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A Message from the Principal

The Dalby State High School Junior Secondary Curriculum provides students with a comprehensive and connected program of study based on the Australian Curriculum. The program is engaging and accessible for all students. We are committed to providing the best educational outcomes essential for life in the twenty-first century for all students.

At Dalby State High School we believe that every student can learn and achieve; that success brings about success; and that schools and students control the conditions for that success.

Our aim is to provide for, and challenge our students by offering them an array of learning experiences, by setting high expectations and by providing students with multiple opportunities to be accountable and responsible for their learning. We pride ourselves on the range of curriculum programs and other activities in which students can participate.

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 with the skills that students need, no matter what career path they may choose.

Our Junior Secondary Education Philosophy

Our philosophy around the education of students in Years 7, 8 and 9 is based upon these features:

- Providing a successful transition from primary school
- Building strong skills in literacy and numeracy
- Caring for the Health and wellbeing of the individual student
- Enhancing the learning environment through a Positive Behaviour for Learning approach
- Preparing for Senior Secondary education

Our belief is that student safety and general wellbeing are paramount to the successful transition to high school. A strong focus on supporting individuals will create an environment where all students are able to flourish and reach their potential. This belief underpins the Connect and Relate Everyday (CRC teacher) model, centred on the support, care and holistic development of our Year 7 students.

Please familiarise yourself with the information in this handbook and ensure that if you have any questions, please don't hesitate to contact the school.

Key Staff – Year 7

Year 7 Head of Year

Welcome to Dalby State High School. We offer a wide range of opportunities for every student, these include a vast range from The Arts to Agricultural, Trades to Sports or any of our Academic pathways. Our aim is to give students the opportunity to find their passion and future pathway into life after school. This journey begins in Year 7, the foundational year of high school, where students have the opportunity to explore a variety of offerings through core subjects, elective rotations and extra-curricular activities.

Starting high school can be a daunting and challenging experience but there's a strong network of support to help guide every student. The Head of Year works closely with the Year Level Coordinator to provide support in areas like behaviour management, attendance and collaborating with support staff to ensure every student can reach their full potential.

We are looking forward to working with all parties to make this transition from primary school into high school a positive experience.

Rosalia Arena – Year 7 Coordinator



At Dalby State High School, there are numerous support people available to ensure each child's journey through high school is as smooth as possible. One of such supports is their year level coordinator. As the Year 7 Coordinator for 2026, I am here to be a consistent point of contact for both students and parents, helping with any questions, concerns, or celebrations along the way. I'll also be involved in organising the Year 7 Camp, the transition program, and other key activities that help students feel connected and confident in their new environment.

Year 7 is such an exciting and important year, and I feel very privileged to play a part in welcoming our newest students to high school. I look forward to getting to know each child, supporting them through challenges, and celebrating their growth as they begin this next chapter.

Dominic Paino – Year 7 Guidance Officer



As the Guidance Officer I am excited to work alongside the new Year 7 Cohort in 2026. As a cohort we will look to work together to ensure a happy and triumphant first year as we take a big step into high school. Together we will encounter many challenges and accomplish many successes over your years of secondary schooling. We will all bring unique personalities and characters that will ensure our time in school is lively and full of enthusiasm.

Junior Secondary at Dalby State High School

The Junior Secondary years are characterised by the physical, social, emotional and intellectual development of early adolescence. We acknowledge that students move through this stage of life in different ways and with varying life experiences. Our focus on individual health and wellbeing aims to provide a supportive environment where students can engage in learning with a positive attitude and experience success in the various activities they undertake in each lesson of every day.

Meaningful and connected learning experiences during these years provide the foundation for a successful education. Our curriculum has been designed with the aim of continuity: each phase linking with and building upon previous learning.

The Junior Secondary Program at Dalby State High School provides a variety of opportunities for students to experience educational success. The program aims to enable students to:

- engage with their teachers, peers and lessons
- successfully transition from primary to secondary schooling
- foster a sense of belonging to a wider school community
- engage in meaningful and connected learning
- experience a range of subjects and learning experiences to assist with future subject choices and pathways
- build a solid foundation for the Senior Secondary years of education and beyond.

Year 7 at Dalby State High School		
<i>Planning and Prioritising</i>	Junior Secondary Education Principles ✓ Student Wellbeing ✓ Quality Teaching ✓ Distinct Identity ✓ Leadership ✓ Parent and Community involvement ✓ Local decision making	Key School Priorities ✓ Junior Secondary Philosophy ✓ <i>Pathways & Wellbeing (PAW)</i> Teacher model ✓ Teacher Professional Development ✓ Transition and Relationships ✓ Junior Secondary Staffing
<i>Teaching and Learning</i>	Curriculum Organisers • Australian Curriculum • Queensland Curriculum & Assessment Authority	School-specific Frameworks • Explicit Instruction • Positive Behaviour for Learning (PBL)

Year 7 Curriculum Overview

Lessons	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Subjects	ENG English			MAT Maths			SCI Science			HSS History Geography Economics and Business Civics and Citizenship			HPE Health & Physical Education		Elective 1		Elective 2		P A W	P A W

Electives – Term long, 2 lessons each

TFF Agriculture (Food and Fibre)	TFD Material and Technologies Specialisations (Food & Textiles)	TTZ Materials and Technologies Specialisations (Industrial)	JPS Japanese
DRA Drama	ART Visual Art	MUS Music	DIG Digital Technologies

Timetable Example

Note:

- Break after every class (time to visit bathroom, eat food, drink water, catch up with friends)
- Subject name
- Teacher name
- Room number

