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From the Principal

Established in 1954, Dalby State High School currently has over 1,000 students, including 90 boarders. Staff at both of the school's campuses (Nicholson & Bunya) work closely together to deliver a unique learning experience to all students. Dalby State High School is recognised as one of Queensland's most innovative and progressive secondary schools. This reputation comes from a stimulating, well-ordered, safe and supportive environment, with a dynamic curriculum that produces quality student outcomes.

Dalby State High School prides itself on key signature programs including the Apollo Program for High Achievers, STEM Academy, Trade Futures Program, Innovate Agriculture Program, Sporting Excellence Program, Instrumental Music and School Musical.

In 2011 Dalby State High School acquired management of the former Australian Agricultural College Corporation (AACC) site as a second campus (Bunya Campus). This provided students with access to all resources and facilities at the site, including the largest school farm in Queensland, sporting venues, 25 metre swimming pool and educational facilities.

Another highlight has been the management of the existing residential facility, making Dalby State High School a provider of a high-quality boarding experience.

Our school vision is 'Creating the Future; every student, every day'. This vision is enacted through the school values of Positive Relationships, Student Diversity, Multiple Pathways and Teacher Excellence. These values are reflected in all student relationships with the school, their family, the community and the environment. Our ethos and enrolment numbers allow every student to participate, contribute and be involved.

We look forward to you retaining the fine tradition and high standards which have been established by past and present students. We will do our best to make you feel at home and have outlined in this handbook some of the more important things you will need to know about our school.

Come and join us at Dalby State High School; a proud Queensland State School.

Simon Graham



From the Head of Campus

Welcome to the Bunya Campus, a coeducational residential campus catering to the diverse needs of our students. Ours is not a 'traditional' boarding structure given the history of the campus having been in its previous life an Agricultural College. As such, our unique dorm and residential structure requires students to very quickly learn to follow routines and independent living.

At Bunya Campus, we provide a caring and supportive 'home away from home' for our boarders. Likewise students get access to a wide range of academic, vocational and extra-curricular programs. As a campus, we understand that many of our students come from rural or remote locations. Our amazing agricultural backdrop helps students to settle in more quickly.

By choosing to board with us, your child will learn to grow and develop lifelong friendships. As a campus, we know that we can never replace 'home' but we do provide the support and a structured environment with clear expectations that

allows for growth and learning. We provide opportunities for students to be self-directed, creative thinkers and responsive to the needs of others.

For some of our students, weekly boarding is an option (please see Residential Handbook) but for many, campus is home for the term. To support this, a structured and varied program of weekday and weekend activities is planned to accommodate all students. Campus numbers continue to grow and with this has come even more upgrades to Campus facilities; including a large under cover area, upgrade to recreation rooms and gymnasium and the introduction of a horse riding program for boarders. A Leadership program has also been recently implemented to support the development of life-long learning.

It is my pleasure to welcome you to the Bunya Campus where we "Create the future; every student, every day".

Anne Rathmell



Our vision and values

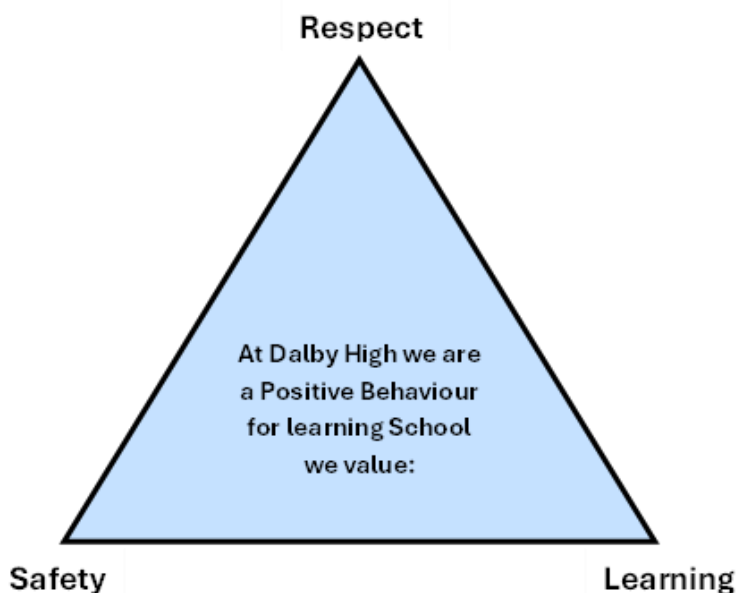
The staff of Dalby State High School is committed to providing the best educational opportunity for our students, essential for life in the twenty-first century.

Vision: Creating the future; every student, every day.

Values:

- Positive Relationships
- Student Diversity
- Multiple Pathways
- Teacher Excellence

These values underpin all our undertakings with our students and parents, including our responses to the management of student behaviour. The school's Student Code of Conduct is supported through the unique structures of this school site. Dalby State High School is a Positive Behaviour for Learning School. This is reflected through our whole schoolwide expectations of "**Respect**", "**Safety**" and "**Learning**".



Our Parents' and Citizens' Association

An active Parents' and Citizens' Association supports the school and meets on the first Tuesday of each month, at 5:30 pm in the Library. The P&C also operates the school Tuckshop and the Retail Uniform Outlet. The convenors can be contacted on 4669 0953 or dalbyhighpandc@bigpond.com to arrange for these services.

The P&C President can be contacted through the school office. The P&C Executive Committee can be contacted at dalbyhighpandc@bigpond.com.

Our people

Executive Leadership Team

Principal	Mr Simon Graham
Deputy Principal	Miss Candice Baguley
Deputy Principal	Mr Jeff Hart
Deputy Principal	Ms Bronwyn Henschell
Deputy Principal	Ms Narissa Jones
Deputy Principal	Mr Jason Marini
Head of Campus (Bunya Campus)	Mrs Anne Rathmell
Deputy Principal (Bunya Campus)	Mr Brad Pharaoh

Business Manager Nicholson Campus	Mrs Rhonda Marshall
Business Manager Bunya Campus	Ms Delia Stephens

Schoolwide Leadership Team

The Arts	Mrs Tara Routley
English (Acting)	Mrs Edna Strange
Health and Physical Education	Mr Derek Berry
ITD/Vet and Home Economics	Mr Bruce Burt
Personalised Learning (Acting)	Ms Marion Williams
Mathematics	Ms Kelly Crowther-Kerr
Science (Acting)	Ms Wendy Rea
Humanities and Social Sciences and Business (Acting)	Mrs Laura Hill
Teaching and Learning/LOTE/Library	Mr Heath Hultgren
Digital Technologies (Acting)	Mr Nic Topp

Guidance Officer	Mr Dominic Paino
Guidance Officer	Ms Kristy Thomson
Head of Transition 6 into 7	Ms Dani Maguire
Head of Year 8	Miss Danielle Lambert
Head of Year 9 (Acting)	Mrs Anna Dippelsman
Head of Year 10 (Acting)	Mrs Leanne Young
Head of Department Senior Secondary	Mr David Schreiber

Year 7	Miss Rosalia Arena
Year 8	Miss Hannah Portbury
Year 9	Mr Tyler Westerland
Year 10	Mr Peter Littlejohn
Year 11	TBA
Year 12	Miss Brittany Hayes

Opening procedures 2026

School commences in 2026 for all Year 7, 11 and 12 students on **Tuesday, 27 January 2026**. Year 8, 9 and 10 students will begin on the following day – **all students in Year 7 to 10 and those in Year 11 and 12 that have timetabled classes are to attend Wednesday 28 January 2026**.

Newly arrived students are required to make an appointment for an enrolment interview through the school office. Appointments can be made for the week prior to the commencement of school in 2026. Lengthy delays for enrolment can be expected during the first week or without making appointments.

Enrolment at Dalby State High School is subject to a School Enrolment Management Plan. Proof of residence within the School's catchment area will be required for new enrolments.

Special enrolment circumstances, including Repeating and Mature Age entry must be discussed directly with the Principal only, and are subject to other statutory elements.

Queensland term dates 2026

Term 1: Tuesday 27 January to Thursday 2 April – 10 weeks

Term 2: Monday 20 April to Friday 26 June – 10 weeks

Term 3: Monday 13 July to Friday 18 September – 10 weeks

Term 4: Tuesday 6 October to Friday 11 December – 10 weeks

Student free days for 2026

- Thursday 22 and Friday 23 January
- Thursday 16 April and Friday 17 April
- Friday 4 September

Year 10, 11 and 12 finishing dates for 2026

- Year 12: Friday 20 November
- Years 10 and 11: Friday 27 November

(Updated information is available at: <https://education.qld.gov.au/about-us/calendar/term-dates>)

Our school day

Starting Time:	9:00 am
Morning Tea:	10:20 am to 10:50 am
Lunch Break:	12:00 pm to 12:30 pm
Afternoon break:	1:40 pm to 1:55 pm
Finishing Time:	3:05 pm

Roles of key people

Principal oversees all programmes within the school and strongly supports and encourages a team approach using proactive strategies in maintaining high standards and expectations within the school.

Deputy Principals have a strategic role in the organisation of whole school programmes and timetables which support the work of teachers and students in developing and maintaining a supportive school environment and high academic standards. As part of the behaviour management process, they deal with students who have resistant and inappropriate behaviours or those with other significant difficulties. The Deputies, in consultation with the parents and the Principal, handle suspensions and cancellations of enrolment. The Deputies work closely with teachers, parents, HOYs, the Guidance Officers, Student Support Team, Year Level Coordinators, Heads of Department and the Principal in providing a team management approach to students requiring extensive support. They monitor and oversee the day to day operations of the school.

