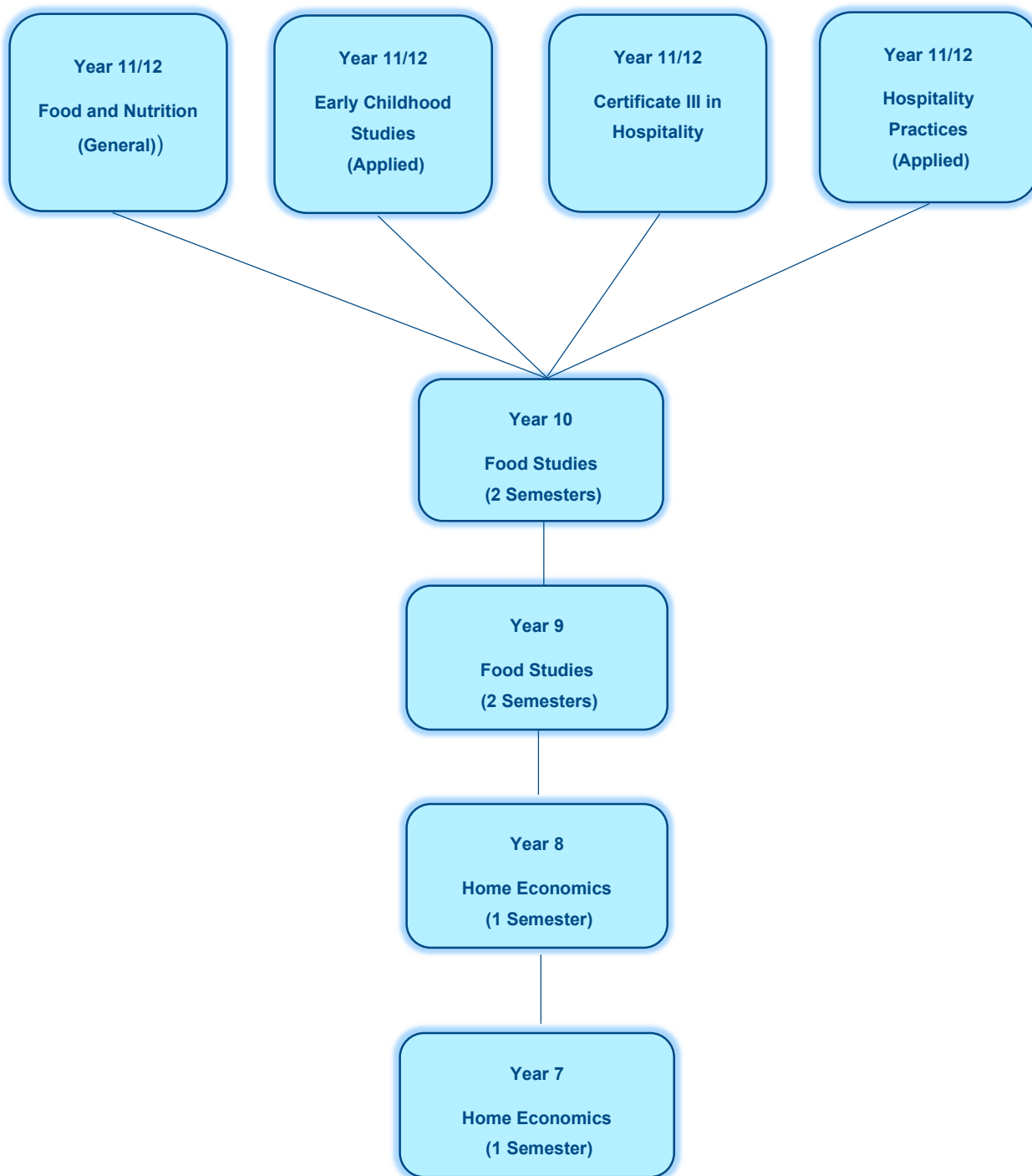
Restaurant Practices engages students in the process of designing and producing a food magazine feature page, incorporating sustainability, whilst they continue to develop their knowledge and application of hygiene, safety, and basic cookery principles.

