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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

Leanne Young - Year 7 Head of Year



Welcome to Dalby State High School, where we offer a diverse range of opportunities to support every student's interests, strengths and aspirations. From The Arts and Agriculture to Trades, Sport and academic pathways, our programs are designed to help students discover their passions and prepare for a successful future beyond school.

Our aim is to provide students with the opportunity to explore their interests and identify pathways that will lead them confidently into life after school. This journey begins in Year 7, the foundation year of high school, where students are encouraged to engage with a wide variety of learning experiences through core subjects, elective rotations and extracurricular activities.

We understand that starting high school can feel both exciting and challenging. That is why we have a strong support network in place to help every student make a smooth and successful transition. The Head of Year

works closely with the Year Level Coordinator to provide guidance and support in areas such as attendance, wellbeing and behaviour, while also working alongside support staff to ensure every student has the opportunity to reach their full potential.

We look forward to partnering with students, families and the wider school community to make the transition from primary school to high school a positive, rewarding and successful experience.

Nicole Palacious – Year 7 Coordinator



I joined Dalby State High School in 2026 as an English teacher and will now be moving to support our 2027 Year 7's as Coordinator. I love the energy and enthusiasm Year 7 students bring each day, and it is a privilege to support them as they begin their high school journey.

My goal is to be a strong source of support and point of contact for students and their families, helping each student build resilience, celebrate their successes, and confidently navigate the challenges and opportunities of Year 7.

Kristy Thomson – Year 7 Guidance Officer



As the Guidance Officer I am looking forward to helping our Year 7s transition successfully to high school. It is a big step but we have a very able team of support staff who can help our Year 7s with everything from finding new friends and navigating friendship changes to getting used to the increased academic demands of high school. We also work very closely with young people experiencing mental health challenges or those experiencing difficulty managing the work in their new subjects.

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
CRC 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
Session 1 9.10 to 10.20	ART Mr Paint E29	Science Mr Brown HLB2	HSS Mr Rivers N02	English Miss Write N02	English Miss Write N02
Lunch Break 1 10.20 to 10.50					
Session 2 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
Lunch Break 2 12.00 to 12.30					
Session 3 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
PM Break 1.40 to 1.55					
Session 4 1.55 to 3.05	PAW Mrs Smith N02	ART Mr Paint E29	HPE Ms Runner N02	Science Mr Brown HLB2	PAW Mrs Smith LA5

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: 'Truth, Justice & The Australian Way' - Narrative Unit 2: Advertising – Persuade Me! 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 – Written assignment [short fiction] Unit 2 – Exam [written analysis] 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: Science through Time – Historical and future advancements in Science Unit 6: 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 - Scientific Poster Unit 6 - 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	• Open book exam
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 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. Portfolio – source analysis of key figures in Ancient China.
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
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 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.
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.
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: Celebrations 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 and or poultry.	
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 Unit of Study - Farming our Food and Fibre – An understanding of Agricultural systems
Assessment	The Australian Curriculum requires students to complete a variety of assessment tasks. For this single term unit, students will undertake: Unit 1: Examination based on designed solutions and Technologies in Agriculture. Scenarios are provided with stimulus to complete questions.
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
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 to create a Velcro closing pencil case.
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

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.

