

# Table of Contents

From the Principal .....	2
Our vision for excellence in education .....	2
Junior Secondary Education Philosophy .....	2
Year 7 at Dalby High .....	2
Junior Secondary schooling at Dalby High .....	3
Junior Secondary education principles .....	3
School Priorities .....	3
Curriculum Organisers .....	3
School Frameworks .....	3
How the curriculum is organised .....	4
Behaviour Management and Student Support .....	5
Behaviour Standards .....	5
Mobile Devices at school .....	5
Bullying and harassment .....	5
“Hands-off” policy .....	6
Student support team .....	6
Behaviour support team .....	6
Small group Support programs .....	6
Making appointments .....	6
Year 7 Curriculum Overviews	
Health and Wellbeing .....	7
English .....	8
Mathematics .....	9
Science .....	10
History .....	11
Humanities and Social Science .....	12
Economics and Business .....	13
Home Economics .....	14
Visual Art .....	15
Performing Arts .....	16
Language Other Than English (Japanese) .....	17

## 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 and Queensland Curriculum and Assessment Authority (QCAA) guidelines. The program is rich and stimulating and accessible for all students. We are committed to providing the best educational outcomes for all students essential for life in the twenty-first century.

Our vision is for excellence in education through:

- Excellence in teaching and learning
- Respected curriculum that helps students to live happily and productively in a global society
- Fair and equitable practices
- Productive partnerships that ensure that as an organisation we stay focussed on our goals and achieving them
- Responsive school management
- Responsive and helpful strategic management

At Dalby State High School we believe that every student can learn and achieve; that success bring 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 in 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
- Forging foundations for life-long learning skills
- 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 has informed the establishment of the *Health & Wellbeing Teacher* model, centred on the support, care and development of our Year 7& 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.

*Dr Dean Russell*

## Junior Secondary Years at Dalby High

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
- 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>	<p><b>Junior Secondary Education Principles</b></p> <ul style="list-style-type: none"> <li>✓ Student Wellbeing</li> <li>✓ Quality Teaching</li> <li>✓ Distinct Identity</li> <li>✓ Leadership</li> <li>✓ Parent and Community involvement</li> <li>✓ Local decision making</li> </ul>	<p><b>Key School Priorities</b></p> <ul style="list-style-type: none"> <li>✓ Junior Secondary Philosophy</li> <li>✓ <i>Health &amp; Wellbeing Teacher</i> model</li> <li>✓ Teacher Professional Development</li> <li>✓ Transition and Relationships</li> <li>✓ Junior Secondary Staffing issues</li> </ul>
<i>Teaching and Learning</i>	<p><b>Curriculum Organisers</b></p> <ul style="list-style-type: none"> <li>• Australian Curriculum</li> <li>• Queensland Curriculum &amp; Assessment Authority</li> </ul>	<p><b>School-specific Frameworks</b></p> <ul style="list-style-type: none"> <li>• Dimensions of Learning</li> <li>• Explicit Instruction</li> <li>• Positive Behaviour for Learning (PBL)</li> </ul>

The junior secondary curriculum offerings at Dalby State High School are based on a core program of Australian Curriculum<sup>1</sup> subjects. The table below displays the progression of curriculum offerings across the junior secondary years. Shaded sections indicate elective subjects able to be chosen by students in Years 8 and 9. The Year 7 curriculum is a prescribed course of study.