Head of Bunya Campus is responsible for providing leadership, supervision and support for all aspects of the residential campus and in developing and implementing initiatives designed to encourage a positive, caring and supportive residential environment for students. The Head of Campus will lead the ongoing development and management of a safe and secure environment for students residing or studying at the campus.

Deputy Principal Bunya Campus plays an integral role in the behaviour management and student welfare of all residential students. The Deputy Principal is responsible for the operation of support programs and systems on campus and collaborates closely with both internal and external support staff across both campuses to provide a nurturing and supportive environment for all residential students.

Heads of Department have a curriculum leadership role to oversee the organisation of their subject areas and the students and teachers who learn and teach in these areas.

Their role includes working with teachers and students on instructional matters and guiding students to ensure a focus on improving performance. The Head of Special Education Services leads the special education teaching team in supporting students with identified and diagnosed needs.

Guidance Officers provide psycho-educational assessment and counselling support to students and families for a range of needs. From time to time students may need help to adjust to the demands of high school. When such needs arise, help is available to every student. The Guidance Officers cover a wide range of activities including educational, career and personal counselling. Teachers can refer students who are having emotional, learning or behavioural difficulties to the Guidance Officers, who will use a team approach to assist class groups and students to improve their time at school. Parents and students can make appointments through the school office.

Head of Year Team support students exhibiting emotional, social or behavioural issues to maximise participation in all aspects of their schooling. This is done through the development of alternative programs, individualised assistance and support of students and families. They work in conjunction with the school student support team, and internal and external support personnel to further support the student.

Head of Department Senior Secondary is key in ensuring all students have the opportunity to attain their QCE upon completion of schooling. The HODSS also supports students exhibiting emotional, social or behavioural issues, in order to maximise participation in all aspects of their schooling. The HODSS works in conjunction with the school welfare team, and internal and external support personnel to further support the student.

Year Level Coordinator counsels students on personal and behavioural issues. The Year Coordinator is often the best person for parents to speak to regarding their student. The Year Level Coordinator assists with the

nurturing of the student by building trusting and caring relationships, acting as a mentor, counsellor and advocate to promote acceptable patterns of behaviour and healthy relationships between students and teachers. The Year Level Coordinators are seen as a key in the structure of a caring and positive school environment at Dalby State High School.

Reasonable Adjustment Coordinators support students with learning adjustments to access their learning program including arrangements for examinations and assignments.

Classroom Teacher is the most important person in maintaining high expectations and standards of the student body. The way in which they model and encourage positive relationships with students is the essence of developing a good school. Although a teacher's role is extensive in nurturing a supportive learning environment, the most important aspects can be summarised as follows:

- being a good teacher – applying Effective Classroom Management principles with innovation and variation
- treating all students with respect and providing positive encouragement
- listening to students and responding to their needs appropriately
- using appropriate language which does not embarrass or 'put down' students
- being consistent and fair in applying consequences
- communicating the behaviours and consequences of the school's Behaviour Management Policy
- promoting a positive learning partnership between teacher, student and parent

Parent teacher contact is encouraged throughout the school year and is supported by formal interviews during all terms. Parents should feel free to contact a teacher directly concerning any aspect of their child's learning. Informal meetings can be made at mutually convenient times, through the school administration office. Appointments for interviews with other school personnel can also be made.

Social Worker provides intervention and support to students and families with a focus on social and emotional wellbeing, parenting,

connections with community and young people at risk of long term disengagement.

Youth Support Coordinator supports students, and their families who may be experiencing difficulties at school or home, to maximise their engagement with education and training.

Chaplains are integral team members in the school's welfare programme. The Chaplains seek to support teachers and parents in fostering the physical, mental, social and spiritual development of students. Appointments can be made by students or their families by contacting the school office.

Student Support Worker Team at the Bunya campus supervises the day-to-day activities of the residential campus and liaises with the residential students and parents to assist with any educational, social, emotional or behavioural matter.

Community Education Counsellor is a liaison officer between the school and families with students who identify as being of Aboriginal or Torres Strait Islander descent. The CEC also plays an integral role in supporting students both in the classroom with educational programs and in various activities like NAIDOC promotions.

Clontarf Foundation works to improve the education, discipline, life skills, self-esteem and employment prospects of young Aboriginal and Torres Strait Islander men through a variety of activities and programs.

Beyond the Broncos Program values and emphasises the vital role that young Aboriginal and Torres Strait Islander women play in influencing the next generation, and provides culturally-based support for these future leaders to achieve their full potential at school and beyond.

School Based Youth Health Nurse facilitates a variety of initiatives to promote positive health and well-being. Youth Health nurse is an employee of Queensland Health, they are a registered emergency and sexual health trained nurse, with the service available to the students, parents and staff of the school.

Behaviour at Dalby State High School

A full copy of the “Student Code of Conduct” is available for viewing in the public foyer of the school office. Copies are also available by downloading them from the profile section on the school website: www.dalbyshs.qld.edu.au

The staff of Dalby State High School consider the individual circumstances of all students when applying support and consequences by:

- promoting a teaching/learning environment which is responsive to the diverse needs of our students
- establishing procedures which are fair and socially-just for infringement of the behaviour code
- recognising the rights of all students to express an opinion in an appropriate form and at an appropriate time
- working and learning together in a safe environment, regardless of age, gender, cultural background, socio-economic situation or impairment

Records relevant to all behaviour matters are recorded centrally and are available for viewing by parents at any time.

Positive Behaviour for Learning

Dalby State High School through associated key elements of PBL:

- Clearly defines and implements processes for explicitly teaching expected social and positive behavioural skills so that focus can be on teaching and learning;
- Fosters positive relationships between staff, students and members of the wider community;
- Focuses on our expectations of RESPECT, SAFETY and LEARNING;
- Celebrates and rewards positive behaviour;

A matrix of behavioural expectations in specific settings has been attached to each of our three school expectations. This matrix outlines our Behaviour Curriculum – our agreed-to expectations and positive behaviour definitions of appropriate behaviours in all school settings.

Dalby State High School uses a three-tiered continuum of evidenced based supports: Universal or School Wide behaviour support; Targeted Behaviour Support and Intensive Behaviour Support. These levels facilitate standards of positive behaviour and to respond to unacceptable behaviour. This whole school approach shapes, supports and recognises appropriate behaviour in all students.

The following practices move from proactive to reactive, along a continuum of responses. Refer to appendices for flowcharts and policies explaining behaviour processes for Dalby State High School.

School-wide, Targeted and Intensive behaviour support includes:

- Quality learning and teaching practices;
- A balanced, relevant and engaging curriculum;
- Supportive and collaboratively developed procedures;
- The implementation of the Dimensions of Learning framework;
- Regular monitoring and review of school procedures and programs;
- Professional development for all members of the school community consistent with the school's evidenced-based approach to promoting positive behaviour;
- A whole school positive preventative action for student behaviour.

Student Incentive Policy

To foster positive behaviour and encourage learning, we aim to establish clear and motivating benchmarks that will empower students to actively engage in extra-curricular activities and school representation. These benchmarks, known as student incentives, are designed to inspire and reward students for their commitment and hard work.

By setting high expectations in areas such as academic performance, school pride, attendance, effort, and behaviour, we are creating an environment that supports every student's growth. This approach ensures that we move closer to achieving our school vision: 'Creating the future; every student, every day.' We believe that with these positive standards, all students will have the opportunity to succeed and contribute meaningfully to the school community.

More information about the implementation and process surround the policy can be found on the school website at <https://dalbyshs.eq.edu.au/our-school/rules-and-policies> .

Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

Student Intervention and Support Services

Dalby State High School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Dalby State High School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include detentions, after-school detentions, withdrawal from events or more severe punishments such as suspension or exclusion from school.

Dalby State High School – Anti-Bullying Contract

The Anti-Bullying Contract provides a clear outline of the way our community at Dalby State High School works together to establish a safe, supportive and disciplined school environment. This contract is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Dalby State High School – Anti Bullying Contract

We agree to work together to improve the quality of relationships in our community at Dalby State High School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

We believe that no one deserves to be mistreated and that everyone has the right to feel safe, secure and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature: _____

Parent's signature: _____

School representative signature: _____

Date: _____

Electronic Mobile Device Policy

(Devices covered by this policy include mobile phones, iPods, MP3 players, headphones (wireless or wired), iPads, tablets, laptops, video game devices, smart watches with network capability and any other electronic device as determined by the Principal)

Dalby State High School has established the following policy for electronic devices that provides teachers, students and parents / guardians guidelines and instructions for the appropriate management of electronic devices when at school. The policy reflects the importance the school places on students demonstrating the school expectations of Respect, Safety and Learning. In line with these expectations, the school will ensure student learning and well-being are not compromised by the inappropriate use of electronic devices.

Classroom Use

- Electronic devices may be accessed by students in classrooms only if they enhance learning and when explicitly written into the teacher's lesson plan and the teacher has approval from the relevant Head of Department.
- In these instances, devices will be used at the direction of the teacher. No electronic devices can be accessed during exams or for assessment, unless expressly permitted by the Head of Department.
- It is anticipated that teacher directed curriculum activities that require access to an electronic device will be rare.
- Students are free to use a personal laptop that is included in the school's BYOL program or a school owned electronic device during class time at the discretion of the classroom teacher. Students can use an iPad or tablet as a classroom aid, word processing device. These devices must not be connected to any network (i.e. device have an e-sim with data plan, device has a physical sim card with mobile data plan, wi-fi hotspot, dongles or device tethering etc). Accessing non-school related software or app is prohibited.
- The same conditions for classroom use apply for school excursions and other curriculum activities that involve leaving the school.