	Brief Description	Assessment Requirements
Unit 1	Introducing Hospitality	Collection of Work
Unit 2	Daka Eats	Designed Solution: Daka Eats Takeaway
Unit 3	Restaurant Practices	Supervised Assessment
		Designed Solution: Super Salad

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
------------------	---



Food Science / Hospitality/ Design and Technology Pathways





Design and Technologies: Industrial Technology and Design

Subject Information

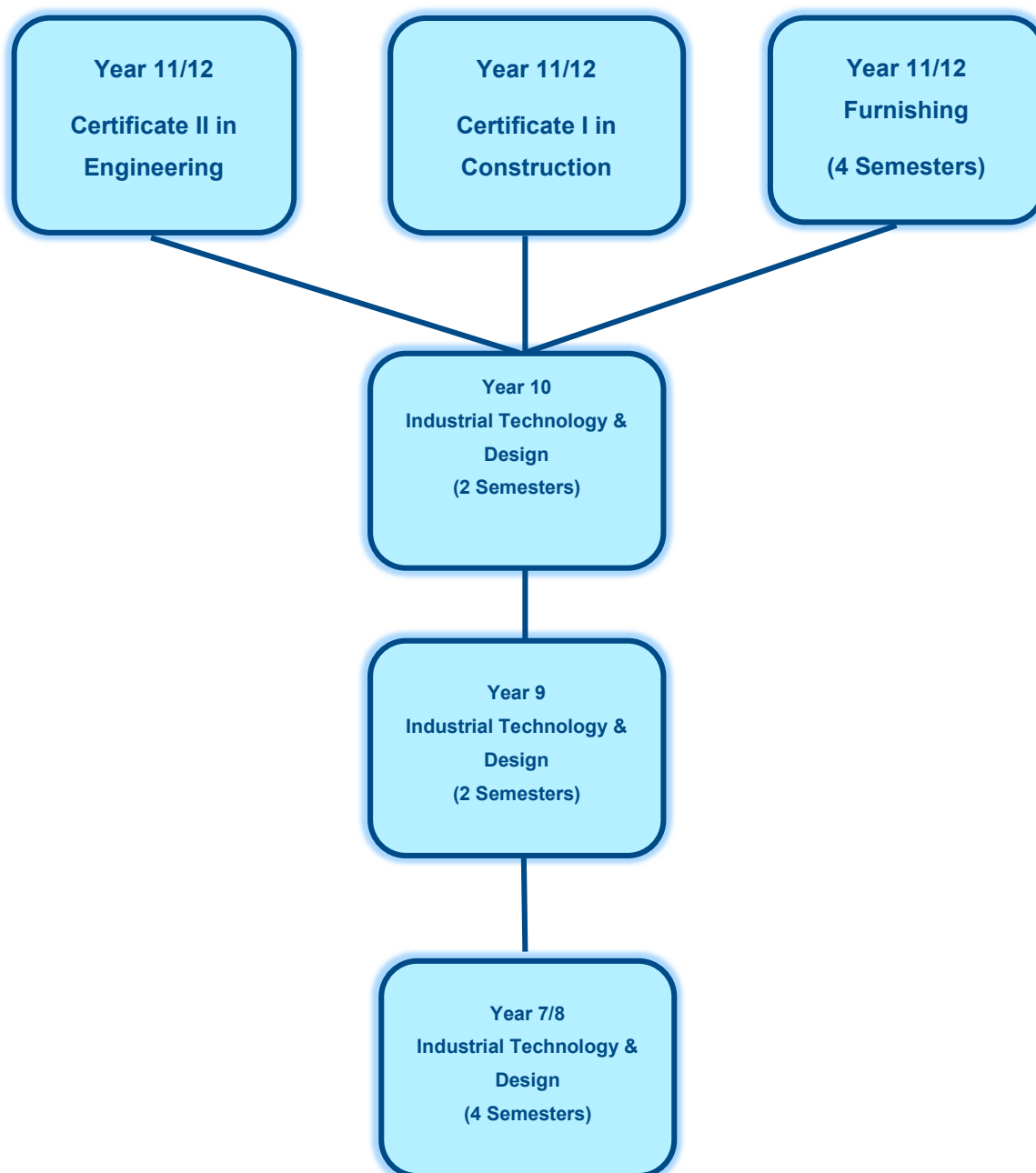
This course of study builds on elementary skills and learning from earlier years in industrial technology and design principles. Studies commence with workshop health and safety units and utilise skills in design to produce products from many different materials including timber, metals, plastic and recyclables. Students further investigate design principles by creating and adapting design ideas, communicating and using appropriate terminology and drawing/sketching techniques. Students are given guidance working through design booklets and investigative studies to make prototype and final products whilst investigating technology, design factors, sustainability, project management skills and safety in the workshop.

