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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 8 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 8

Danielle Lambert – Year 8 Head of Year



I am beyond excited to follow the Year 7's for the first time in my 5 years as being a HOY into year 8. Getting to know you as students and your families has been a journey, and one that I am excited to build on and extend as you enter year 8. No longer the small fish in the big pond, you have found your feet and understand how our school operates. With this comes more responsibility, for the first time you can start to focus in on the aspects of your education that you enjoy the most, by choosing your electives. As the Head of Year, my main role is to continue to lead and guide you on your individual path and help you with that journey. Throughout Year 8, my aim is to channel students into areas in which they excel, while supporting them in areas of need. This may be through our various engagement or extension programs or via a foray into further elective and specialist subjects. Now that we, as a staff, have gotten to know you better as individuals and as a cohort, there is also opportunities to engage further with our awesome support team. This includes our Social Workers, Guidance Officers, Chaplains, Youth Support Coordinator, Community Education Counsellor, Academic Tutors and the list goes on and on. Whether it be wellbeing, attendance, academics or future pathways, we have you covered! At any point in Year 8, if you have any questions, ideas, or concerns, come, and see me in Q Block. Alternatively, ask your parents to give me a call at the school at any time. I am looking forward to seeing you grow and mature as the year progresses.

Hannah Portbury – 2026 Year 8 Coordinator



Welcome back to your second year at DSHS! I am the Year 8 Coordinator for 2026 and look forward to continuing to work with this cohort of wonderful young people. We have had a year of settling into the 'goings of high school' and I have enjoyed seeing them grow, succeed and navigate their first year. Other than being a Year Coordinator, I also teach English across various year levels. As part of my role, I will guide and support the students through their next year of high school as they continue to grow in the DSHS community. I will continue to be the go-to person for any questions, concerns or issues that may arise and will work with the Head of Year and Deputy Principal of Year 8 in order to address these. Students can look to me as a support staff member, as can you as their parents and/or guardians. As this is their second year here at DSHS, we will continue to develop their resilience, perseverance, and 21st century skills and I am excited to see where the year takes them as they continue to develop into capable, confident and successful young people.

Kristy Thomson - Year 8 Guidance Officer



Guidance Officers provide psychoeducational 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 the 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.

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 & 8 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)

Dalby SHS – Junior Secondary Subject Progression (Australian Curriculum)

Learning Area	Year 7 Subject Name & Code	Year 8 Subject Name & Code	Year 9 Subject Name & Code
English	ENG – English	ENG – English Apollo academic extension strand: Aristotle (by application only)	ENG – English Apollo academic extension strand: Aristotle (by application only)
Maths	MAT – Mathematics Apollo academic extension strand: STEM (by application only)	MAT – Mathematics Apollo academic extension strand: STEM (by application only)	MAT – Mathematics Apollo academic extension strand: STEM (by application only)
Science	SCI – Science Apollo academic extension strand: STEM (by application only)	SCI – Science Apollo academic extension strand: STEM (by application only)	SCI – Science Apollo academic extension strand: STEM (by application only)
	TFF – Agricultural Science	TFF – Agricultural Science	TFF – Agricultural Science
Humanities and Social Sciences	HIS – History	HIS – History	HIS – History
	GEG – Geography	GEG – Geography	GEG – Geography
	CIV – Civics & Citizenship	CIV – Civics & Citizenship	CIV – Civics & Citizenship
	ECB – Economics and Business	ECB – Economics and Business	ECB – Economics and Business
Health and Physical Education	HPE – Health and Physical Education	HPE – Health and Physical Education	HPE – Health and Physical Education
The Arts	ART – Visual Arts	ART – Visual Arts	ART – Visual Arts
	DRA – Drama	DRA – Drama	DRA – Drama Apollo academic extension strand: Aeschylus (by application only)
	MED – Media Arts	MED – Media Arts	MED – Media Arts
	MUS – Music	MUS – Music	MUS – Music
	Apollo academic extension strand: Aeschylus (by application only)	ASP – Aeschylus	ASP – Aeschylus
Technologies	TTZ – Material and Technologies Specialisations (Wood & Metal)	TTZ – Material and Technologies Specialisations (Wood & Metal)	TTZ – Material and Technologies Specialisations (Wood & Metal)
	TFD – Food/Fashion Specialisations	TFD/TMT – Food Specialisation / Material and Technologies Specialisation	TFD/TMT – Food Specialisation / Material and Technologies Specialisation
	DIG – Digital Technologies	DIG – Digital Technologies	DIG – Digital Technologies
Languages	JPS – Japanese	JPS – Japanese	JPS – Japanese