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<u>CRC</u> 9.00 to 9.10	CARE Class Mrs Smith N02	CARE Class Mrs Smith N02	CARE Class Mrs Smith N02	CARE Class Mrs Smith N02	CARE Class Mrs Smith N02
<u>Session 1</u> 9.10 to 10.20	PAW Mrs Smith N02	Science Mr Brown HLB2	HSS Mr Rivers N02	English Miss Write N02	English Miss Write N02
<u>Lunch Break 1</u> 10.20 to 10.50					
<u>Session 2</u> 10.50 to 12.00	DIG Mrs Laptop LA5	HPE Ms Runner N02	Maths Ms Numbers N02	Maths Ms Numbers N02	TTZ Ms Hammer J38
<u>Lunch Break 2</u> 12.00 to 12.30					
<u>Session 3</u> 12.30 to 1.40	English Miss Write N02	Maths Ms Numbers N02	Science Mr Brown HLB2	TTZ Ms Hammer J38	HSS Mr Rivers N02
<u>PM Break</u> 1.40 to 1.55					
<u>Session 4</u> 1.55 to 3.05	ART Mr Paint E29	ART Mr Paint E29	PAW Mrs Smith LA5	HPE Ms Runner N02	Science Mr Brown HLB2

ENG – English	
The Australian Curriculum in English is built around the three strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge and skills in thinking, understanding, listening, reading, writing, viewing, speaking and creating. By studying the English Curriculum, students develop skills that are essential for further learning, for work and for everyday life.	
Subject Outline	Learning Strands • <i>Language</i>: How language is structured, how to use language in different contexts, how language changes through time, how to use language to develop and express ideas • <i>Literacy</i>: Extended writing, spelling, punctuation, grammar, editing, reading comprehension and public speaking. Literacy skills are taught in every English lesson. • <i>Literature</i>: How to examine literature, how to respond to literature, how to create literature Text books • 'English Essentials Workbook 1' - Sadler, Sadler and Winter • 'Black Snake: The Daring of Ned Kelly' - Carole Wilkinson • 'Fire Front' First Nations poetry Units of Study Unit 1: Advertising – Persuade Me! Unit 2: 'Truth, Justice & The Australian Way' - Narrative Unit 3: Hero, Victim, Villain? 'Black Snake – The Daring of Ned Kelly' Unit 4: 'True Blue'
Assessment	The Australian Curriculum in English requires students to attempt a range of written, spoken and multimodal assessment tasks. Unit 1 – Exam [written analysis] Unit 2 – Written assignment [short fiction] Unit 3 – Spoken assignment [persuasive] Unit 4 – Written assignment
Costs	See Booklist for equipment requirements. No other subject costs.
Considerations and expectations	Students are required to bring their learning materials with them to every English class and to treat their equipment with respect.
Parent/Carer Support	Parents can help their students to achieve success in English by encouraging them to read and by reading to them regularly. Year 7 students are not too old to be read to! Choose a book that is age appropriate but slightly above the student's reading level. The ability to read is a key skill that gives a student many advantages in life, so any level of reading improvement is valuable. Checking assessment due dates and helping a student to develop a homework/assignment/study schedule so that they can meet those due dates is a really useful support strategy. With multiple subjects in high school, several exams and assignments may be due in the same week so planning is essential for student wellbeing and academic success.

MAT – Mathematics	
Learning mathematics creates opportunities for and enriches the lives of all Australians. Mathematics incorporates the skills of numeracy, rote learning of procedures, problem solving and critical thinking; research shows that students who learn mathematics achieve better overall results in education. This is why in Queensland Mathematics is a compulsory subject for all students in Year 7. Dalby State High School uses 'The Australian Curriculum' to inform our curriculum and assessment and further information can be found online at The Australian Curriculum https://www.australiancurriculum.edu.au/	
Subject Outline	Learning Strands Year 7 Mathematics develops knowledge in the 'Australian Curriculum' strands of • Number • Algebra • Measurement • Space • Statistics It also builds the numeracy capabilities, problem solving strategies and reasoning abilities that all students need in their personal, work and civic life. Students learn mathematics through theory, practical applications, practice from textbook questions and worksheets. Text books • Jacaranda Maths Quest 7 Units of Study Unit 1: Number and Statistics Unit 2: Measurement and Algebra Unit 3: Probability and Space Unit 4: Fractions, Decimals, Percentages and Space
Assessment	The Australian Curriculum in Unit 1 – Exam and Assignment Unit 2 – Exam and Folio Tasks Unit 3 - Assignment and Exam Unit 4 - Exam and Folio Tasks
Costs	See Booklist for equipment requirements. No other subject costs.
Considerations and expectations	Students must remember to bring all required materials to every lesson including: • Pencil case including at least: Pens, pencils, ruler, eraser, sharpener, • Scientific Calculator (TI30-XB calculator is supplied by the resource scheme) • Workbook/theory book • Text book Students are able to bring their laptop to complete classwork in place of a notebook. It is advised that they use a stylus rather than typing and they are expected to ensure their laptop is charged.
Parent/Carer Support	Parents can assist their child by helping them work through the homework tasks, encouraging their child to attend before school tutoring (every Tuesday morning), working through revision sheets sent home before exams and proof reading their assignments. Parents can also feel free to contact teachers or the Head of Department directly.