	Brief Description	Assessment Requirements
Unit 1	Timber n Tools 1 (carry all, child's toy)	Practical projects and workbooks
Unit 2	Timber n Tools 2 (Co2 car and storage)	Practical projects and workbooks

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
------------------	---



Industrial Technology and Design Pathways





Design and Technologies: Digital Innovations

Subject Information

In a world that is increasingly digitised and automated, it is critical to the wellbeing and sustainability of the economy, the environment and society, that the benefits of information systems are exploited ethically. This requires deep knowledge and understanding of digital systems (a component of an information system) and how to manage risks. Ubiquitous digital systems such as mobile and desktop devices and networks are transforming learning, recreational activities, home life and work. Digital systems support new ways of collaborating and communicating, and require new skills such as computational and systems thinking. These technologies are an essential problem-solving toolset in our knowledge-based society.

Digital Innovations provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

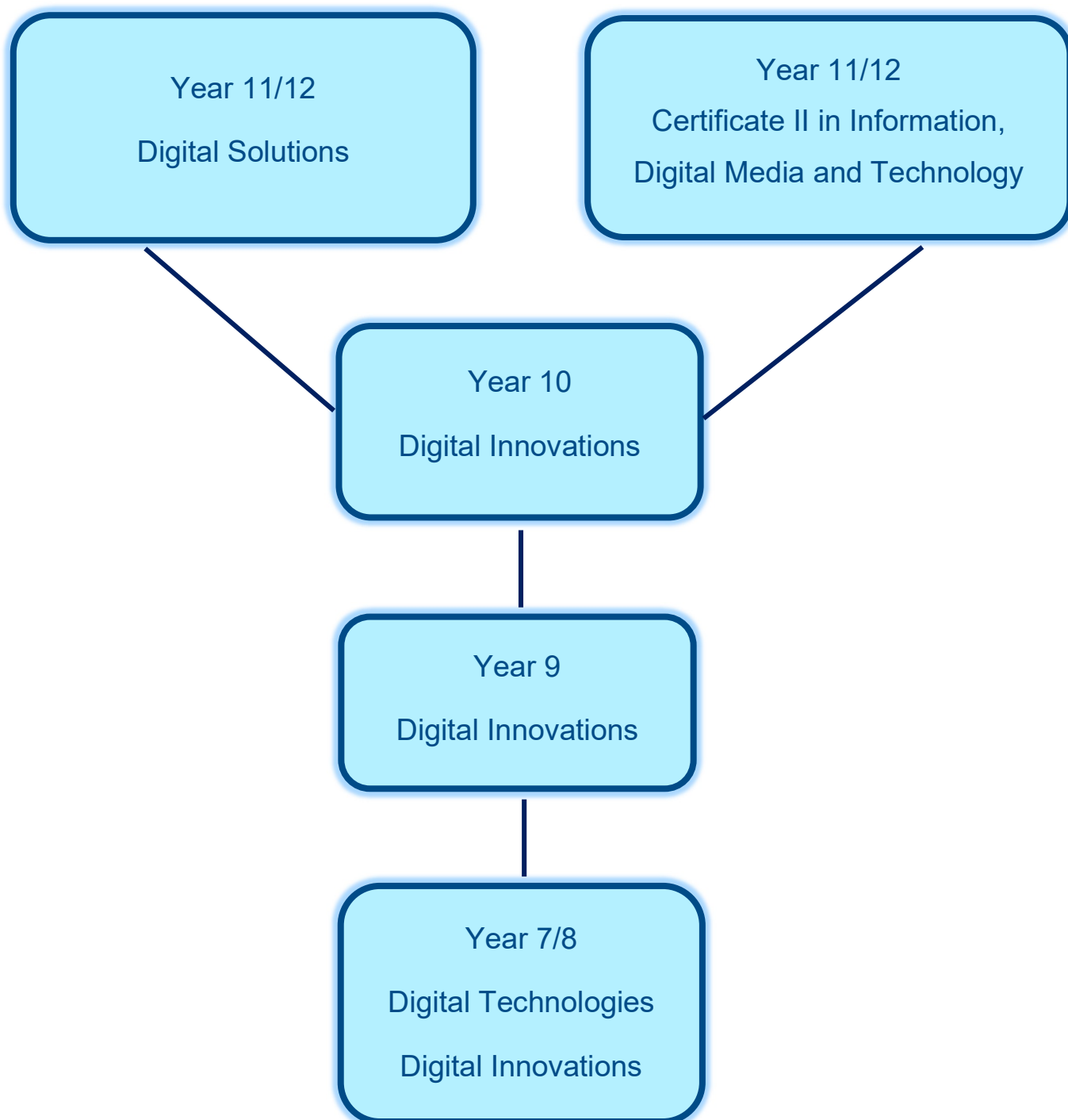
Digital Innovations provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovations, creativity, respect and cooperation. These are all necessary when using and developing information systems to make sense of complex ideas and relationships in all areas of learning. Digital Innovations helps students to be regional and global citizens capable of actively and ethically communicating and collaborating.