Shading indicates subjects that are offered as electives at the relevant Year Level

All students must study one Arts and one Technology subject in Semester 1

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 2' - Sadler, Sadler and Winter • 'Wonder' by R J Palacio Units of Study Unit 1: Writing short fiction Unit 2: Novel study Unit 3: Advertising Unit 4: Representations of Australian Indigenous people and cultures
Assessment	The Australian Curriculum in English requires students to attempt a range of written, spoken and multimodal assessment tasks. Unit 1 – Written assignment [short story] Unit 2 – Reading comprehension test + Written assignment [analytical essay] Unit 3 – Written assignment [opinion-piece article] Unit 4 – Spoken presentation [podcast episode]
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. 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.

English ARISTOTLE ACADEMY ***By application only	
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 2' - Sadler, Sadler and Winter • 'Wonder' by R J Palacio Units of Study The 8 English ARISTOTLE units, assessment tasks and marking criteria align with those of mainstream classes and with the Australian Curriculum Standards Elaborations. Students are extended in their classroom learning as detailed below. The intellectual stimulation that comes from learning in an environment of high achieving peers is an invaluable opportunity for Aristotle students. English Unit 1 – Short stories [written assessment - creative] • Aristotle extension of the mainstream curriculum - Students will write a unique and sophisticated short story by transforming, challenging or reinforcing a concept in a stimulus text. • Link to Senior English Syllabus Unit 4 - Creative response to a literary text [extended written response] English Unit 2 – Novel Study [written assessment - analysis] • Aristotle extension of the mainstream curriculum – Students will build background knowledge of the psychology of adolescence to inform an analytical essay regarding important messages in the novel for teenage readers • Link to the Senior English Syllabus Unit 4 – Close study of literary texts [extended written response]

	English Unit 3 – Advertising [written assessment – public text opinion] • Aristotle extension of the mainstream curriculum – Students will develop a sophisticated understanding of the psychology and ethics of advertising to inform a media article about impacts of advertising • Link to the Senior English Syllabus Unit 2 - Texts and Culture [extended spoken response] English Unit 4 – Representations of Aboriginal and Torres Strait Islander people and cultures [spoken analysis assessment] • Aristotle extension of the mainstream curriculum – Students will consider philosophical positions that underpin representations of indigenous people and their histories, linking these understandings to analyses of contemporary films. • Link to the Senior English Syllabus Unit 1 – Perspectives and Texts [extended written response]
Assessment	The Australian Curriculum in English requires students to attempt a range of written, spoken and multimodal assessment tasks. Unit 1 – Written assignment [short story] Unit 2 – Reading comprehension test + Written assignment [analytical essay] Unit 3 - Written assignment [opinion-piece article] Unit 4 - Spoken presentation [podcast episode]
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. 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 8. Dalby State High School uses 'The Australian Curriculum' to inform our curriculum and assessment and further information can be found online at https://www.australiacurriculum.edu.au/	
Subject Outline	Learning Strands Year 8 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, worksheets and using online resources including 'IXL Maths'. Text books • Jacaranda Maths Quest 8 Units of Study Unit 1: Number and Algebra Unit 2: Measurement and Space Unit 3: Algebra and Time Unit 4: Statistics and Probability
Assessment	The Australian Curriculum in Unit 1 – Exam and Folio Tasks Unit 2 – Assignment and Exam Unit 3 – Exam and Folio Tasks Unit 4 – Assignment and Exam
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, • highlighter, 30cm ruler, protractor and glue stick • 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, working with their child while they use the online resource 'IXL Maths' found at www.au.ixl.com/signin/dalby 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 year 7. 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 8', Second Edition Units of Study Unit 1: Physics – Energy and Working with Scientific Data Unit 2: Biology – Cells and Body Systems Unit 3: Chemistry – Elements, Compounds and Mixtures Unit 4: Earth Science – Rocks and Tectonics
Assessment	The Australian Curriculum in Science requires students to complete investigations and examinations. Unit 1 – Experiment Report Unit 2 – Exam Unit 3 – Exam Unit 4 – Research Task
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. 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.