Playground Use

- Playground use refers to access to electronic devices before school (once a student arrives at school in the morning) and during the three designated breaks during the school day.
- Students are free to use a personal laptop that is included in the school's BYOX program during these times, provided they are situated in the school Library. If the library is not available, an alternate location is to be negotiated with the Head of Year and/or Head of Department.
- No other access to electronic devices is permitted.
- Students are free to access electronic devices at 3.05 pm each day, giving them the opportunity to receive messages that may have been left for them during the school day. Electronic devices are not to be accessed during after-school detentions.

Off Campus activities

- This document also applies to student attendance at school activities, such as representative school sport, excursions and camps. Exemptions or special considerations (where applicable) will be included in the excursion planner.
- Students participating in activities, such as off-site Vocational Education and Training or work replacements must follow the expectations of the organisation in charge regarding the use of mobile devices.

Misuse of Electronic Devices

Students who breach this policy in '**Classroom Use**' (above) through accessing a device will be managed as follows:

- Students will be directed by staff to report to the school office (student window) where their device will be confiscated. Students will be issued with a receipt. A parent / guardian will be required to collect the device.

- If a student has a device confiscated for a second time in a given week, they will be referred by office staff (student window) to the relevant Head of Year for either afterschool detention/s or suspension from school as per the Student Code of Conduct.
- If a student refuses to hand in their device to the school office (student window) then they will automatically receive after-school detentions or a suspension from school as per the Student Code of Conduct.
- Students who persistently fail to follow the E.D.P will be referred to Heads of Year for follow up. This follow up may include after-school detentions or suspensions from school as per the Student Code of Conduct.

Students who breach this policy in '**Playground Use**' (above) through accessing a device will be managed as follows:

- Students will be directed by staff to report to the school office (student window) where their device will be confiscated for the remainder of the day.
- If a student refuses to hand in their device to the school office (student window) they will be referred by office staff (student window) to the relevant Head of Year for either afterschool detention/s or suspension from school as per the Student Code of Conduct.
- Students will be issued with a receipt when they hand their device in to the school office (student window). Students will also use their receipt to claim their device at the end of the school day.
- If a student has a device confiscated for a second time in a given week, a parent / guardian will be required to collect it. Parent / guardian will be contacted via text message to collect the electronic device.
- Students who persistently fail to follow the E.D.P will be referred to the relevant Head of Year for follow up. This follow up may include suspensions from school as per the Student Code of Conduct.

Consequences will be proportionate and equitable and take into consideration the individual circumstances of each student. Students may be enrolled in an eSmart program to complete a Digital Licence or similar course.

Students who breach this policy can also be subject to additional intervention and consequences under the Student Code of Conduct:

- Students must not take photographs, videos or sound recordings of other students and / or staff without their consent.
- Students must not make / send harassing or threatening calls / messages with their electronic devices. Victims of abusive, threatening, bullying messaging, or inappropriate video / photo imaging will be advised to make a complaint to the Queensland Police.
- Students must not place images / words on the internet which have a negative impact on the good standing of the school or its staff and students.
- Students must not damage school owned electronic devices. There will be significant consequences if this occurs. This may include suspensions from school as per the Student Code of Conduct.

When managing inappropriate online behaviours or reputation management incidents, the primary concern must be the safety and wellbeing of the students and/or staff members involved.

Other Key Information

- Student may hand their electronic device into the Student Window, or the Trade Training Centre (bus students only) for safe keeping on arrival to school and then collect it again at the completion of the school day. Students will be issued with a receipt when they hand their device in to the Student Window or Trade Training Centre. Students will also use their receipt to claim their device at the end of the school day.
- Students **may** use an electronic device to make an EFTPOS payment at the Tuckshop within the assigned payment zone. Payments can also be made in the Resource Centre using their electronic device.
- Parents / guardians / students who have documentary support from the student's primary health care professional are able to apply for a **Medical Variation** to this policy (see [Medical Variation document](#)). This variation will provide students with a formalised **Medical Variation**

Plan which outlines the conditions under which they can access an electronic device during the school day (see Medical Variation Plan document). This access will be unique to each student and will at no stage be 'free access' to an electronic device. Parents / guardians / students wishing to use this process should approach the Principal through the school office.

- A student's Medical Variation Exemption will be documented in the student's OneSchool Support Provisions tab by the Student Services Administration Officer. This information will also be provided in the supervision summary folder for Relief Teachers.
- Parents / guardians are able to leave messages for their students on their electronic devices during the school day, but need to be aware that these will not be accessed until 3.05 pm. Critical and / or emergency messages can be phoned through the school office on 07 4669 0900 and these will be passed on to students.
- At no point is the Principal or any school staff permitted to unlock an electronic device or to read, copy or delete messages stored on the device, without the consent of a parent / guardian.

Liability

- **Electronic devices are brought to school at their owners' risk.** No liability will be accepted by the school in the event of loss, theft or damage to any device. When they are in the Resources Centre or the Trade Training Centre (bus students only) through voluntary handing in or at the school office through confiscation, the school takes responsibility for any loss, theft or damage.

(This policy has been developed in accordance with Department of Education School Management Policies and Procedures: *Student Code of Conduct*, *Student Discipline* and *Temporary Removal of Student Property by School Staff*)

<https://intranet.qed.qld.gov.au/EducationDelivery/educationandict/Pages/student-use-of-mobile-devices.aspx>

Dress code & personal presentation policy

The Dalby State High School Parents and Citizens' Association and the Dalby State High School Principal have jointly determined that our school is a full-uniform School. Under the Education (General Provisions) Act 2006 section 360, a Principal may develop a dress code to apply when students are attending or representing the school. As per this Act, this dress code outlines the acceptable standard of clothing to be worn by students and personal presentation. The Dalby State High School Dress Code and Personal Presentation Policy reflects the community expectations and standards.

We have a DRESS CODE AND PERSONAL PRESENTATION POLICY to:

- Establish a welcoming culture of school pride, a positive learning environment and high expectations;
- Promote a positive self-image within the community with an identifiable uniform that is smart, tidy and worn appropriately;
- Address health and safety policies by ensuring students are wearing appropriate footwear and sun safe clothing;
- Promote the shared belief that you belong to the DSHS community, and by furthering social equality among students the uniform diminishes socioeconomic differences, reducing peer pressure associated with expensive 'brand' clothing;
- Increase student safety by enabling staff to identify people within the school grounds who are not associated with the school;
- Reinforce self-discipline – a uniform applies to many occupations and social activities. Wearing a school uniform contributes to developing self-discipline which is required both inside and outside the school environment.

Through the enrolment processes of Dalby State High School parents and students are agreeing to comply with the Dress Code and Personal Presentation Policy.

As an overlying premise to all aspects of the Dalby State High School Dress Code and Personal Presentation Policy, any student whose presentation at school "draws undue attention" to themselves, will be required to alter their appearance to meet an acceptable standard at the discretion of School Administration.

Uniform

DALBY STATE HIGH SCHOOL uniforms are not to be altered in any fashion.

- No cutting and shortening of hemlines
- Students must not roll up sleeves and/or roll down of skirt tops. Long pants must be worn at full length, not rolled
- The School understands and accepts that some religions have specific dress requirements
- Students must not mix and match between the formal and sports uniforms. For example, if wearing the formal shirt, the formal shorts/pants/skirt must be worn
- Students may wear current-year representative shirts on a Friday (e.g. Darling Downs Sport, Musical, Beyond Broncos, Clontarf Academy, Bunya Campus Polo)
- Approved Year 12 apparel is to be worn by current Year 12 students only. Polo shirts cannot be worn on Monday unless advised to the contrary. Year 12 jumpers and/or jerseys cannot be worn as undershirts
- Hooded clothing is not permitted. Any hoods on clothing that is in permitted school colours must be tucked in.
- Representative uniforms (that are allowed to be worn on Friday's) can have the hood exposed
- Apollo Academy shirts can be worn from Tuesday to Friday