SCI – Science	
Core Science builds on the knowledge and skills developed in primary school. Students describe situations where scientific knowledge from different science disciplines has been used to solve a real-world problem. They also explain how the solution was viewed by, and impacted on, different groups in society.	
Subject Outline	Learning Strands The Australian Curriculum: Science has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes. The Understanding strand has four sub-strands • Biological Sciences: concerned with understanding living things. • Chemical Sciences: concerned with understanding the composition and behaviour of substances. • Physical Sciences: concerned with understanding the nature of forces and motion, and matter and energy. • Earth and Space Sciences: concerned with Earth's dynamic structure and its place in the cosmos. Text book • 'Pearson Science 7', Second Edition Units of Study Unit 1: Science Techniques Unit 2: Physics - Forces Unit 3: Earth Science – Earth in Space Unit 4: Chemistry – Separating Mixtures Unit 5: Biology – Classification and Ecology
Assessment	The Australian Curriculum in Science requires students to complete investigations and examinations. Unit 1 – Examination Unit 2 - Experimental Investigation Unit 3 - Examination Unit 4 - Experimental Investigation Unit 5 - Examination
Costs	See Booklist for equipment requirements. No other subject costs.
Considerations and expectations	Students are required to bring their learning materials with them to every Science class and to treat their equipment with respect.
Parent/Carer Support	Parents can assist their student with Science by encouraging students to read their text book. Parents can also assist by checking assessment due dates and helping to develop a homework/ assignment/study schedule so that students can meet those due dates. With multiple subjects in high school, several exams and assignments may be due in the same week so planning is essential for student wellbeing and academic success.

HPE – Health and Physical Education	
The Australian Curriculum in Health and Physical Education is built around two strands including Personal, Social and Community Health as well as Movement and Physical Activity. The course of study in Year 7 aims to develop knowledge, understanding and skills to enable students to access and evaluate information to enhance the health, safety and wellbeing of themselves and those around them and to engage effectively in physical participation.	
Subject Outline	Learning Strands • <i>Personal, Social and Community Health:</i> Analyse health information and messages to propose strategies that enhance their own and other's health, safety and well-being, analyse factors that influence identities, emotions and responses to change, and describe strategies to respond to these influences. • <i>Movement and Physical Activity:</i> Apply and transfer movement skills and movement concepts across a range of situations. Implement and evaluate the effectiveness of movement strategies on movement outcomes. Select, use and refine strategies to support inclusion, fair play and collaboration across a range of movement contexts. Units of Study Unit 1: Nutrition and Indigenous Games Unit 2: Drugs (caffeine energy drinks) and Athletics Unit 3: Cyber bullying and Minor Games Unit 4: Sun safety and Swimming
Assessment	Unit 1 – Short and extended response exam and apply personal and social skills Unit 2 – Research task and demonstrating skills to make informed decisions Unit 3 – Combination exam and apply elements of movement to compose and perform movement sequences Unit 4 – Multimodal presentation and propose and implement actions that promote their own and others' health, safety and wellbeing.
Costs	See Booklist for equipment requirements. \$30 - swimming levy. Students require a DSHS Broad brimmed hat and swim shirt/rash vest.
Considerations and expectations	Students are required to bring their learning materials with them to every Health and Physical Education class and to treat their equipment with respect.
Parent/Carer Support	Parents can help their students to achieve success in Health and Physical Education by encouraging them to actively engage in class discussion and practical sessions. It is important for Year 7 students to understand the value of physical movement as well as the importance of developing key personal and social skills necessary to achieve success. Checking assessment due dates and helping a student to develop a homework/assignment/study schedule so that they can meet those due dates is a really useful support strategy. With multiple subjects in high school, several exams and assignments may be due in the same week so planning is essential for student wellbeing and academic success.

CIV – Civics and Citizenship	
The Year 7–10 Australian Curriculum in Civics and Citizenship provides students with opportunities to investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society.	
Subject Outline	Learning Strands The civics and citizenship content involves two strands: • civics and citizenship knowledge and understanding • civics and citizenship skills • questioning and researching • analysis of information • civic participation and decision-making • communicating Text books: Cambridge Humanities and Social Sciences Unit of Study: Making a Difference
Assessment	• Portfolio of work
Costs	See Booklist for equipment requirements. No other subject costs.
Considerations and expectations	Regular revision of class work will be greatly beneficial to students. Watching news programmes will also enable students to expand their understanding of legal and civic issues.
Parent/Carer Support	Encourage widespread reading, viewing documentaries and current affair programs. Using assessment calendars to help students manage their time to meet due dates and assessment requirements.

ECB – Economics and Business

The Year 7–10 Australian Curriculum in Economics and Business aims to develop students' enterprising behaviours and capabilities that can be transferable into life, work and business opportunities and will contribute to the development and prosperity of individuals and society.

Subject Outline	Learning Strands Economics and Business Knowledge and Understanding - The focus of learning in Year 7 is the topic "Individuals, Businesses and Entrepreneurs". Economics and Business Skills - Questioning and researching - Interpreting of information and data - Communicating Text books: Cambridge Humanities and Social Sciences Units of Study: Young Entrepreneurs and Economic Decisions
Assessment	Portfolio of work
Costs	See Booklist for equipment requirements. No other subject costs.
Considerations and expectations	Regular revision of class work will be greatly beneficial to students. Watching news programs will also enable students to expand their understanding of economics and the business environment.
Parent/Carer Support	Parents/carers could assist their student by ensuring materials are brought to each lesson and assisting them to revise class work regularly and to ensure scheduled assessment due dates are met. Family discussions about finances and economic decisions may also help students to develop their understanding in this subject.

GEG – Geography	
There are two units of study in the Year 7 curriculum for Geography: 'Water in the world' and 'Place and liveability'. 'Water in the world' focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. 'Water in the world' develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. 'Place and liveability' focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students' ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.	
Subject Outline	Learning Strands The content of this year level is organised into two strands: geographical knowledge and understanding, and geographical inquiry and skills. These strands are interrelated and have been developed to be taught in an integrated manner, and in ways that are appropriate to specific local contexts. Textbooks Cambridge Humanities and Social Sciences Units of Study Unit 1: Water in the World Unit 2: Place and Liveability
Assessment	Unit 1: Examination – Students will be required to demonstrate knowledge and understanding, as well as key geographical skills. Unit 2: Assignment – Students will investigate place and liveability in a local/regional context. They will again demonstrate their knowledge and understanding, in addition to key geographical skills.
Costs	See Booklist for equipment requirements. No other subject costs.
Considerations and expectations	Students are required to bring their learning materials with them to every Geography class and to treat their equipment with respect. Recommended materials: USB stick
Parent/Carer Support	Encourage widespread reading, viewing documentaries and current affair programs. Using assessment calendars to help students manage their time to meet due dates and assessment requirements.