	Brief Description	Assessment Requirements
Unit 1	Programming	<ul style="list-style-type: none">Supervised ExamAssignments and presentationsProjects and product development
Unit 2	Modelling and Simulation	
Unit 3	Digital Design	
Unit 4	Data Analysis and Visualisation	

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
------------------	---



Digital Technologies Pathways





Design and Technologies: STEM

Subject Information

Robotics combines science, technology, engineering, and math (STEM) to through exciting hands-on learning. This subject develops skills to explore and solve real world problems, embedding the design process and coding in constructing Robots (LEGO EV3's) to solve problems.

	Brief Description	Assessment Requirements
Unit 1	Robot Rumble	Portfolio and project

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
------------------	---



Humanities: Business and Economics (Business Studies)

Subject Information

Business activity affects the daily lives of everyone as they work, spend, save, invest, travel and play. It influences jobs, incomes and opportunities for personal enterprise. Business education is important for students in their secondary schooling as they gain a level of financial independence and become active consumers. The course looks at aspects from both a personal and business perspective.

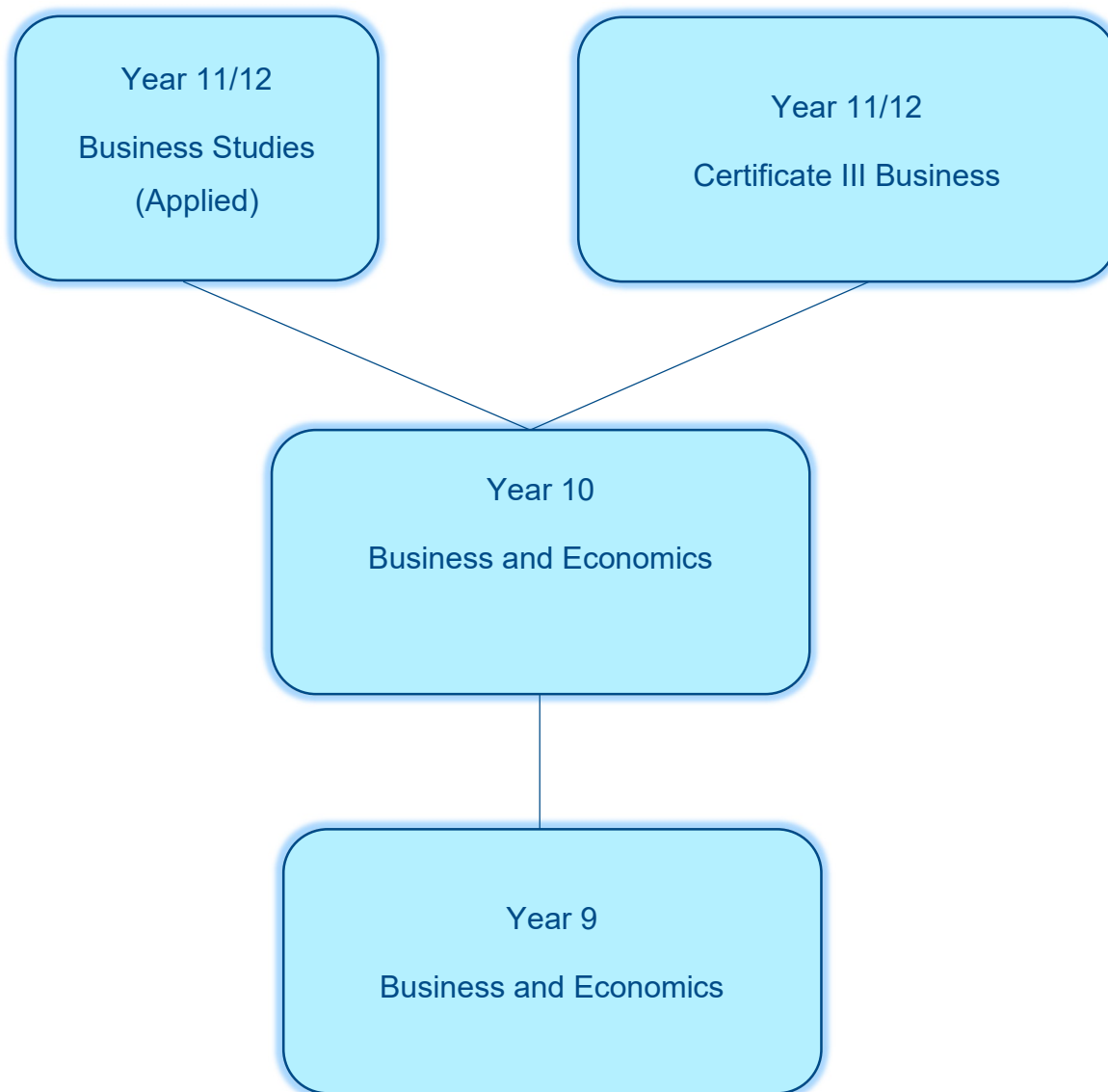
The skills and knowledge gained from studying business will give you an excellent foundation for everyday living, as well a generic skill set for senior courses and ultimately, a broad range of careers.