Formal Uniform (Monday, excursions, school events)	<ul style="list-style-type: none"> • Formal check shirt with logo and maroon buttons • Grey shorts, grey trousers/pants or maroon formal pants worn on the waist • Maroon skirt with two inverted pleats and flat waistband • DSHS school logo socks or plain white, grey or black socks that cover the ankle (no sockettes or knee-high socks) • Black leather or vinyl shoes with black laces. Students may choose to wear completely black low-cut, lace-up joggers (or similar sports shoes) for both formal and sports (see illustrations for acceptable shoes).
Formal Uniform (cold weather options)	<ul style="list-style-type: none"> • Black or maroon stockings may be worn provided they have no holes/ladders • Undershirts (short or long sleeve) may be worn provided they are tucked in and are in the school colours of gold, maroon or plain white or black • DSHS maroon polar fleece jumper • DSHS maroon, gold and white track suit jacket • DSHS maroon softshell jacket • DSHS maroon blazer • A plain maroon jumper or vest
School Sports Uniform	<ul style="list-style-type: none"> • DSHS junior polo shirt for Years 7 – 9 or senior polo shirt for Years 10 - 12 • Apollo academy shirts can be worn from Tuesday to Friday by Academy participants • Maroon shorts that do not extend past the knee, worn correctly on the waist • DSHS school logo socks or plain white, grey or black socks (no sockettes or knee-high socks) • Sports shoes (see illustrations for acceptable shoes) • Year 12 polo shirt.
Sports Uniform (cold weather options)	<ul style="list-style-type: none"> • DSHS maroon, gold and white microfibre jacket • DSHS maroon microfibre jumper • DSHS maroon softshell jacket • A plain, maroon jumper or vest • Maroon tracksuit pants
Hats	<ul style="list-style-type: none"> • DSHS embroidered broad-brimmed hats (as per Sun Safety Policy)
Workplace Health and Safety Uniform (VET: Vocational Education & Training Students) Trade Futures **	<ul style="list-style-type: none"> • Boots, steel capped • Long sleeve cotton drill button up shirt (Yellow on blue) with embroidered DSHS logo on front • Blue cotton drill pants • Students not studying VET subjects in whole day delivery mode must change prior to, and at the end of, each lesson
Industrial Technology Skills (not Trade Futures)	<ul style="list-style-type: none"> • Boots, steel capped • Long sleeve cotton drill button up shirt (Orange on blue) • Blue cotton drill pants
Workplace Health and Safety Uniform (VET: Vocational Education & Training Students) Innovate Ag **	<ul style="list-style-type: none"> • Boots, steel capped • Long sleeve cotton drill button up shirt (Navy) with embroidered DSHS logo on front • Blue jeans • Students not studying VET subjects in whole day delivery mode must change prior to, and at the end of, each lesson • Students studying agricultural subjects in Senior Secondary are permitted to wear an Akubra, or broad-brimmed hat, for their scheduled agriculture lessons only

** Logo embroidery is available at Golders Dalby and Creative Embroidery Dalby

Shoes

The following pictures provide guidelines for appropriate Formal and Sports shoes. The School reserves the right to make judgements on the acceptability or otherwise of footwear and will not enter into further discussion on decisions made in this regard. If you have any doubts regarding whether or not a certain type of shoe is permissible at school, please contact the school office **before** you purchase them

Formal shoes



Sports shoes



Jewellery

- One wristwatch (smart watches to have no connectivity as per Electronic Device Policy)
- Items required for identification of medical conditions
- Maximum of three sets of sleepers or small simple studs in pierced ears. Studs are to be no larger than 8mm in diameter, sleepers up to 15mm
- Double sided earrings are not acceptable and 'spacer' style earrings are strictly prohibited
- Small clear or flesh coloured studs can be worn as a facial piercing at school but need to be completely covered during sporting or other activities where there may be a risk, as determined by the supervising teacher
- All other visible piercings are not permitted. If a student insists on wearing piercings they must be completely covered at all times while at school

- Students may own special items of jewellery of significant personal or cultural importance, but must obtain permission from the Principal to wear at school. Consent to wear these items may be granted by making a request in writing to the Principal.

* The above jewellery standards apply to any occasion during or out of school hours including, but not limited to, where a student is at the School, representing the School in any way, dressed in School uniform including uniforms for various sporting, extra-curricular or other programs where the School is represented by the student, or the School is on display in the community.

Examples of acceptable earrings



Hair and Makeup

All students at the School are to be well groomed and the following must be adhered to:

- Hair must be neat, clean, tidy and maintained to a presentable standard
- Long hair (longer than shoulder length) is to be tied back in areas where Workplace Health and Safety policies apply
- Students may have hair colourings of a natural tone (brown, black, blonde, red) and the nature of the colouring is discrete (e.g. large patches of colour and stripes are not permitted)
- Extreme hairstyles or significant variations in hair length (including but not limited to mohawks, shaved sections, tracks, dreadlocks) are not acceptable
- No makeup is permitted, including foundation, concealer, eyeliner, eye shadow, mascara, and lipstick
- Only clear nail polish is to be worn. False nails/ridge fillers must be of a natural length and colour
- False eyelashes or lash extensions are not permitted

Tattoos

Tattoos, regardless of age of student, (including body art) must be covered unless they are of significant personal, religious or cultural importance, however students must obtain permission if they wish to leave these uncovered at school. Consent to have a tattoo uncovered may be granted by making a request in writing to the Principal.

'Support a Cause' Days

Throughout a school year, the Student Council supports 'causes' either to highlight an issue and or to raise money to donate to a cause. Money is raised via a 'gold coin' donation in return for students being able to wear non-uniform clothing items. These days are not known as 'free dress' days, as students are still expected to conform to a dress standard.

Students are expected to follow sun safe measures (sleeves and broad brimmed hat), not have any offensive words, pictures, gestures on the clothing and must still conform to regular jewellery and make-up expectations.

Days will be advertised as, for example, a 'coloured shirt day', 'coloured socks day' rather than 'free dress'. Students who do not meet these expectations will be issued standard non-compliance of uniform consequences.

Uniform policy clause for students with a disability or identified medical condition

On occasion students with a disability or identified medical condition may require specific adjustments to their school uniform under their Education Adjustment Program Profile [EAP as a result of additional specialist input from: - Advisory Visiting Teacher (AVT) - Occupational Therapist - Orientation and Mobility Specialist - Physiotherapist - Speech- Language Pathologist].

Where a student requires a specific uniform adjustment, the School Principal or Deputy Principal of Special Education will advise school personnel on the specifications of their uniform adjustment. Students with a disability may undertake a sensory profile supported by the identified Occupational Therapist to identify a specific sensory difficulty relating to the adjustment of wearing items of the school uniform.

Procedures for non-compliance with dress code and personal presentation

Dalby State High School is committed to providing support and assistance to students and their parents/carers in enabling students to be in the correct uniform every day that they attend school. Our Inclusive Education Policy in our school assist students who have difficulty due to family financial circumstances or hardship to acquire a school uniform and for any minor dress code non-compliance. Hardship is dealt with compassionately and in confidence.

Makeup

- Staff members will send students to Student Window where they will remove makeup
- Staff member will record as a behaviour record on OneSchool

Hair

- Staff member to send students to administration where student will remain in supervised area (administration building) until remedied
- Staff member will record as a behaviour record on OneSchool

Jewellery

- Staff will direct student to remove incorrect jewellery
- Staff member will record as a behaviour record on OneSchool

Uniform

- Present to student window where you will be given a Uniform Pass and issued a lunchtime detention if there is no parent/carer note with explanation.
- This Uniform Pass will need to be shown to any staff member upon request

Non-compliance with procedure

- The Head of Year will contact home to inform parent/carer of the non-compliance with Dress Code and Personal Presentation Policy and inform parent/carer of further consequences as per the Student Code of Conduct

Our curriculum

There are two phases, Junior and Senior secondary, occur during high school years. The Junior Secondary phase includes Years 7, 8 and 9. The Senior Secondary phase begins at Year 10.

Junior Secondary

The Dalby State High School Junior Secondary Curriculum provides students with a comprehensive and connected program of study based on the Australian Curriculum and Queensland Curriculum and Assessment Authority (QCAA) guidelines. The program is rich and stimulating, yet accessible for all students. We are committed to providing the best educational outcomes for all students essential for life in the twenty-first century.

Our Junior Secondary Curriculum enables students to experience a smooth transition from primary school to senior secondary and beyond. Our curriculum, while challenging, lays solid foundations in the skills that students need, no matter what career path they may choose.

These key features are reflected in the school's Junior Secondary Philosophy which is based upon

- the provision of a successful transition from primary school,
- strong skills in literacy and numeracy,
- health and wellbeing of the individual student,
- foundations of life-long learning skills and
- preparation for Senior Secondary.

Senior Secondary

Year 10 begins the senior phase of learning. It is expected that students will take a "more specialised" approach to their subject selection, since they have had the opportunity to cover a wide range of key learning areas during Years 7, 8 and 9. The Year 10 curriculum is designed to provide a meaningful and structured transition to Year 11 and 12 and is based on the Australian Curriculum subjects which link directly to the relevant courses of study in Year 11 and 12.

All Year 11 and 12 students, (with the exception of students in our two signature vocational programs, Trade Futures and Innovate Ag) study a 5 study subject load spread across a four day timetable (Monday, Tuesday, Thursday, Friday) for their QCE and/or ATAR. Wednesdays are used for Specialist Maths lessons, excursions, study groups, catch up sessions etc. School-based apprentices or trainees (except Trade Futures and Innovate Ag) have the opportunity to do work placement on a Wednesday. Innovate Ag student's mentoring takes place on a Friday. Considerable flexibility exists for students to be involved with Structured Workplace Learning and School-Based Apprenticeships which allow students to complete their secondary education while completing nationally recognised credentials which assist with employment after completing school.

To ensure that all students achieve a Queensland Certificate of Education by the completion of Year 12, considerable care and effort is taken with the selection and alteration to student learning plans.

Discussions with the Guidance Officers are an essential part of the selection process. Parents may make appointments with the Guidance Officers with their student, or alone, by contacting the school administration office at either campus.

Programs of Excellence

Apollo Program

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

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

Apollo is a multi-disciplinary program where students:

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

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

Apollo students will be well prepared to work at the higher level and at the faster pace that is expected of students in their senior years of study. They will be well prepared to manage not only the quantity of work that needs to be covered, but also to meet the more rigorous intellectual demands expected of them.

The Apollo program has five distinct academies –

STEM (Science, Technology, Engineering & Mathematics)

- Appeals to students with a talent and or interest in Mathematics and Science
- This Academy maintains Australian Curriculum alignment, but includes advanced academic concepts in STEM education.

Aristotle

- Appeal to students who have a particular talent or interest in the creative, analytical and persuasive use of the English language
- This Academy maintains Australian Curriculum alignment, but with additional extension activities
- Assessment tasks and criteria align with those of mainstream classes and with the Australian Curriculum Standard Elaborations.