HIS – History	
The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies in places including Australia, Egypt, Greece, Rome, India and China. The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.	
Subject Outline	Learning Strands History is organised into the two interrelated strands of historical knowledge and understanding which focuses on personal, local and national history and the societies, events, movements and developments that have shaped world history from the time of the earliest human communities to the present day and historical skills which focuses on skills used in the process of historical inquiry. This strand is further organised into: • Chronology, terms and concepts • Historical questions and research • Analysis and use of sources • Perspectives and interpretations • Explanation and communication Textbooks Cambridge Humanities and Social Sciences. Units of Study Unit 1: Deep time history of Australia Unit 2 : Ancient China
Assessment	Examination – Students will be required to demonstrate their historical knowledge. They will be asked to chronologically sequence events, describe events and developments from the perspective of different people who lived at the time as well as critically examine a variety of historical sources.
Costs	See Booklist for equipment requirements. No other subject costs.
Considerations and expectations	Students are required to bring their learning materials with them to every History class and to treat their equipment with respect. Recommended materials: USB stick
Parent/Carer Support	Parents can support students by encouraging widespread reading, viewing historical relevant documentaries and television programs; and by using assessment calendars to help students manage their time to meet due dates and assessment requirements.

DRA – Drama	
In Drama, students explore, depict and celebrate human experience by imagining and representing other people through live enactment. Drama is a collaborative art, combining physical, verbal, visual and aural dimensions. In drama students experience theatre and develop an understanding of the performer/audience relationship.	
Subject Outline	Units of Study <i>Unit 1: Speaking the Dramatic Languages</i> Students will explore the elements of drama and learn how to use performance conventions such as freeze frames, direct address and mime to create dramatic action. Students will work in groups to develop skills of collaboration and communication.
Assessment	The Australian Curriculum in Drama requires students to identify and analyse how the elements of drama are used, combined and manipulated. They apply this knowledge in drama they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through drama. Students collaborate to devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. They apply performance conventions to convey character and relationships. They use performance skills and design elements to shape and focus theatrical effect for an audience. • Presenting & Performing – In small groups, students will use the dramatic conventions to create a performance piece • Exploring & Responding – students will reflect on and analyse dramatic practices in a provided students workbook
Costs	See Booklist for equipment requirements. No other subject costs.
Considerations and expectations	Students are required to bring their learning materials with them at the beginning of each unit, students will have the option to leave this in the classroom or bring to every Drama class. They are expected to treat their own equipment and the Drama department equipment safely and with respect.
Parent/Carer Support	Checking assessment due dates and helping a student to develop a homework/assignment/study schedule so that they can meet those due dates is a really useful support strategy. With multiple subjects in high school, several exams and assignments may be due in the same week so planning is essential for student wellbeing and academic success.

MUS – Music	
In Music, students use the concepts and materials of music to compose, improvise, arrange, perform, conduct and respond to their own and others' work. They learn the elements of music including duration (rhythm and tempo), dynamics, form, pitch (melody and harmony), and timbre (sound texture and quality). They apply this knowledge to the materials of music, including the voice, body, instruments, found sound sources (natural and manufactured objects including stones, household objects and so on) and information and communication technology.	
Subject Outline	Units of Study <i>Year 7: Introduction to Music</i> In this unit, students will explore music from the decades and how music has changed to convey different emotions. Students will be taught important skills on a musical instrument which will prepare them for future years in Music. To finish the unit, students will be given the opportunity to compose a piece of music using MixCraft software.
Assessment	The Australian Curriculum in Music requires students to identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. Students manipulate the elements of music and stylistic conventions to compose music. They interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. They use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose. Presenting & Performing - Students will perform music on an instrument (currently guitar, but subject to change) to demonstrate technical and aural skills. Creating and Making - Students will use computer software to compose short pieces of music demonstrating compositional techniques and understanding of different musical styles.
Costs	See Booklist for equipment requirements. No other subject costs.
Considerations and expectations	Students are required to bring their learning materials with them to every Music class. They are expected to treat their own equipment and the Music department equipment safely and with respect.
Parent/Carer Support	Checking assessment due dates and helping a student to develop a homework/assignment/study schedule so that they can meet those due dates is a really useful support strategy. With multiple subjects in high school, several exams and assignments may be due in the same week so planning is essential for student wellbeing and academic success.

ART – Visual Arts	
In Visual Arts, students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual arts practices, including the fields of art, craft and design. Students develop practical skills and critical thinking which inform their work as artists and audience.	
Subject Outline	Unit of Study: Foundation Exploring the Elements of Art Students will complete a folio of work that explores the seven elements and principles of good design. Skills developed include drawing, painting and collage and the ability to analyse and evaluate artworks.
Assessment	The Australian Curriculum in Visual Art requires students to identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making. They evaluate how they and others are influenced by artworks from different cultures, times and places. Students plan their art making in response to exploration of techniques and processes used in their own and others' artworks. They demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks. Creating & Making: students create a folio of artworks that demonstrate the skills of drawing, painting and collage. Exploring & Responding: students will respond to their own artwork and the works of others. They will show their understanding of the elements of Art.
Costs	See Booklist for equipment requirements. No other subject costs.
Considerations and expectations	Students are required to bring their learning materials with them to every Art class. They are expected to treat their own equipment and the Art department equipment safely and with respect.
Parent/Carer Support	Checking assessment due dates and helping a student to develop a homework/assignment/study schedule so that they can meet those due dates is a really useful support strategy. With multiple subjects in high school, several exams and assignments may be due in the same week so planning is essential for student wellbeing and academic success.