HIS – History	
The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650– 1750 AD (CE). This was when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape. The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.	
Subject Outline	Learning Strands The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. Text books Cambridge Humanities and Social Sciences Units of Study Unit 1: Medieval Europe Unit 2: The Spanish Conquest of the Americas
Assessment	Students will complete assessment appropriate to the unit of work
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.

GEG – Geography	
There are two units of study in the Year 8 curriculum for Geography: 'Landforms and landscapes' and 'Changing nations'. 'Landforms and landscapes' focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. 'Landforms and landscapes' develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. 'Changing nations' investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia's human geography. The redistribution of population resulting from internal migration is examined through case studies of Australia and China, and is contrasted with the way international migration reinforces urban concentration in Australia. The unit then examines issues related to the management and future of Australia's urban areas.	
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 A number of textbooks from the Resource Scheme will be utilised. Units of Study • Unit 1: Landforms and landscapes • Unit 2: Changing nations
Assessment	Unit 1: Examination – Students will demonstrate knowledge and understanding of geographical processes, in addition to geographical skills including grid referencing, cross-sections, contour maps and climate graphs. Unit 2: Assignment – Students will undertake in an investigation.
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. Students will attend a local Field Trip to investigate the impact of urbanisation on Dalby. 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.

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 research • analysis, synthesis and interpretation • problem-solving and decision making • communication and reflection Text books: Nil Units of Study • Government and democracy • Laws and Citizens • Citizenship, diversity and identity
Assessment	Students will complete assessment appropriate to the unit 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 Economics and Business Skills • Questioning and research • Analysis and interpretation • Economic reasoning and application • Communication and reflection Text books: Nil Units of Study Australian Markets Students investigate a range of factors that influence decision-making by individuals and business. These include the allocation of resources to produce goods and services in the operation of markets, and the different ways that businesses may adapt to opportunities in markets or respond to the changing nature of work. Students also examine the influences on decision-making within consumer and financial contexts through a focus on the role of Australia's system of taxation, particularly in relation to spending by individuals and businesses, support for the common good, and the importance of goal-setting, budgeting and planning.
Assessment	Students will complete assessment appropriate to the unit 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 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.

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 8 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> Evaluate strategies and resources to manage changes, analyse factors that influence emotional responses and investigate strategies and practices that enhance their own, others' and community health and wellbeing. • <i>Movement and Physical Activity-</i> Apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity, demonstrate skills and make informed decisions and propose and implement actions that promote their own and others' health, safety and wellbeing, apply the elements of movement to compose and perform movement sequences Units of Study Unit 1: Nutrition (breakfast consumption) and swimming Unit 2: Alcohol and athletics Unit 3: Responding to changes and invasion games Unit 4: Training programs and striking games
Assessment	Unit 1 – Research task and apply personal and social skills Unit 2 – Multimodal presentation and propose and implement actions that promote their own and others' health, safety and wellbeing Unit 3 – Combination exam and apply elements of movement to compose and perform movement sequences Unit 4 – Short and extended response exam and demonstrating skills to improve fitness outcomes
Costs	See Booklist for equipment requirements. \$30 - swimming levy
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 8 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.