Aeschylus

- This academy will appeal to students with a talent and/or interest in dramatic art, music, performance and language

Atlas

- This academy appeals to students who have particular interest or talent in analysing and evaluating how the human mind and body works to optimize health and performance in a sporting context.
- Students in Atlas classes study the mainstream curriculum with additional extension activities.

Chronos

- This academy is a unique opportunity for students to benefit from the ultimate innovative approach to academic success
- Commencement of senior program a full year ahead of their peers
- Senior subjects are completed across 3 years, giving opportunity for students to complete University Headstart/Enhancement Programs while in Year 12

Entry into the Program is by application. See the school website for application open and closing dates <https://dalbyshs.eq.edu.au/curriculum/specialist-programs/apollo-program> .

Sporting Excellence Program

Sport is an integral part of the school curriculum. Physical education is compulsory in the middle phase and sport options are offered to senior students. Sport is viewed as being important in the holistic development of our students, with the focus being participation and opportunity rather than elitism.

The Sports Excellence Program is offered to students in Years 7-12 in which students are selected based on interview and written application, as well as past and present sports achievements. It is not a program exclusively for elite or representative. In essence, the program is an extension course in Health & Physical Education and is open to all students with an interest in sports and a desire to be very physically active.

Program Overview

The aim of the Sporting Excellence Program is to help the student set goals for both their sporting and schooling year. The program is designed for gifted and talented students who have demonstrated an advanced ability, or particular potential, in their targeted sports. It aims to provide young people talented in sport with the opportunity to pursue sporting excellence in a supportive educational environment with the flexibility to accommodate sport and school commitments.

The program will be developed at the beginning of the schooling year and revisited on a termly basis and will consist of the following:

Schooling goals

- Effort and behaviour
- Achievement
- Attendance
- Study plan

Sporting goals

- Representative opportunities
- Club performance
- School team performance
- Goal setting/sports psychology
- Nutrition
- Hydration
- Recovery strategies
- Strength and Conditioning

Selection Criteria

The Sporting Excellence Program will be offered to students who uphold the school values of **“Respect”**, **“Safety”** and **“Learning”** at all times and have demonstrated a commitment to the culture of the schooling community. Students acceptance into the program will be based on the criteria below:

Attendance

- Must maintain a school attendance record of 90% with approved absence.
- Must maintain a 90% attendance average to training sessions.

Effort and Behaviour

- Must average B for effort and behaviour in all subjects.
- Must exemplify at all times, full engagement with the training program as well as respect to staff.
- Need to show ability to work independently and show initiative

Sporting Results/Pathways

- Prior representation at a school, district and regional level will be taken into account for the students selected sporting areas. This criterion will act as a ‘tie breaker’ in the event that students have met all others at the same level. Heavier weighting will be given to regional representation.
- Students must compete in all school carnivals

Co-curricular and cultural activities

The school has established an enviable reputation for its cultural pursuits and many extra-curricular activities that operate throughout the year. Our annual Awards Night is conducted in the Great Hall during November, where academic and cultural achievements of students are formally recognised.

Agriculture: The agricultural activities available to students include Sheep Showing at the Bunya Campus. Students need to make a significant time commitment to the Teams. These students have instruction after school and there are some membership fees and uniform costs associated with these extra-curricular activities.

Instrumental Music: Students from all year levels are invited to be involved in the instrumental music programme. Through the programme students learn to play the concert instrument of their choice and participate in the Concert Band, Stage Band and other ensembles. Some school-owned equipment is available on loan to students. It is generally expected that students will have their own instrument for their second year of tuition.

Musical and Choir: It is the tradition of the school to present a musical production each

year involving students from all grades. Auditions are held early in the year and rehearsals begin in the first term. The musical production has an established reputation in the local community for its excellence. The school choir forms under the guidance of the classroom music teacher and complements the school’s cultural performances.

Sport: Sport is a valued part of Dalby State High School and all students are encouraged to become involved. Physical Education is compulsory through to year 10 and sport options are offered to all students. Sport is viewed as being important in the holistic development of our students, with students given the opportunity to pursue their interest and skills in a variety of sports.

The school has four sporting houses:

- Bunya – Bonyi (yellow and black)
- Kurrajong – Gurung Gurung (blue and white)
- Myall – Mamar (red and black)

- Wilga - Wulu (green and white)

There are three interschool competitions held each year – swimming, cross country and track and field. Information is sent out via student notices and the school newsletter.

Students are also encouraged to participate in a wide range of inter-school competitions including Touch Football, Volleyball, Rugby League, Rugby Union, Netball, Cricket, Football, Golf and Tennis. A wide variety of sports are offered at representative level where students can represent the school, district and/or region. Students are informed of upcoming trials via student notices on a regular basis.

Student Council: The student council is a body of elected students from each year

level, which aims to represent, lead and support the student body and to promote the school in the community. The student councillors create connections with students from other year levels, teachers and the broader community in order to contribute to their school environment, future and leadership. Student Council is the voice of the students, involvement in Student Council is encouraged.

Subject Area Competitions: Various competitions for numerous subject areas are conducted throughout the year. These include the ICAS Writing Competition, QAMT Maths Competition, ASX Sharemarket Game, Optiminds, ANZAC Day essay competition and public speaking competitions.

Homework and assignments

The full Homework and Assignment Policy can be viewed on the school website at the beginning of the academic school year.

How to Submit an Assignment Using Turnitin

Turnitin is a plagiarism detection tool that detects unoriginal content in submitted assignments.

1. Log in to turnitin.com (See "Logging in" if you can't quite remember how to log in to Turnitin.)
Once you've logged in, you should see your homepage listing the classes you enrolled in.
2. Click the name of the class where you'd like to upload a file.
3. This will take you to your **Class Homepage** for that class.
4. Click the **Submit** button to the right of the assignment name.
This will take you to the file submission page.

On the file submission page, make sure the phrase next to the Submit: heading says "Single File Upload." If it says "Cut and Paste Upload," use the dropdown menu (the down arrow) next to Submit: to switch to "Single File Upload." This will allow you to upload your file rather than using the Cut and paste file submission feature.

5. Enter a title for the submission.
6. Click the **What can I submit?** link to review the types of files and file sizes Turnitin can accept.
7. Decide whether you'd like to upload a file from:
 - the computer you're using OR
 - Dropbox OR
 - Google Drive
8. Click one of the submission buttons (computer, Dropbox, or Google Drive).
9. Select the file you want to upload.
10. Click the **Upload** button on the file submission page.
11. Review the preview panel
12. Then, you must click the **Confirm** button to officially upload the file to the assignment.

Reporting student progress

End of Semester Reports

At the end of each semester of study, parents/guardians will be issued with an official school report outlining the level of achievement attained and the student's behaviour and effort level for each of their subjects. Interim reports will also be issued after Term 1 and 3 in order to provide feedback on current student progress.

Queensland Certificate of Education

The QCE is Queensland's senior school qualification. It is awarded to eligible students (usually at the end of Year 12) by the Queensland Curriculum and Assessment Authority. Schools create student learning accounts and students can access their learning account in the Student Portal via the [myQCEwebsite](https://myqce.qcaa.qld.edu.au) to monitor their progress towards a QCE. Further information is available at the Queensland Studies Authority website at: www.qcaa.qld.edu.au

School Reference

An official school reference is issued to students who apply. References are compiled from information provided by the student and the student's teachers. Application for a school reference can be made through the school administration office.

Parent-Teacher Interviews

Parent-Teacher interviews occur during Terms 2 and 3 each year. This is a formal process conducted at the school. Interviews are also encouraged at any other time where an issue needs to be addressed. Direct contact by telephone or email with teachers is encouraged and can be arranged through the school administration office.

Awards

Bi-annual Recognition Awards

Dalby State High School celebrates our students outstanding achievements towards their studies, through our Recognition Awards Ceremonies.

These ceremonies happen on two occasions during the year and use Semester 1 and Semester 2 report card data.

- Recognition Awards Ceremony Semester 1 (Week 4 Term 3)
- Recognition Awards Ceremony Semester 2 (Week 4 Term 1 the following year. Years 7, 8, 9 – Assembly. Years 10, 11, 12 Investiture Ceremony)

Award Categories:

1. Academic Excellence: Gold and Silver (Semester 1 and 2)
2. A.C.E. (Attitude and Conduct towards Education): Gold and Silver (Semester 1 and 2)
3. Academic Improvement Award (Semester 2 only)

Parameters for Awards:

Academic Award

- GPA calculation uses a 5-point scale. LOA standards are converted to a number (A=5, B=4, C=3, D=2, E=1, N=0) added, averaged and rounded to 1 decimal place.
- N grades are given a '0' and not used in GPA calculation – YC, HOY, DP look at reason for N grade and determine if award is given or removed

- A 'D' in Years 11 or 12 makes a student ineligible for an Academic Recognition Award
- Distinction between ATAR and Non-ATAR Pathway is made (Ceremony and Certificate)

A.C.E. Award

- Both effort and Behaviour results are used to calculate a 5-point GPA (See above for how GPA is calculated)
- A 'Satisfactory' in either Effort or Behaviour makes a student ineligible for an A.C.E. award
- In consultation with Year Level DP, the YC or HOY can override a numerical decision to either give or remove an award

VET Recognition Award

- 1 GPA is calculated using LOA, Effort and Behaviour results (see above for how GPA is calculated)
- A 'Satisfactory' in either Effort or Behaviour makes a student ineligible for a VET Recognition Award
- A 'D' makes a student ineligible for a VET Recognition Award

Year Level	Academic Recognition or A.C.E. Silver	Academic Recognition or A.C.E. Gold
7, 8, 9, 10	≥ 4.5	≥ 4.7
11, 12	≥ 4.2 (nothing lower than a C)	> 4.6 (nothing lower than a C)
Signature/Vet programs of study (3 QCAA subjects + cert courses)	VET Recognition	VET Recognition
11, 12	$\Rightarrow 4.2$	$\Rightarrow 4.6$

Bunya Campus Awards

The Bunya Campus Awards and Graduation Ceremony recognises and celebrates the achievements and successes of our residential students across the key areas of citizenship, academic achievement and continuous improvement. These awards play an integral role in highlighting students' abilities to demonstrate resilience and determination and how best to utilise the opportunities they have as a boarding student. They also play a key role in recognising the importance of effective relationships with boarding staff and how this contributes to producing successful student outcomes.