	Brief Description	Assessment Requirements
Unit 1	Keys to Financial Freedom	Exam: Short response- responding to stimulus
Unit 2	The Great Logo Challenge	Practical Project: Graphics- letterhead, logo, chart, advertisement.
Unit 3	Working Sustainably- Wildlife Warriors	Investigation – Business feasibility/ Research Report.
Unit 4	Marketing Magic	Project (Written) – Creating a brochure

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
------------------	---



Business Pathways





Humanities: Geography

Subject Information

Geography is the study of places and the relationships between people and their environments. Simply put, it will better prepare you to understand the world today and solutions for the future. Geographers examine places and the people who use them – students analyse, process and interpret data to draw conclusions via projects, field work, investigations and excursions. Geography students explore both the academic and hands-on research to explore the world we live in.

In year 9, students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria. Year 9 Geography explores sustainable biomes exploring food security, scarcity and challenges to food production as well as changing places that explores urbanisation, migration and Australia's urban future. Students will undertake geographical inquiry through the collection of different data, interacting with maps, data, photographs and other sources of information – while participating in relevant fieldwork to collect primary data to address a variety of issues.

	Brief Description	Assessment Requirements
Unit 1	Food Security- What if we run out of food?	Investigation: 600 words or 3-4 minutes
Unit 2	Challenges to Food Production – Food chains & Food foot prints. Drought, Fire, Trade	Project: 600 words or 3 -4 minutes
Unit 3	Changing Places - Migration	Examination: Short Response (50 – 100 words per response)
Unit 4	Urban Futures – What will urban Australia be like?	Project/Investigation:

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
-------------------------	---



The Arts: Dance

Subject Information

Safe dance practices are a major focus for Year 9 Dance students as they become self-aware of these processes and moderate their learning pace according to their own physical ability. The focus in year 9 dance is to become familiar with safe dance practices, genres, routines and structures surrounding a practical dance class and the foundation of dance history through analysis, interpretation and evaluation. Students will perform, choreograph and respond to researched eras, genres and themes in class, utilising the elements of dance, choreographic devices and form.

	Brief Description	Assessment Requirements
Unit 1	Dance Through the Ages: Students will experience Dance Styles and Genres through the Ages from the 'Roaring Twenties' to the 'Naughty Noughties'.	Performance (Making)
Unit 2	The Culture of Dance: Students will study how time and culture contributes to the manipulation of new dance works set to entertain audiences.	Choreography (Making) Written Appreciation (Responding)
Unit 3	Theme-Based Artistic Dance: Students will study how themed-based dance contributes to the communication of an idea or theme to educate or inform audiences.	Performance (Making)
Unit 4	Musical Theatre Students will study how musical theatre contribute to entertaining and engaging an audience. In this unit, students will have the opportunity to demonstrate their knowledge via a choreographic task with a choice in a Broadway Musical. Students will also explore, respond to, analyse and interpret their own dance works after their making. Response will communicate the choreographer's use of Elements of dance, Form, Choreographic devices and production elements	Choreography (Making) Written Appreciation (Responding)

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
------------------	---



The Arts: Drama

Subject Information

This year ensures students have a fundamental knowledge of the Elements of Drama and skills of performance ready to tackle big projects and explore sensitive issues. The focus area for the first unit is Theatre Sports and Commedia, which will develop confidence and quick thinking, while learning about comedy and its history. The second unit asks the class to explore the Australian identity, who we are and where we come from. The students will build trust and respectful communication as they discuss issues and reforms in Australia's history and in modern times, leading into creating a performance as a class.

	Brief Description	Assessment Requirements
Unit 1	Off the Cuff Improvisation skills and Commedia Dell' Arte	Forming and Presenting Improvisation Responding Essay to Live theatre. Forming performance of Commedia Del Arte Journal of rehearsal process.
Unit 2	Missing Voices An exploration of missing voices in Australia. People who haven't been heard by society as a whole.	Forming own monologue Responding Essay to Live theatre Performance of Scripted Drama

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
-------------------------	---



The Arts: Media Arts

Subject Information

In media arts, 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.