TFF – Agriculture (Food and Fibre)	
In Agriculture, students will develop knowledge, understanding and skills related to primary production and sustainability within the industry. They will develop an understanding of the origin and production of the food they eat, and the importance of technology in this industry. Students will complete practical activities including planting and harvesting of horticultural vegetables and an introduction to the welfare of animals, specifically sheep.	
Subject Outline	Learning Strands This subject draws on content and other objectives from the Australian Design and Technologies Curriculum and underpinning knowledge and understanding of the Australian Science Curriculum. Assessment in year 7 will occur under the Design and Technologies Curriculum. Design and Technologies • Knowledge and Understanding of Design Technologies in the contexts of food and fibre to analyse how food and fibre are produced in managed environments and how these can become sustainable. • Processes and Production Skills – Investigate, design, select and justify choices to produce and evaluate design ideas for the agricultural industry Together these two curriculums Text books • Dynamic Agriculture (7-10) Units of Study • Life on the Farm – introduction to Agriculture
Assessment	The Australian Curriculum requires students to complete a variety of assessment tasks. For this single term unit, students will undertake: Unit 1: Practical Assignment – students will plant and monitor a number of grain seeds to investigate germination, diversity and growth. They will keep a journal over time and evaluate the result of their experiment.
Costs	See Booklist for equipment requirements. There will be a cost for the bus travel to the Bunya Campus, paid through the resource scheme.
Considerations and expectations	Students are required to bring their learning materials with them to every Agricultural Science class and to treat their equipment with respect. Regular revision of class work and completion of homework will be greatly beneficial to students.
Parent/Carer Support	Parents can also assist by checking assessment due dates and helping to develop a homework/ assignment/study schedule so that students can meet those due dates. With multiple subjects in high school, several exams and assignments may be due in the same week so planning is essential for student wellbeing and academic success.

DIG – Digital Technologies	
Digital Technologies provides students with practical opportunities to use computational thinking and helps students to become innovative creators of digital solutions and effective users of digital systems.	
Subject Outline	Learning Strands Digital Technologies Knowledge and Understanding • Digital Systems • Data Representation Digital Technologies Processes and Production Skills • Acquiring, managing and analysing data • Investigating and defining • Generating and designing • Producing and implementing • Evaluating • Collaborating and managing • Privacy and security Units of Study • Cyber Security and Algorithms
Assessment	Students will be assessed in The Australian Curriculum by submitting a folio of tasks.
Costs	See Booklist for equipment requirements. There are no other subject costs.
Considerations and expectations	Students are required to treat equipment with respect and care. During class time students should use technology for relevant class work only.
Parent/Carer Support	Parents/carers could assist students by ensuring recommended materials are brought to each lesson and to ensure scheduled due dates are met.

TFD – Material and Technologies Specialisations (Food & Textiles)

The Australian Curriculum in Design and Technologies – Food and Textiles Specialisations is built around two strands of Knowledge and Understanding and Processes and Production Skills. The central focus of TFD is the wellbeing of individuals and communities. TFD encourages personal independence and effective living within wider society. Real world applications are based on the necessity that all individuals need to eat, be clothed and maintain human relationships. TFD teaches students to think critically, creatively and responsibly to enhance the well-being of an individual and community.

Subject Outline	Learning Strands • Knowledge and Understanding of Design Technologies in the contexts of food specialisations, and materials and technologies specialisations. • Processes and Production Skills – Investigate, design, select and justify choices to produce and evaluate design ideas for both food and fashion. Text books Workbooks will be provided for students. Units of Study Unit 1 - Skill Time – Food – basic cookery skills using the grill, knives, oven and electric frypan to make simple snacks suitable for a teenager. Unit 2 - Sew Simple – Textiles – basic sewing skills to use a sewing machine to sew seams, topstitching and decorative stitches.
Assessment	The Australian Curriculum in Design Technologies Unit 1 – Written and Practical Cookery Exam Unit 2 – Practical Sewing
Costs	See Booklist for equipment requirements. No other subject costs. All costs are covered by the Resource Scheme, including booklets, ingredients and sewing resources.
Considerations and expectations	Students are required to always wear closed in shoes for practical activities (as per uniform policy). This subject engages students in both practical and theoretical learning activities. Students who cannot follow safety procedures (including following instructions and listening in class) will not be allowed to participate in practical activities. Alternate theory work and assessment will be provided for those students.
Parent/Carer Support	Parents can assist students with their TFD study by encouraging/allowing/expecting them to contribute towards the running of your home. This could include regularly helping to plan and prepare meals, write shopping lists, exploring food options when shopping; caring for textiles in your home (ironing, washing), reading clothing labels and communicating and talking about school and friendships.

TTZ – Material and Technologies Specialisations (Industrial)

Material and Technologies Specialisations refers to the procedures and techniques used to combine the Design Process, Graphical Representation and the Processing of Materials into useful products. In Design and Technologies students engage in a design process. They generate, develop and evaluate ideas and design, produce (make) and evaluate products, services and environments in a range of technologies contexts in home, community and global settings. Students act and make ethical decisions about technologies, considering legal, economic, environmental and social implications. They learn about the process of design as well as different technologies contexts. They realise (make) solutions by working technologically using technologies processes and production involving their hands, tools, equipment and digital technologies, using natural and fabricated materials.

The Design component focuses on the application of design thinking process to envisage creative products, services and environments in response to human needs. It is a complex and sophisticated form of problem solving that uses divergent and convergent thinking strategies that can be practiced and improved. The Graphical Skills section focuses on the underpinning industry practices and production processes required to produce the technical / workshop drawings used to prior the processing of materials.

Once the above sections are completed students will use a range of materials including wood, metal, plastics, and associated technologies to produce take-home products. Students undertake the development of products from design through manufacturing to process evaluation. In addition, students will develop practical hand skills and tool manipulation useful across a range of future personal and professional settings.