Annual Sports Awards Dinner

This night plays an important role in the school's program of recognising student achievement as it acknowledges the sporting achievements of our students and the contribution made by parents and teachers. Awards include Bronze, Silver and Gold Awards, Service to Sport Awards, Australian Olympic Change-Maker and the prestigious Sportsman of the Year Award. The Annual Sports Awards Dinner is held in Term 4.

Annual Awards Night

The Annual Awards Night Ceremony is an opportunity for the Dalby State High School community to honour and acknowledge the achievements of our students across the academic, cultural, service and leadership fields. The Awards Night is held in the Dalby State High School Great Hall.

Student Leadership

Dalby State High School has a strong belief in the importance of fostering strong personal and community values through student leadership. We are driven by our school motto of “Seek the Truth”.

Each year the school selects from the current Year 11 students School Captains, Vice Captains, Prefects, Culture Captains, House Captains as well as Student Councillors to represent the school community.

Towards the end of Year 8, students nominate for Year 9 Student Leaders and Cultural Leaders positions for the following year.

The Senior Captains and Junior Leadership team lead school assemblies, award ceremonies and our Culture Captains and Leaders are responsible for the Acknowledgement of Country.

Senior Captains and Junior Leaders meet each week with the Principal where new initiatives are discussed and planned together.

The school also has a strong ethos encouraging ‘democratic leadership’ through an active, representative from each year level to be an active Student Council member. Student Council is an elected group who represent the voice of the students and form a part of the Leadership team. These students assist with significant student-led events throughout the year as well as the daily responsibilities associated with their role.

Leaders also coordinate the participation of students in Swimming, Athletics and Cross Country carnivals as well as assisting our local primary schools with their sporting events.

Our DIP Leaders play an integral part in our Dalby Interyear Program ensuring a smooth transition for students into secondary school. DIP Leaders make connections with the students during the Year 7 transition program and must be excellent role models.

Values are further developed through participation by school leaders in a variety of community activities such as ANZAC Day commemorations, Dalby Junior Chamber of Commerce and Industry, Dalby Business Excellence Awards and the like.

Dalby State High Student Leaders are appointed in our Junior and Senior School to support and lead the student body, promote a sense of identity, spirit and belonging to their respective House and cohort, to act as an advocate and voice for all students, to represent the public image of the school and uphold the traditions and values of the school. There are many opportunities to become a part of the Student Leadership team at Dalby State High School.

QParents

QParents has been created by the Department of Education and Training to provide parents of Queensland state school students with secure online access to their child's information. The portal allows you to securely access information about your child and to communicate directly with your child's school. Dalby State High School is a registered QParents school.

QParents provides secure, online access to student information such as:

- Attendance details
- Behaviour
- Report cards and assessment

- Timetables
- Invoices and payment history
- Upcoming events
- Student photo

You can register for QParents only after you have received an invitation email or letter from the school, containing your unique invitation code. If you have not received an invitation email or letter, you can request one through the school office. You can register only by using a PC with the web version of QParents, not through the QParents app. Once successfully registered, you may then use the QParents App to login and manage your account. You will need to supply an email address (that you check regularly) in order to create a QParents account.

You can access QParents through a:

- smartphone (mobile browser, or users can download the QParents app from the iTunes App Store or Google Play Store)
- tablet
- personal computer

Further information about QParents can be found at <https://qparents.qld.edu.au> or by contacting the school to register.

Bring Your Own Laptop (BYOL)

BYOL describes a digital device ownership model where students use their privately owned devices (laptop) to access the network and information systems in an educational setting.

Dalby SHS has chosen to implement a laptop device model due to

- enhanced integration into DET network, particularly using Windows OS,
- better value for money and workstation capabilities
- durability of laptops compared to tablets, phones or other devices

We support the implementation of a BYOL model because:

- BYOL recognises the demand for seamless movement between school, work, home and play
- our BYOL program assists students to improve their learning outcomes in a contemporary educational setting
- assisting students to become responsible digital citizens enhances the teaching learning process and achievement of student outcomes as well as the skills and experiences that will prepare them for their future studies and careers.

Consult the BYOL Student Charter Agreement for further information about laptop specifications (noting inclusions for warranty, accidental damage & other recommendations). To join the program, parents need to sign and return the BYOL agreement. Intune Device Enrolment then occurs and the student is connected to DSHS network (process requires students to have administrative access).

General information

Arrival at School

Students are required to arrive at school between 8.20 am and 8.55 am each day. School commences at 9.00 am and concludes at 3.05 pm. If a student arrives after the start of school, he/she must bring a **note of explanation** from their parent or guardian, to the office and sign in. Students wishing to leave the school grounds, for any reason, can do so only with a signed note or other communication from a parent or guardian.

First Aid/Medical Treatment

Students needing attention following an accident will be treated at the school office for any necessary first aid. In cases of more severe trauma, parents will be contacted and an ambulance will convey students to the hospital.

Special Medical Conditions

Parents must advise the school of any changes of medical condition for any student at the school. It is important that emergency contact details are kept up-to-date. Where necessary, a risk assessment may need to be completed and countersigned by the student's parents and treating medical professional.

Issue of Medication

From time-to-time students may require medication to be issued at school. It is Education Queensland policy that all medication administered will be done at the school office, under strict supervision. Students requiring regular medication must have a *Request to Administer Medication at School* form signed by the parent. All medication must be in its **original container** with pharmacy label including details of the **prescribing health practitioner** with student's name, dosage and time/s to be taken. The school is forbidden to administer paracetamol or aspirin to students at any time. Medication to be issued to residential students will be handled through the student support worker team, but must comply with the above regulations.

Bicycles and Scooters

Bicycles and Scooters ridden to school must be left in the racks adjacent to the Admin building. By law, students are required to wear an approved helmet. Random checks are conducted on students not wearing helmets by Queensland Police and fines levied.

Confiscation of Property

Any item confiscated from students, including mobile phones or other devices that disturb the teaching and learning or good order of the school, will be lodged by the student at the office. Students will be able to retrieve that item at the end of the school day. (See Electronic Device Policy on school website). Any dangerous or illegal items confiscated will not be returned to students and will be handed over to Queensland Police.

Detention of Students

Education Queensland Regulations permit the detention of students at a state school for a period of 20 minutes during a lunch recess, or 30 minutes at the end of the school day as a consequence for disobedience, misconduct, wilful neglect of homework tasks or for other breaches of discipline. When after-school detentions are applied, parental contact is made to notify them of the late departure from school.

Leaving the School Grounds

Special leave passes are issued on request from a parent. Passes may be issued for specific reasons as outlined in the note from parents. (Routine dental and medical appointments are

discouraged during school hours.) Students found abusing these arrangements will have their permission to leave withdrawn indefinitely.

Lateness to School

All students who are not at school by 9am each day must register at the school office. A parent note, or phone call, explaining the lateness must be received. Continued lateness will require the student to make up time lost after school or during lunch break detentions.

Student Bags and Equipment

Students from smaller schools find the movement around the school from class to class daunting at first. Students need to keep a watchful eye on their bags and contents at all times. All materials and items of clothing should be clearly labelled. Valuables, including wallets, should not be left in school bags at any time and should be kept on the student's person. If losses occur, enquiries should be made at the school office. Only small amounts of money should be brought to school for tuckshop or other purposes. Any money brought for other purposes should be lodged at the school office for safe keeping.

Mobile Phones, Smart Watches, Headphones and other electronic devices

The school has an Electronic Device Policy that is included in this handbook. All members of the school community are encouraged to familiarise themselves with this policy.

Student Cars

The school does not provide any designated car parks for students travelling to school in their own vehicle. Students are required to find their own legal parking space outside of the school grounds. The school does not collect and store any documentation or permission forms for students choosing to travel to school in their own vehicle. This mode of travel to and from school is done in a private capacity and the school assumes no liability whatsoever for any incidents that may occur.

Student Identity Cards and School Photographs

Student photo ID cards will be available through the school office on application and with an accompanying fee. They are often produced by the chosen School Photo organisation. School photos are usually taken during Term 1 and dates will be published in the newsletter. Students are required to wear their full formal uniform.

Refund Procedure

If a parent of a student requests a refund prior to the closing date of an activity, the parent or student may apply for a refund of non-committed costs. "Committed costs" may include pre-arranged travel, reservations or administration fees. If a student is unable to attend an activity due to illness, a medical certificate will be required before a refund can be processed. The amount of the refund will depend on the various commitments of the activity and should be discussed with the Principal.