Key Learning Area	Year 7	Year 8	Year 9
<b>English</b>	Australian Curriculum Core	Australian Curriculum Core	Australian Curriculum Core
<b>Mathematics</b>			
<b>Science</b>			
<b>HWB/HPE</b>			
<b>History</b>			
<b>Humanities and Social Sciences</b>			SOSE offered through <i>Humanities</i> elective in Year 9 (Geography and Civics & Citizenship)
<b>The Arts</b>	The Arts (Visual Art, Music, Drama)	Visual Art Drama Music ICT Home Economics Manual Arts  <i>(three elective choices, two studied each semester)</i>	Agricultural Science Visual Art Drama Music Business Studies ICT Graphics Home Economics Humanities Manual Arts Media Studies LOTE <i>(three elective choices for the year)</i>
<b>Technology</b>	Economics and Business ICT (across the curriculum) Home Economics Manual Arts (project-based, block delivery)		
<b>Languages other than English (Japanese)</b>	Compulsory Study (unless exemption granted)		

<sup>1</sup> For more information about the Australian Curriculum go to [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)

# Behaviour Management and Student Support

Dalby State High School's behaviour management strategies reflect the school's core values of *Respect, Safety and Learning*. Our school is committed to providing a supportive school environment where all members feel safe and are valued, and where social and academic learning outcomes are maximised for all.

## About our behaviour standards

OneSchool records both positive and negative reports and referrals from teachers for students in all learning areas. This is used to determine individual student behaviour standards. We have three standards of behaviour:

- *Green* standard indicates that a student is behaving satisfactorily and can participate in all extra-curricular activities.
- *Orange* standard is for students who exhibit some negative behaviour and are unable to participate in extra-curricular activities.
- *Red* standard is applied when students have exhibited major misbehaviours. They are unable to participate in extra-curricular behaviours or hold positions of responsibility.

Students are able to transition through behaviour standards based on individual behaviour reports. At the end of each semester we celebrate and acknowledge students who continually demonstrate our core values of *Respect, Safety and Learning* at our biannual Gold and Silver Award Ceremonies.

## Our mobile devices policy

The school acknowledges that there are times when it is appropriate and useful for students to have access to their mobile phones but at no times should this access interfere with the learning and welfare of students. Electronic devices brought to school are to be turned off in class, during assemblies and other school organised activities unless being used in a teacher directed activity to enhance learning. If a mobile device is used without teacher consent during a lesson, then the student is required to hand it in to the office and collect it back after school.

Students must not take photographs, videos or sound recordings of other students and staff without their consent. They must not make or send harassing or threatening calls or messages with their electronic devices. Students are able to appropriately use their electronic devices before and after school and during designated breaks.

## Bullying and harassment

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

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

### Hands-off policy

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

*A full copy of our Responsible Behaviour Plan for Students detailing of all policies mentioned above is available from our school website. We encourage parents and guardians to become familiar with this document and discuss it with their student.*

### Our student support team

- Heads of Department - Student Support (Junior and Senior) coordinate support services within our school and work with students, families and staff to provide a whole-school approach.
- Our Guidance Officer provides counselling and advice to students, parents/guardians concerning educational, behavioural, career development, mental health and family issues.
- Our school Chaplains are available each day for students to access. Please see their page on our website for full details of their services.
- School Based Health Nurse is available for confidential consultations about personal or social issues and is at the school two to three days a week. They also assist with our Pastoral Care program and deliver presentations on staying healthy and safe for all year levels.
- Our Community Educational Counsellor supports our Indigenous students and families and works with local community groups. She provides support with curriculum, social and emotional issues.

### Our behaviour support team

- Heads of Student Support (Junior and Senior) coordinate support services within our school and work with students, families and staff to provide a whole-school approach to behaviour management.
- Head of Behaviour Support provides support to students displaying behavioural issues and work closely with the Year Coordinators and the Student Support Team.
- Year Coordinators provide social, emotional and behavioural support of all the students in their year level. They also coordinate whole cohort events and activities including Pastoral Care lessons.

### Small group support Programs

Targeted small group support programs are available throughout the year. These programs are both internally developed and facilitated by staff from our support and behaviour teams or run by external support agencies. Our aim through these programs is to give focused support to selected students.

### How to make appointments

Parents and Guardians can make appointments through the front office on 4669 0900. Students can make appointments directly with staff or via the school office.