	Brief Description	Assessment Requirements
Unit 1	From Disney to Death Note Students will extend on their prior understanding of animation techniques and technology, as well as explore the differences in animation styles across different cultures	<ol style="list-style-type: none">1. Animation Design (three column script, 30sec-1min animation, reflective statement 100-150 words)2. Analytical Essay (300-400 words)
Unit 2	The Games We Play Students will be introduced to the world of Video Games, with a focus on learning genre conventions as well as specific game styles and what each of these involves.	<ol style="list-style-type: none">1. Video Game Design (200-300 word treatment, character profiles and 30-45 second trailer)2. Short Response Exam (200-300 words)
Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.	



The Arts: Music

Subject Information

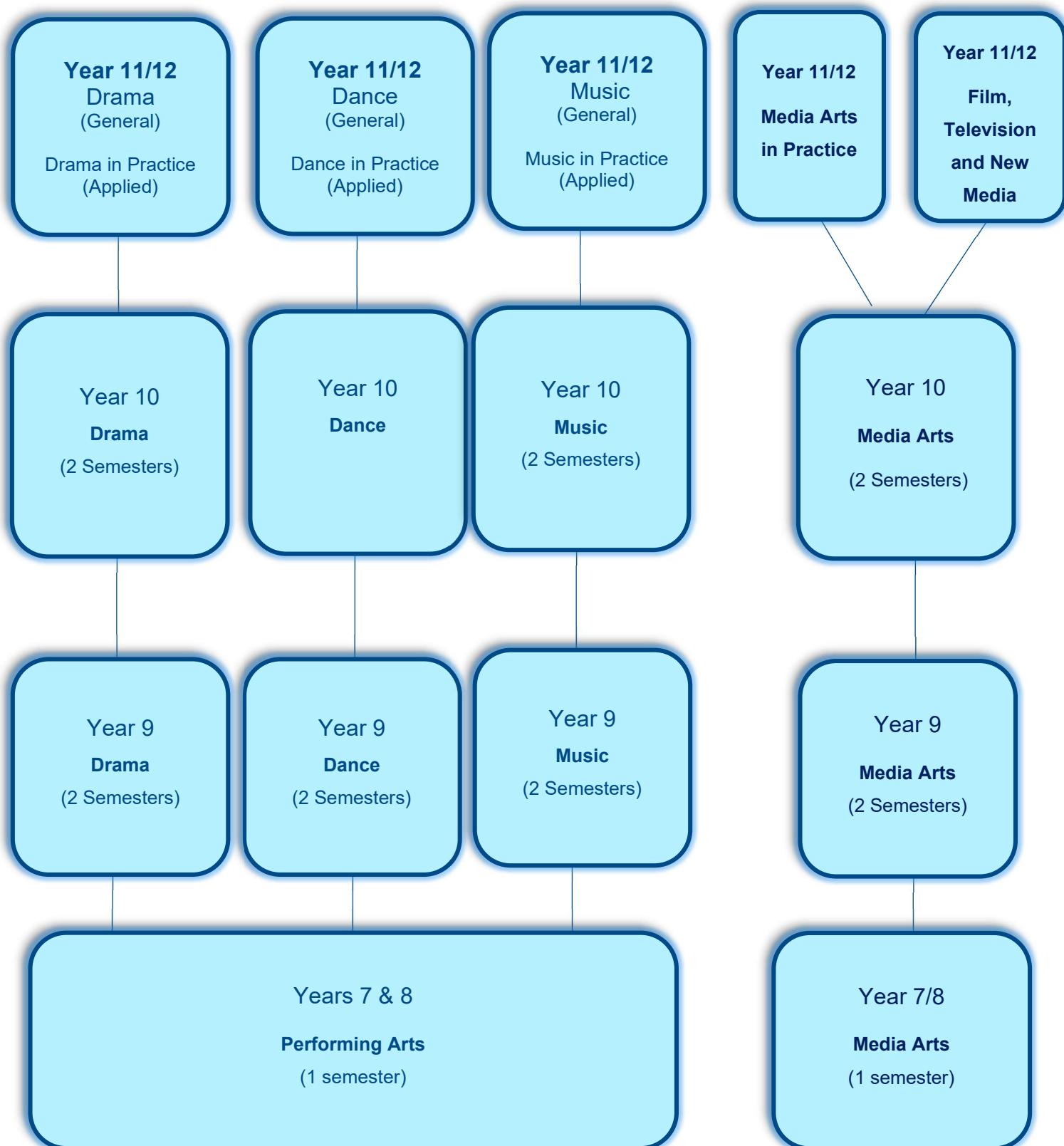
In music, students use the concepts and materials of music to compose, improvise, arrange, perform, conduct and respond to their own and others' work. They learn the elements of music, including duration (rhythm and tempo), dynamics, form, pitch (melody and harmony), and timbre (sound texture and quality). They apply this knowledge to the materials of music, including the voice, body, instruments, sound sources (natural and manufactured objects including stones, household objects and so on) and information and communication technology.