Attendance at School Functions

Only students who have a behaviour level "appropriate" according to the Student Code of Conduct processes are eligible to attend non-curriculum functions. This includes the school's Senior Formal and other functions where students are representing the school. Attendance patterns at school may also be considered as part of the determination of eligibility. Attendance at such functions is also dependent upon each student having met their commitments with regard to class work and other assessment items. Partners of students attending such functions are also required to abide by school standards and policies.

Assessment and Students with Work Placement or Traineeships

If an assignment is due on the day a student would normally be absent because of a traineeship or work placement, arrangements for the delivery of that assignment by a parent or other person must be made. If an examination or test is scheduled on that day, students are expected to be in attendance at school for the assessment. Arrangements with the work provider should be made well in advance to avoid unnecessary inconvenience. An assessment overview is provided to students in the first weeks of each semester which details all assessment due.

Complaints management

During the course of your student's school years, you may have cause to make a complaint about an issue with your child's education. Education Queensland is committed to ensuring that all complaints are dealt with in a fair and equitable manner. There are processes and support structures in place to enable parents and students to work through any issues they may have with Education Queensland provision.

Our Values

Dalby State High School is committed to providing a safe, respectful, supportive and disciplined learning environment for students and staff where social and academic learning outcomes are maximised for all. This is achieved through quality curriculum, interpersonal relationships and school organisation. School practices are proactive rather than reactive, where appropriate, and non-discriminatory language and behaviours are defined, modelled and reinforced. Effective partnerships with parents, carers, students and school staff is an essential part of us achieving this goal. We want to know what we are doing well, but also if there are any areas where we can improve or do things differently.

Purpose

Dalby State High School appreciates and acknowledges that parents, carers, students and community members have a right to make a complaint. This document outlines how Dalby State High School will manage these complaints.

What is a customer complaint?

A complaint is a customer complaint if the person is unhappy with the service or action of our school or our staff, and directly affected by the service or action they are unhappy with. In our school, the person making a complaint will usually be a parent, carer, student or other school community member, but could also be anyone else directly impacted by something at our school. Some complaints must be managed using different processes.

These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#); and
- complaints about corrupt conduct, public interest disclosures, or certain decisions made under legislation – refer to the [Excluded complaints factsheet](#) for more information.

Roles and responsibilities

We treat everyone with respect, courtesy and fairness, and aim to act compatibly with human rights. Our responsibilities include:

- following the customer complaints management [framework](#), [policy](#) and [procedure](#) when managing complaints;
- resolving complaints promptly; and
- providing information about our processes, timeframes and any available review options.

If someone makes a complaint, they also have responsibilities, including:

- cooperating respectfully and understanding that unreasonable conduct will not be tolerated;
- giving us a clear idea of the issue or concern and a possible solution;
- providing all relevant information when making the complaint;
- understanding that addressing a complaint can take time; and
- letting us know if something changes, including if help is no longer needed.

Our aim with all complaints is to find resolution, therefore, when making a complaint, please ensure that you:

- Provide complete and factual information in a timely manner
- Deliver your complaint in a non-threatening and non-abusive manner; and
- Not make frivolous or vexatious complaints or include deliberately false or misleading information.

Complaints management process

At Dalby State High School, our complaints management process involves the following steps:

i. Receipt

The complaint should be made where the problem or issue arose. At Dalby State High School, we ask parents, carers, students or community members who would like to make a complaint to either email principal@dalbyshs.eq.edu.au or visit the school office to make an appointment to meet with the principal or another member of staff.

The following information should be provided when making a complaint:

- what happened, including when and where it occurred, and who was involved; and
- what outcome or solution you are seeking to address your issue or concern.

We accept anonymous complaints, however it is important to understand that this could limit how a complaint is assessed and resolved, and it may also prevent an outcome being provided.

ii. Assessment and management

We will examine the issue(s) raised and try to resolve the complaint. We aim to do this promptly, but understand that we have many other responsibilities and it may not be possible to make contact or resolve a complaint immediately.

iii. Providing an outcome

Once we finish examining the complaint, we will let the person who has made the complaint know the outcome and any available review options.

Review options

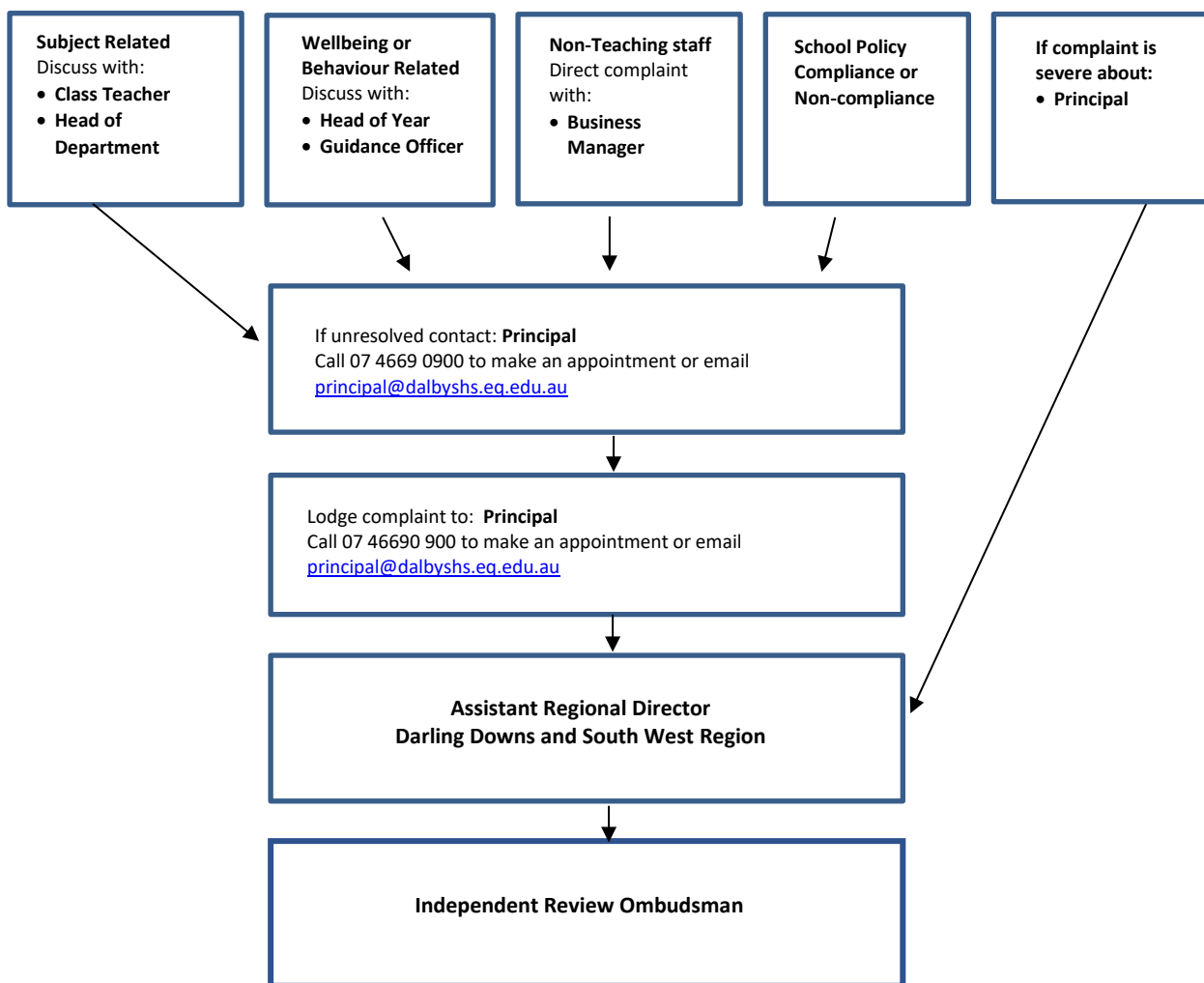
If the person who has made the complaint is dissatisfied with the outcome or the way we handled their complaint, they can contact the [regional office](#) to ask for an internal review. A [Request for internal review form](#) should be completed and the request should be submitted within 28 days.

There is also an external review option (for example, the Queensland Ombudsman or Queensland Human Rights Commission), which becomes available once the department's complaints process has been exhausted.

1. More information and resources

The following resources contain additional information:

- Customer complaints management [framework](#), [policy](#) and [procedure](#)
- [Compliments, suggestions and customer complaints website](#)
- [Making a customer complaint: Information for parents and carers.](#)



Student Resource Scheme (SRS)

General Information

A hire scheme has been established to keep the costs of equipping students with school texts and resources to a minimum. Membership in the Scheme is optional and provides all necessary textbooks; school prepared materials; consumable levies; textiles, food, art, agricultural and experiments used in practical subjects; school diary and various technical manuals. Excursions are not covered by the scheme.

Fees and membership conditions

The School runs the Student Resources Scheme and is committed to providing high quality service to every student participating in the Scheme.

In 2026, the parent contribution will be as per the Parent Information Booklet for the relevant year level or on the school website at <https://dalbyshs.eq.edu.au/enrolments/resource-scheme> .

The Government Textbook and Resources Allowance is paid in bulk to the scheme which subsidises the cost of the total scheme fee.

Students are not to mark or deface texts or other materials. If items are lost, stolen or not returned in a useable condition this must be *reported immediately* to the School and the School may, at the Principal's discretion, charge the parent a repair or replacement fee.

Due to the significantly high resource and training costs associated with the Signature Programs (Trade Futures and Innovate Ag), students must be members of the SRS with fees paid in order to ensure ongoing participation. Students undertaking school based traineeships or apprenticeships may apply to have their fees adjusted accordingly.