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	Units of Study: Cubism Fractured Portraits and Lino Printing Students will explore a wide variety of media, ranging from printmaking to drawing to painting and research renowned artists. For example: they will create a Cubist portrait, using the complex composition style of Cubism, where more than one angle of a subject is shown on a two-dimensional surface. Skills developed in this unit include research and writing - using PowerPoint, composition of artworks, colour theory and painting/drawing application.
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. Students in Visual Art are assessed in the strands of making and responding. Creating and Making: students create a folio of artworks that demonstrate the skills of drawing, painting and collage. Exploring and 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.

MED – Media Arts	
In Media Arts, students develop knowledge, understanding and skills in the creative use of communications technologies and digital materials to tell stories and explore concepts for diverse purposes and audiences. Media artists represent the world using platforms such as television, film, video, newspapers, radio, video games, the internet and mobile media. Produced and received in diverse contexts, these communication forms are important sources of information, entertainment, persuasion and education and are significant cultural industries.	
Subject Outline	Units of Study: Representations in the Media and Study of Genre Students will engage in a genre study unit with a focus on video production skills and genre codes and conventions. They will study how representations of people and places are created in Media.
Assessment	The Australian Curriculum in Media Arts requires students to identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view. They evaluate how they use genre and media conventions and technical and symbolic elements to make meaning. Students produce representations of social values and points of view in media artworks for particular audiences and contexts. They use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning. They collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions. Students in Media Arts are assessed in the strands of making and responding. Creating and Making; Exploring and Responding: Production - a storyboard, a short genre scene, an explanation and justification paragraph
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 Media class. They are expected to treat their own equipment and the Media 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.

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	Resources <i>Boy Overboard</i> by Patricia Corneliuss; <i>Two Weeks With the Queen</i> by Mary Morris; In-class workbook (provided) Units of Study: Discovering the Elements of Drama, Melodrama and The Power of Plays Students will build upon their foundations of the elements of drama and enhance their skills of stagecraft. Character development, script analysis, collaborative directing, rehearsal processes and live performances will benefit the dramatic expression of Year 8 students in their course of study.
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. Creating and Making: In small groups, students will create scenes through the skill of improvising. Presenting and Performance: Students will explore a script to create a character and perform in role to an audience of their peers. Exploring and Responding: Students will reflect on performance making processes and analyse live performance.
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: Folk and Traditional and I Love Rock'n'roll For Example: Students will explore how pop and rock music differs. They will listen to, analyse and evaluate songs and identify their structure and compositional devices. Students will also consolidate and expand their knowledge of music elements. They will further their skills on guitar, acquire basic keyboard skills whilst also developing music literacy by reading music using treble clef. They will demonstrate their understanding of song structure by composing a computer-generated rock song using Sibelius 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 and Performing: Students will perform on guitar, sing and play basic melodies on keyboard to demonstrate technical and aural skills. Creating and Making: Students will compose a short piece of music to demonstrate their understanding of a selected rock style and song structure. Exploring and Responding: Students will complete an exam on the elements of Music and listen to a variety of music to analyse.
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.

TTZ – Material and Technologies Specialisations (Design & Technologies)

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) and 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	All costs, including workshop materials, are covered by the Resource Scheme.
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.