	Brief Description	Assessment Requirements
Unit 1	Contemporary Music - Rock	Performance
Unit 2	Contemporary Music – Hip Hop	Theory Exam Composition
Unit 3	Film and Narratives – Film Music	Composition
Unit 4	Film and Narratives - Motown	Listening exam Performance

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Music Exercise Book; Display Folder; 2x 2B pencil; 1x Eraser; 1x sharpener; 1x glue stick; 1x 30cm ruler; 2x black pen; 1x fine tip marker; USB



Performing Arts Pathways





The Arts: Visual Arts

Subject Information

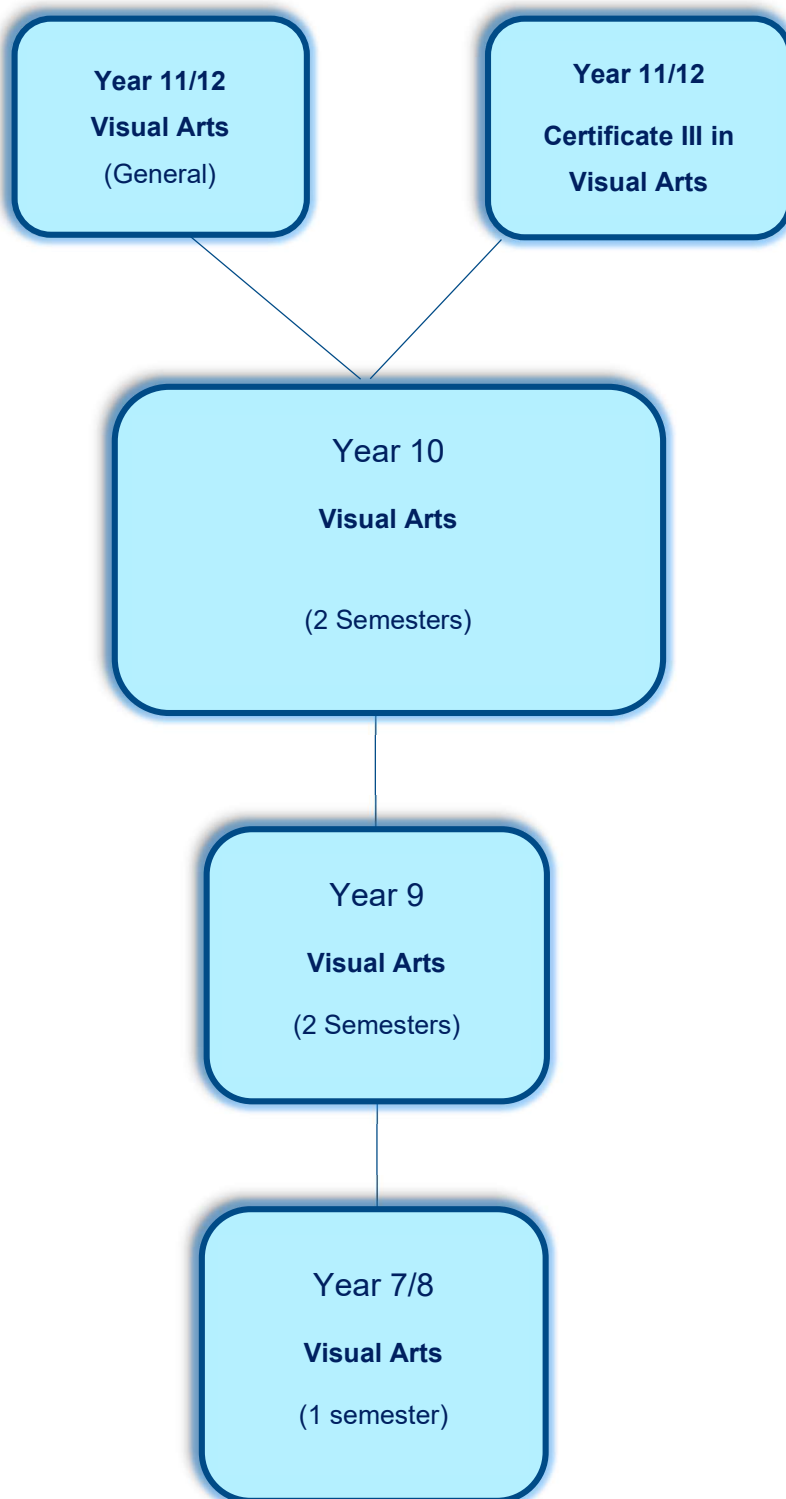
In visual arts students learn through direct engagement with two-dimensional, three-dimensional and four-dimensional art and design practices and concepts, theories, histories and critiques. They develop skills, knowledge, understandings and techniques as artists, designers, critics and audiences. Students learn to explore ideas through imaginative engagement, making and presenting art, craft and design works, and engaging critically with these works and processes.