Subject Outline	- Students will develop a knowledge and understanding of Design in Practice and Exploring the Design Processes - Sketching Processes & Practices and Production Graphics (CAD software Inventor) - Develop an understanding of material properties and specialities - Additive Manufacturing (3D Printing) & workshop production skills
Assessment	Students will be assessed on their understanding and ability to follow Workplace Health and Safety procedures in the workshop. Specific design and material processing practices will also be assessed. Students will be assessed using the dimensions of: Knowledge and understanding and Processes/Production skills via; - Ongoing subjective assessment of all class activities and tasks - Work folios - Project Completion
Costs	A4 display book, all costs are covered by the Resource Scheme – including workshop materials.
Considerations and expectations	Students are required to wear closed in shoes for practical activities. This subject involves students in both practical and theoretical learning activities. Students who cannot follow safety procedures (including following instructions and listening in class) will not be allowed to participate in practical activities. Alternate theory work and assessment will be provided for those students.
Parent/Carer Support	Parents can assist by ensuring that your student has required materials for each and every lesson. Encouraging your student to try new learning experiences that maybe out of their comfort zone, and striving for their best effort.

JPS – Japanese	
Japanese is included in the Australian Curriculum in year 7 to give all students the opportunity to learn a language other than English. Japanese in particular is especially relevant to the Australian context due to the close strategic and economic partnership between the two countries in the areas of education, trade, diplomacy and tourism. By studying Japanese, students increasingly develop their communication skills, respect for diversity and appreciation of their own and other cultures.	
Subject Outline	Learning Strands • <u>Communicating Meaning in Japanese</u>: This involves students learning to use language for communicative purposes in interpreting, creating and exchanging meaning • <u>Understanding Language and Culture</u>: This involves students learning to analyse and understand language and culture as resources for interpreting and shaping meaning in intercultural exchange Units of Study • Year 7: A Taste of Japan
Assessment	Students are assessed via a folio of communication and knowledge tasks which assess on their ability to communicate meaning and/or understand language and culture. Evidence will be collected in a workbook.
Costs	See Booklist for equipment requirements. No other subject costs.
Considerations and expectations	Students are required to bring their learning materials with them to every Japanese class and to treat their equipment with respect.
Parent/Carer Support	Parent can assist by encouraging rehearsal of language and using the assessment calendars to help students manage their time to meet due dates and assessment requirements.

STEM Academy

The STEM Academy is part of the school's Apollo Program for high achieving students and appeals to students with a talent and or interest in Mathematics and Science. The aim of the STEM Academy is to improve students' capability to participate in a global economy that requires high levels of transferrable STEM skills to solve problems and drive innovation.

Students in the STEM Academy complete their Science and Mathematics curriculum in a shorter timeframe with the extra time dedicated to collaborative projects that integrate knowledge and skills from the four curriculum strands: Science, Mathematics, Engineering and Technology. The STEM Academy maintains Australian Curriculum alignment with assessment tasks and criteria aligned with those of mainstream classes.

STEM Projects

- Maths and Science Collaborative Project: Water Rockets
- Maths Project: Probability
- Science Project: Water Treatment

STEM Experiences

- Excursion to Dalby Water Treatment Plant
- QAMT Mathematics Team Challenge
- QUT Rocket Workshop and iFly indoor skydiving
- Ecology Field Work at the Bunya Campus Dam

Application Process

Students wishing to join the STEM Academy will need to complete the application form available on the website: <http://dalbyschools.eq.edu.au> Curriculum > Specialist Programs > Apollo Program

Support Services

At Dalby State High School, we aim to personalise each student's education to best suit their individual needs. Across the school, this might include academics, attendance, subject selection as well as customised programs for both extension and support. In Junior Secondary, a key facet of this support comes in the form of social and emotional programs. We have an array of trained staff who facilitate a variety of these programs across Years 7 -10. These include:

- Love Bites – Respectful Relationships
- Rock and Water – Teaching self-awareness and self-control
- Bella Girl - Teaching girls about their value, beauty and purpose

In the support space at Dalby State High School, we also have key staff who work with students to develop their sense of belonging and build their confidence. These include our Youth Support Coordinator (YSC), Chaplains and School Based Youth Health Nurse (SBYHN). Their roles include facilitating the above programs, working with disengaged students, providing emotional support and giving guidance around relationships and health and wellbeing (physical and mental).

Pathways and Wellbeing Program

Our Pathways and Wellbeing class (PAW) occurs once a week. The purpose behind this class is to build upon and further foster our students' social and emotional wellbeing within a school context. The Year Coordinators design lessons which focus around either a students' pathways (Education and Career) or their Wellbeing (Holistic). Through these activities, students' mental health and wellbeing is fostered and supported through four focuses: gratitude, empathy, mindfulness and emotional literacy. It is through these focuses that student's wellbeing is positively promoted and strengthened to allow them to flourish both within the school community and beyond. Additionally, external providers are invited to these lessons to provide students with further information regarding any issues that may be currently affecting the cohort. Overall, Dalby State High School's PAW classes are pivotal to ensure the development of our students throughout their High School journey.

Indigenous Program

The Intercultural Understanding Program (IUP) is a unique subject where our Indigenous students are immersed in their culture here at Dalby State High School. This subject is taught separately with male and female students in different classes. This is in accordance with men's and women's business, which ensures that students are able to learn about specific parts of their heritage that is built around these traditions. Our Indigenous Education team of Clontarf and Beyond the Broncos run the classes in Junior Secondary (years 7-10) with the support of the CEC and Head of Indigenous Education.

The goals of the IUP classes are for students to understand the importance of effort, behaviour and attendance at school and how this links to future opportunities. The students are able to receive assistance with their academics and have support in all aspects of their schooling journey here at DSHS. IUP classes learn life-long skills such as how to study effectively, budgeting, processes for attaining a job and cooking. Students must be enrolled in either Clontarf or Beyond the Broncos to nominate to be part of this class.