TFF – Agriculture (Technology – Food and Fibre)	
Students will be introduced to the concept of agriculture as a sustainable practice. Students will learn why agriculture is so important in our lives. They will learn about modern technology in agriculture and how it is contributing to our food security. Students will also continue practical activities at the Bunya Campus and the farming operations carried out there.	
Subject Outline	Learning Strands In Year 8 Design and Technologies, the Knowledge and Understanding strand focuses on how food and fibre are produced sustainably, and how social, ethical, and environmental factors influence agricultural practices. The Processes and Production Skills strand develops students' ability to investigate, design, produce, and evaluate solutions such as crop systems, animal housing, or resource management strategies. Together, these strands enable students to combine agricultural knowledge with practical skills to create innovative and sustainable food and fibre solutions. Text books • Dynamic Agriculture (P-10) Units of Study Term 1: Dairy Production Term 2: Indigenous Agriculture to Modern Horticulture Term 3: Layer Poultry Production Term 4: Hydroponics
Assessment	The Australian Curriculum in Science requires students to complete a variety of assessment tasks. Term 1: Exam Term 2: Design Project Term 3: Design Investigation Term 4: Design Project
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 Agriculture 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 Technologies Processes and Production Skills Units of Study • Networks • Micro:bit and Spike Prime Lego Programming • Python Project • Network Project
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 – Food/Textiles Specialisations	
The Australian Curriculum in Design and Technologies – Food and Fashion 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 – Food Fusion (Cooking) – extending basic skills from Year 7 – learning to cook with pastry and write workplans to make simple meals suitable for families. Unit 2 – Let's Bag It (Textiles) – extending basic skills to sew a fabric bag with a pocket, Velcro, button and buttonhole.
Assessment	The Australian Curriculum in Design Technologies Unit 1 - Written and Practical Cookery Exam Unit 1 - Written assignment and Practical Sewing
Costs	All costs, including booklets, ingredients and sewing resources, are covered by the Resource Scheme. Refer to Booklist for equipment requirements.
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.

JPS – Japanese	
The Australian curriculum developed for Japanese is built around communicating meaning and understanding language and culture. Together these strands focus on developing students' abilities to solve problems, identify with other people and cultures and develop their language and communication skills. By studying Japanese, students develop skills that help them to identify with others and appreciate the lifestyle, culture and traditions of the Japanese people. Students in year 8 Japanese learn to introduce themselves, talk about the classroom and schedules of what they do each day. They are also given the opportunity to write letters to students at our sister school in Shizuoka, Japan.	
Subject Outline	Learning Strands - Communicating Meaning in Japanese: This involves students learning to use language for communicative purposes in interpreting, creating and exchanging meaning. - Understanding Language and Culture: This involves students learning to analyse and understand language and culture as resources for interpreting and shaping meaning in intercultural exchange. Units of Study Unit 1: Myself Unit 2: Classroom Unit 3: Going out Unit 4: Everyday Life
Assessment	Students are assessed at the end of each term on a combination of the four core skills of reading, writing, listening and speaking.
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. Students who miss lessons or do not complete the required work in class are expected to catch up as homework.
Parent/Carer Support	Parents/carers 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.

IUP – Intercultural Understanding Program	
IUP is a unique subject where Indigenous students are immersed in their culture here at Dalby State High School. This subject separates male and female students in accordance with men's and women's business, which is customary in First Nations culture. Students are able to learn about specific parts of their heritage that is built around these traditions. The Indigenous staff here at DSHS lead these subjects and become an integral part of the student's journey throughout high school. In addition to learning about their culture, staff assist students with study habits, assessment and for those in year 8 and 9, resumes and job applications.	
Subject Outline	Intercultural understanding encompasses the behaviours and dispositions that students need to understand what happens and what to do when cultures intersect. Through learning to value their own cultural perspectives and practices and those of others, young people are supported to become responsible local and global citizens. They are equipped for living and working in an interconnected world. Intercultural understanding involves students developing the knowledge and skills needed to reflect on culture and cultural diversity, engage with cultural and linguistic diversity, and navigate intercultural contexts. The Intercultural Understanding learning continuum is organised into 3 elements: • Reflecting on culture and cultural diversity • Engaging with cultural and linguistic diversity • Navigating intercultural contexts Throughout Junior Secondary students go through parts of these elements to deepen student engagement and understanding of their own culture.
Assessment	There is no formal Assessment in this subject
Costs	No other subject costs.
Considerations and expectations	Students must formally identify as ATSI and be signed up to the relevant program. Female students – Beyond the Broncos Male students – Clontarf Foundation