What to do if

I need to have my child leave the school grounds during the day ... Provide the child with a written note of explanation to be delivered to the school office at the beginning of the school day. The student is issued with a leave pass for the specific time. All students must sign out through the office. Telephone calls should only be used in emergency situations.

My child has been absent from school ... there are a number of ways to report a student absence. By law, parents must ensure their child attends school every day unless they have a reasonable excuse and all absences must be suitably explained by parents/caregivers. Parents of students absent at roll check without explanation will receive a text message alert and parents can reply to this text by SMS with a reason for absence. Alternatively, a telephone call or email will suffice. The 24/7 absence line is 4669 0966 or email absences@dalbyshs.eq.edu.au. Absences can also be advised through QParents.

Holidays should be avoided during the school term. If your child has a prolonged absence of more than 10 school days due to illness or family commitments, please contact the school to enquire about an Exemption.

I want my child to come home for lunch ... A note is required which should be delivered to the school at the beginning of the school day, for each occasion. Permanent lunch passes are not permissible.

My child is ill on the due date of an assignment ... Telephone the school to make an arrangement to deliver the assignment on the due date. Illness prior to the due date which prevents completion of the item, needs to be discussed with the relevant Head of Department. Students in Years 11 and 12 need to consult with the Guidance Officer.

My child is sick for formal examinations ... A medical certificate is essential for senior students. Students in Years 11 and 12 that will be absent for an exam or assessment must contact a Guidance Officer to discuss further. For other students, the matter should be discussed with the relevant Head of Department to determine an alternate time. Other matters of a more emergent type, for example bereavements, should be discussed directly with the Principal.

My child needs extra time to complete an assignment ... Discuss with the relevant Head of Department the circumstances that have occurred. Normally, extensions need to be arranged at least two days prior to the due date. Students in Years 11 and 12 need to consult with the Guidance Officer. Senior students should be aware of assessment requirements as outlined in the DSHS Senior Assessment Policy.

I need to contact my child during the school day ... There is no phone or paging system in classrooms. Any messages to students during the day need to be hand-delivered by office staff. This can become a very time-consuming process, particularly if classes are in the Great Hall, on the oval or have had room changes. Of course, in emergencies, every effort is always made to find students and bring them to the office. For this reason, please try to limit messages to students wherever possible. Ensure your child knows their after-school arrangements each morning before they go to school. Parents can leave messages on their child's mobile phone which can be accessed after 3.05pm.

I need to discuss my child's progress ... Contact the school office to arrange a suitable interview time with your child's teachers and Year Coordinator. Formal progress reporting occurs at the end of each term. You might also like to consult with the school's Guidance Officer on matters of student progress and appointments can be made through the school office.

Useful contact information ...

Phone numbers:	07 4669 0900 (Nicholson campus)	07 4660 0333 (Bunya campus)
Email:	admin@dalbyschools.eq.edu.au	admin@dalbyschoolsbunya.eq.edu.au
School website:	www.dalbyschools.eq.edu.au	
Office hours:	8.00am – 3.30pm	
Absence line 24/7:	07 4669 0966 (all absences reported to Nicholson campus)	
Email absence:	absences@dalbyschools.eq.edu.au	
Uniform Outlet:	07 4669 0953 or email to dalbyhighpandc@bigpond.com	
8.30am – 2.30pm		
Tuckshop:	07 4669 9049 (Tuckshop operates 1 st and 2 nd breaks, Monday – Friday)	
Residential contact:	0467 711 384	
2.30pm – 8.00am	0467 708 081	
	0467 709 112	
Emergencies:	0467 707 345	

Note: The information in this handbook was correct at the time of printing. The Principal reserves the right to change / adapt any procedure or policy, in line with the relevant Education Department documents.

Uniform retail outlet price schedule

As at July 2025 (prices subject to change)

SPORTS UNIFORM

STYLE	SIZE	PRICE
Junior Sports Polo – Gold & Maroon (Year 7, 8 & 9 students)	Size 6Y to 5XL	\$33.00
Senior Sports Polo – Maroon, White & Gold (Year 10,11 & 12 students)	Size 10Y to 5XL	\$33.00
Sports Shorts – Maroon Canterbury	Size 10Y to 6XL	\$39.00
Sports Shorts – Maroon Microfibre	Size 6Y to 6XL	\$28.00
Soft Shell Jacket - Maroon	Size 10Y to 5XL	\$66.00
Microfibre Jacket – Maroon with Gold & White Panels – Selling Out	Size 8Y,10Y,XL,2XL,5XL,6XL	\$20.00
Microfibre Track Pants – Maroon	Size 8Y to 6XL	\$39.00
DSHS Bucket Hat	S/S, S/M, M/L & L/XL	\$17.00
Polar Fleece Jumper – Maroon	Size 10Y to 5XL	\$40.00
DSHS Socks - Crew DSHS Socks - Anklet	Size 2-8, 8-11 & 11-14 Size 2-8, 8-11 & 11-14	\$9.00

FORMAL UNIFORM – MUST BE WORN EACH MONDAY

STYLE	SIZE	PRICE
Formal Blouse – Maroon Check	Size 6 to 5XL	\$50.00
Formal Skirt – Maroon	Size 6Y to 16Y Size 4L to 34L	\$45.00
Formal Slacks – Maroon	Ladies Sizes 8, 10, 12, 14 & 18	\$50.00
Unisex Formal Shirt – Maroon Check	Size 8Y to 10XL	\$50.00
Formal Button Fly Shorts – Grey	Size 12Y to 5XL	\$42.00
Formal Elasticised Shorts - Grey	Size 8 to 2XL	\$30.00
Formal Button Fly Trousers - Grey	Size 10Y to 2XL	\$50.00
Formal Elasticised Trousers - Grey	Size 8 to 3XL	\$39.00

School bus runs

As at October 2025

BUS	OWNER	PHONE
WARRA	PREMIER COACHES	4662 4898
KAIMKILLENBUN	KEITH JOHNSTON	4663 4141 0409071062
BOWENVILLE	WAYNE DOWLING	0419 660521
MALAKOFF	PREMIER COACHES	4662 4898
JANDOWAE/JIMBOUR	PREMIER COACHES	4662 4898
IRVINGDALE	PREMIER COACHES	4662 4898
NANDI	JOHN WILLIAMS jpbrwilliams@bigpond.com	0419 674982
CONDAMINE BYPASS	PREMIER COACHES	4662 4898
RANGERS BRIDGE	YARALLA BUSES	0409696865
BROADWATER	PREMIER COACHES	4662 4898
BRANCH CREEK RD	PREMIER COACHES	4662 4898
KUMBARILLA	PREMIER COACHES	4662 4898
ST RUTH/CECIL PLAINS	PREMIER COACHES	4662 4898
SPRING MEADOWS	PREMIER COACHES	4662 4898
BELL	PREMIER COACHES	4662 4898

The Department of Transport and Main Roads, TransLink Division, administers the School Transport Assistance Scheme. This scheme is one of the largest assistance programmes provided by the Queensland Government, and provides assistance to eligible students travelling to primary and secondary schools.

For more information about the eligibility criteria please visit <http://www.tmr.qld.gov.au/Travel-and-transport> or contact Darling Downs TRANSLink office on 4639 0727.

Parent & Community Code of Conduct

Dalby Cluster of State Schools

Parent and Community Code of Conduct

Supporting learning, wellbeing and safety in our schools:

Bell P-10 State School

Dalby State School

Jandowae P-10 State School

Bowenville State School

Dalby State High School

Jimbour State School

Cecil Plains P-9 State School

Dalby South State School




Kaimkillenbun State School



We welcome parents and other members of our diverse community into our schools.

Working together with our school communities, school staff support the learning and wellbeing of every student, and are entitled to a safe work environment.

Parents and other visitors to our schools support safety by ensuring their communications and conduct at the schools and school activities is respectful.

	It is expected that parents and visitors to our school will:	Parents and visitors to our school demonstrate this by:
 Communication	<ul style="list-style-type: none"> be polite to others act as positive role models recognise and respect personal differences use the school's communication process to address concerns 	<ul style="list-style-type: none"> using polite spoken and written language in all communication modes (e.g. face to face meetings, emails, social media, school forums etc.) speaking and behaving respectfully at all times being compassionate when interacting with others informing staff if the behaviour of others is negatively impacting them or their family respecting staff time by accepting they will respond to appropriate communication when they are able requesting a meeting to discuss any concerns about their child's education – allowing staff time to prepare and appreciating their time may be limited
 Collaboration	<ul style="list-style-type: none"> (parents) ensure their child attends school ready to learn support the Student Code of Conduct 	<ul style="list-style-type: none"> taking responsibility for their child arriving and departing school safely on time every day reading and encouraging their child to understand and follow the Student Code of Conduct
 School Culture	<ul style="list-style-type: none"> recognise every student is important to us contribute to a positive school culture work together with staff to resolve issues or concerns respect people's privacy 	<ul style="list-style-type: none"> valuing each child's education acknowledging staff are responsible for supporting the whole school community speaking positively about the school and its staff not making negative comments or gossiping about other school community members, including students – in person, in writing or on social media understanding, at times, compromises may be necessary considering the privacy of all school community members at all times, and understanding that the school cannot share confidential information.

The Dalby Community State Schools Parent and Community Code of Conduct has been endorsed and is supported by the Parents' & Citizens' Associations of all Dalby Cluster State Schools.