The boys IUP classes are conducted by Clontarf staff with the subject based upon the pillars of the foundation of education, discipline, life skills, self-esteem and employment. The boys learn about their culture by being able to go on country and meet with elders in the region. They are taught about the importance of education and how this impacts their future. This is managed through being immersed in on-site visits and opportunities for community to come and speak to them about the characteristics of successful people.

Beyond the Broncos staff share the Broncos Mentoring and Career Framework, that aims to maximise positive outcomes in school attendance, effort and behaviour. The girls complete regular workshops with Indigenous visitors from sporting, academic, and creative fields. Class activities range from learning about their culture through hands on activities, to personal health, social/emotional wellbeing and budgeting.

Student Leadership

Year 7 student council representatives play a crucial role in representing the cohort student body, working with students from other year levels and collaborating with staff student council coordinators in facilitating communication between students and school administration, and organizing various activities and events.

Election Process: Student councils are typically composed of elected cohort representatives who serve for a school year. The application process will consist of the following:

1. Endorsement of nomination by one student, teacher and parent.
2. Candidate speech to the year level.
3. Year level vote for candidates.

Students must be willing to make a long-term commitment, be prepared to attend regular meetings and assist at various school events e.g. fundraising days, swimming carnival, athletics carnival. Nominees must have completed the nomination form and be endorsed by another student, a parent/guardian and one teacher (other than the Year Coordinator). The Year Coordinator must receive the nomination before the deadline as no late submissions will be accepted.

Roles and Responsibilities: Student council members are responsible for voicing the concerns and ideas of their fellow students. They will meet regularly to discuss and address issues related to school policies, events, and initiatives. Their roles will involve planning and organizing school-wide events such as dances, fundraisers, and community service projects.

Accountability: Student council members are accountable to their peers. They should seek feedback, be transparent in their actions, and make decisions that benefit the majority of students.

Leadership Development: Serving on a student council provides students with valuable leadership skills, such as communication, teamwork, decision-making, and problem-solving. It can be a significant opportunity for personal growth. This growth can give students confidence and experience to nominate for Year 9 Junior Leader, Junior and Senior Sports Captains and Year 12 School Captain.

Student councils are an essential part of the school community, representing student interests, fostering leadership skills, and creating a sense of belonging. They play a crucial role in shaping the school environment and providing students with opportunities to make a positive impact on their educational experience.

Behaviour Support

Dalby State High School's behaviour support strategies reflect the school's core values of *Respect, Safety and Learning*. Our school is committed to providing a supportive school environment where all members feel safe and are valued, and where social and academic learning outcomes are maximised for all. School practices are proactive rather than reactive, where appropriate, and positive behavior is defined, modelled and reinforced.

As a Positive Behaviour for Learning School, Dalby State High School:

- 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
- Celebrates and reinforces positive behaviour
- Consistently implements the philosophy of PBL in all contexts.

To increase the quantity and quality of positive interactions between students and staff students are explicitly taught behaviour expectations through Pathways and Wellbeing (PAW), which focuses on Positive Behaviour for Learning and our School Wide Expectations Matrix. Dalby State High School uses a reinforcement system called Signature Cards. Teachers reinforce positive student behaviour with Signature Cards which they can save and then spend on tangible reinforcers from a variety of rewards.

Responding to Inappropriate Behaviours

Any activity which contravenes our core values of Respect, Safety and Learning is prohibited at Dalby State High School.

Possible consequences of mis-behaviours include:

- Reminder of classroom expectations
- Redirection/verbal correction
- Seating plans
- Reflect and Reset process
- Tasks related to playground duty
- Detention at lunch or after school detention
- Temporary removal of a student's property
- Contact with parent/carer
- Loss of privileges
- Restitution
- Suspension
- Exclusion

Tracking Student Behaviour

OneSchool records both positive and inappropriate reports and referrals from teachers for students in all learning areas. All students begin the year on Tier 1 behaviour. This means that they are behaving satisfactorily and can participate in all extra-curricular activities. Year Coordinators track student attendance on OneSchool. If a student fails to follow the School Wide Expectations Matrix then they may find themselves on Tier 2, and will have to work towards and/or apply to return to Tier 1. More information about this process can be found in the Student Code of Conduct on the school's website.

At the end of each semester we celebrate and acknowledge students who continually demonstrate our core values of *Respect, Safety and Learning* at our biannual Recognition Awards Ceremonies. Gold and Silver standards are presented for Attitude and Conduct towards Education (A.C.E.) Award, Academic Recognition Award. We also reinforce positive behaviour with Positive Behaviour Postcards and positive emails and phone calls home.

Electronic and Mobile Devices Policy

Mobile phones are NOT permitted to be used at Dalby SHS unless teachers explicitly invite students to use them for a learning activity. If a mobile device is used at any time during the school day without teacher consent during a lesson, then the student is required to hand it in to the office and collect it back at the completion of the school day. If a student is detected accessing a phone or other device during class time, then the student is required to hand it in to the office and a parent is required to collect it from there. If a student repeatedly fails to follow the EMDP, then they may receive detentions or suspensions and/or parents may be required to collect devices from the school office.

Students must not take photographs, videos or sound recordings of other students and staff without their consent. They must not make or send harassing or threatening calls or messages with their electronic devices. Students must not use their mobile phones to bring the school into disrepute. Students are able to appropriately use their electronic devices after the end-of-day bell at 3.05pm.

Bullying and harassment

At Dalby State High School every person has a right to feel safe. Any person who bullies another is denying them that right. The school will not tolerate any action that undermines a person's right to feel safe and it will take whatever steps are necessary to stop such behaviour. Any behaviours which occur outside school hours which may act to adversely affect the safety or wellbeing of students or staff can be responded to by the school.