	Brief Description	Assessment Requirements
Unit 1	Impressionism, Fauvism & Expressionism	Painting/drawing folio Booklet
Unit 2	Skate n' Surf Figures	Sculptural pieces-figures Booklet
Unit 3	It's All in the Face	Clay Sculpture Mask/drawing Booklet/ Written Test
Unit 4	Surrealism	Drawing/painting Booklet / Research task

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	1 x pencil case, 2 x HB pencils, 1 x eraser, 1 x sharpener, 1 x glue stick, 1 x 30cm ruler, 1 x set of 4-5 paint brushes (including flat and round), 1 x set of oil pastels (min 12 set), 1 x coloured pencils, 1 roll plaster bandage, 1m soft wire, 2kg buff raku clay (or similar), 1 x fine tip marker, 1 x student set of acrylic paints.



Visual Arts Pathways



Note: Different combinations are possible upon meeting pre-requisites. Individual circumstances will be considered.



Basketball Academy

Subject Information

Students study elements of basketball both on and off the court. The subject consists of two on-court training sessions per week and one classroom lesson. Topics cover basketball fundamentals, basketball nutrition, style of play and injury prevention.

The basketball program looks to improve overall student outcomes and health and fitness. Furthermore, the Academy will focus on the development of personal and social values such as commitment and perseverance whilst learning to compete.

Students have access to external competitions and tournaments. These will incur extra cost. Individual training sessions are also available before and after school for Academy students at no extra charge.

	Brief Description	Assessment Requirements
Unit 1	Basketball Fundamentals	Performance
Unit 2	Basketball Nutrition	Multi-modal Folio
Unit 3	Style of Play	Performance
Unit 4	Injury Prevention	Exam

Associated Costs	\$50 subject fee - reversible training singlet and water bottle provided
Prerequisites	Satisfactory for effort and behaviour in all subjects and nothing lower than a C academically



Outdoor Education

Subject Information

The Year 9 Outdoor Education curriculum supports students to develop a deeper appreciation, understanding of, and reasons for, codes of conduct in outdoor recreation activities. They engage in adventurous activities as a way of exploring self and nature, and apply lessons learned to everyday living. Students assume leadership roles and are increasingly required to assess and manage risk in both recreation and everyday life. Students develop an understanding of the impact of decision making on natural environments through investigation of issues relating to conservation. Through taking action, students develop increased self-efficacy and citizenry towards the natural environment and develop their own ideas and strategies to support such efforts.

	Brief Description	Assessment Requirements
Unit 1	Skills and Knowledge	Reflection Journal/Creating Natural Images
Unit 2	Human-Nature Relationships	Multi Modal

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
------------------	---



DAKABIN
STATE HIGH SCHOOL
The future lies within

Additional Information

Enrolment Booklet

<https://dakabinshs.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/Enrolment/Enrolment-booklet-2023.pdf>

Uniform Policy and Student Dress Code

<https://dakabinshs.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/Policies/school-uniform-policy-and-student-dress-code.pdf>

Student Code of Conduct

<https://dakabinshs.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/Policies/student-code-of-conduct.pdf>

Student Resource Scheme – Parent Information

<https://dakabinshs.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/Student%20Resource%20Scheme/2023/srs-annual-parent-information-letter.pdf>

Student Resource Scheme - Participation Agreement Form

<https://dakabinshs.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/Student%20Resource%20Scheme/2021/participation-agreement-form-2021.pdf>

Year 9 SRS Handbook

<https://dakabinshs.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/Student%20Resource%20Scheme/2023/yr9-srs-handbook.pdf>

Year 9 Stationary Requirements

<https://dakabinshs.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/Student%20Resource%20Scheme/2023/yr9-stationery-requirements.pdf>

DSHS School Device Program

<https://dakabinshs.eq.edu.au/extra-curricular/computer-and-internet/school-device-program>

One to One Program Flyer

<https://dakabinshs.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/Technology/One%20to%20One%20Device%20Program/school-device-program-flyer.pdf>