Our approach to bullying and harassment is preventative through providing a positive social context for student behaviour by: giving consistent messages valuing diversity, supporting constructive relationships, discouraging violence and aggression and challenging the abuse of power. We encourage all students to report incidents of harassment or bullying to a trusted staff member immediately. The school also promotes the use of the online reporting system known as STYMIE.

All reports of bullying are taken very seriously but it is important to remember that bullying is defined as ongoing misuse of power in relationships through repeated verbal/physical or social behaviour that causes physical and/or psychological harm.

We also have zero tolerance for physical misconduct and harassment. Students will be dealt with in accordance with the school's Student Code of Conduct plan which can be found on the school's website.

Hands-off policy

To ensure the safety of all students and to respect each other's personal space we have a 'hands off' policy. This includes both consensual and aggressive behaviours except for supervised curriculum-based activities such as dance, drama and sport etc.

A full copy of our Student Code of Conduct detailing of all policies mentioned above is available from our school website. We encourage parents and guardians to become familiar with this document and discuss it with their student.

Support Staff

Staff	Support Role
Classroom and CRC Teacher	Classroom Teachers and CRC teachers play a key role in the delivery of quality education to students. They contribute to excellence in education through their commitment and respect for curriculum. This commitment aims to help students to live happily and productively in a local and global setting. Teachers focus on fair and equitable work practices and productive partnerships. Teachers also focus on explicitly teaching positive behaviour through the PRL expectations.
Year Level Coordinator	A Year Level Coordinator is responsible for supporting the emotional, social and behavioural development of the students in their cohort. They are key personnel in a student's life, as they support their cohort from Year 7 through to Year 12. A Year Level Coordinator will often refer students and caregivers to other internal and external personnel.
Head of Year	A HoY is responsible for supporting students exhibiting behavioural issues in order to maximise participation in all aspects of their schooling. They will work in conjunction with the Welfare Team, Complex Case Management team and internal and external support personnel to further support the student. The HOY also supports students exhibiting emotional, social or behavioural issues, in order to maximise participation in all aspects of their schooling.
Head of Department - Senior Secondary	A HoD - SS is key in ensuring all students attain their QCE upon completion of schooling. The HOD - SS also supports students exhibiting emotional, social or behavioural issues, in order to maximise participation in all aspects of their schooling. They will work in conjunction with the Welfare Team, Complex Case Management team and internal and external support personnel to further support the student.
Guidance Officer (GO)	A GO provides counselling and advice to students, parents/guardians concerning educational, behavioural, career development, mental health and family issues.
Social Worker	A 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.
Community Education Counsellor (CEC)	Our school is fortunate to have a number of Indigenous students who bring a unique cultural heritage to our school community. As a result the school employs a Community Education Counsellor (CEC) who promotes the well-being of these students and encourages leadership, positive role modelling and supports families.
Youth Support Coordinator	The YSC provides individual support, group support and case management to students to maximise their engagement with education and training. The YSC also refers at-risk students to appropriate agencies and support services.
Clontarf Academy and Beyond the Broncos	Indigenous support staff are employed by external agencies to work in our school to support Indigenous students to improve attendance, retention and results. They support students in both personal and academic areas.
Principal/Deputy Principals	The administration team will assist students in both personal and academic areas, or may refer students to other personnel.



Regular school attendance

Did you know?

Research shows that in Queensland, higher student attendance at school is associated, on average, with higher student achievement.

Why is regular attendance at school important?

Regular school attendance will mean that your child gets a better chance at life. Your child will achieve better when they go to school all day, every school day:

- they learn better
- they make friends
- they are happier
- they have a brighter future

Why must I send my child to school?

Under Queensland law, you must make sure your child of school age is enrolled and attends school all day, every school day unless they have a reasonable excuse. Illness, doing work experience, competing in a school sporting event or going on a school excursion are reasonable excuses for being absent from school. Principals decide if the excuse given for your child's absence is reasonable.

Avoid keeping your child away from school for birthdays, shopping, visiting family and friends, if they sleep in, looking after other children, minor check ups or care such as hair cuts. Routine medical or other health appointments should be made either before or after school or during the school holidays. While it is a last resort, it is important to understand that you may be prosecuted if your child is not attending school regularly.

What should I do if our family is going on a holiday in school time?

You are encouraged not to schedule holidays during school time. If your family holiday is during school time, let the school know in advance and talk about what arrangements can be made for your child. Depending on the circumstances the school may be able to provide tasks for your child to complete while they are absent or assist you to organise an exemption from schooling.

Do I need to let the school know if my child has been away from school?

Yes, you must let the school know the reason why your child is absent from school, if not beforehand, then within two school days of their return to school.

Having problems getting your child to school for some of these reasons?

- won't get out of bed in the morning
- won't go to bed at night
- can't find their uniform, books, school bag ...
- slow to eat breakfast
- haven't done their homework
- have a test or presentation to do, have an assignment to hand in
- it's their birthday.

A set routine can help

- have a set time to go to bed
- have a set time to get out of bed
- have uniform and school bag ready the night before
- have a set time for starting and finishing breakfast
- set a time for daily homework activities
- speak about school positively
- be firm, send your child to school every school day including their birthday and the last day of term!

What should I do if my child won't go to school?

You should contact the school as soon as possible for advice and support.

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)	- 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)	- 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	- DSHS junior polo shirt for years 7–9 or senior polo shirt for years 10–12 - Apollo Academy shirts for years 7–9 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 shoe (see illustrations for acceptable shoes) - Year 12 polo shirt
Sports Uniform (cold weather options)	- 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	DSHS embroidered hats (as per Sun Safety Policy)
Workplace Health and Safety Uniform (VET: Vocational Education & Training Students) Trade Futures**	- 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)	- 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**	- 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 broadbrimmed 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