## Year 7 Curriculum Overviews

<b>Health and Wellbeing</b>	
<p>The Health &amp; Wellbeing course aims to develop an understanding of oneself and the physical, emotional, social and intellectual changes students experience during adolescence; develop an understanding of creating a healthy body and positive mental health; develop life skills that will assist students in creating positive relationships, improving academic skills and being an active citizen within the school and wider community; provide an opportunity for students to participate in physical activity, develop physical skills and improve general fitness; incorporate focussed engagement with Information and Communication Technologies (ICT) in order to develop digital citizenship.</p>	
Subject Outline	<ul style="list-style-type: none"> <li>• The Health and Wellbeing program is organised into two strands:               <ol style="list-style-type: none"> <li>a. Personal, social and community health</li> <li>b. Movement and physical activity</li> </ol> </li> <li>• Focus on life skills and physical development</li> <li>• A variety of resources will be available for students including textbooks, EBooks, multimodal presentations, authoritative websites</li> </ul> <p>Unit 1: Approaching Adolescence            Unit 2: Your Body, Your Decision            Unit 3: Food and Nutrition            Unit 4: Health Benefits of Physical Activities</p>
Assessment	<p>Assessment will include:</p> <ul style="list-style-type: none"> <li>• Research assignments</li> <li>• Multimodal presentations</li> <li>• Examinations</li> <li>• Ongoing physical assessments</li> </ul>
Costs	Year 7 Camp in Term 4
Considerations and Expectations	<ul style="list-style-type: none"> <li>• Safety requirements include hat, water bottle and closed in shoes. Please note that sunscreen is provided, but students will need to provide their own if allergic</li> <li>• USB stick recommended</li> <li>• Both practical and theoretical elements are to be completed</li> <li>• If students are unable to participate in physical activities a parent letter and/or medical certificate explaining reasons is mandatory</li> <li>• Students will have the opportunity to participate in school teams and trial for representative sports</li> <li>• Activities and sensitive concepts will be covered throughout the year and parental consent will be sought prior to students undertaking these activities</li> </ul>
Parent/Carer Support	<ul style="list-style-type: none"> <li>• Assist students with time management and organisation</li> <li>• Monitor the completion and submission of assessment by due dates</li> <li>• Encourage healthy food choices and participation in all aspects of the subjects</li> <li>• Encourage open conversations regarding mental health, positive relationships, alcohol and drug choices and self-concept</li> </ul>

<b>English</b>	
<p>The Australian Curriculum In English is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in thinking, understanding, listening, reading, viewing, speaking, writing and creating. By studying the English Curriculum, students develop skills that are essential for further learning, for work and for everyday life.</p>	
Subject Outline	<p>Learning Strands</p> <ul style="list-style-type: none"> <li>• <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</li> <li>• <i>Literacy</i>: Extended writing, spelling, punctuation, grammar, editing, reading comprehension and public speaking. Literacy skills are taught in every English lesson.</li> <li>• <i>Literature</i>: How to examine literature, how to respond to literature, how to create literature</li> </ul> <p>Text books:</p> <ul style="list-style-type: none"> <li>• 'Essential English Skills For The Australian Curriculum Year 7', Cambridge</li> <li>• 'Black Snake: The Daring Of Ned Kelly', Carole Wilkinson</li> </ul> <p>Unit 1: Autobiography - A chapter from my life            Unit 2: Biography - A chapter from someone else's life. Film study – <i>Red Dog</i>            Unit 3: Literature - <i>Black Snake – The Legend of Ned Kelly</i>            Unit 4: Advertising – Sell it to me!            Unit 5: Public speaking – Inspire me!            Unit 6: Poetry analysis            Unit 7: Poetry creation and performance – My words, my images, my message</p>
Assessment	<p>The Australian Curriculum in English requires students to attempt a range of written, spoken and multimodal assessment tasks.</p> <p>Unit 1: Written assignment            Unit 2: Written exam            Unit 3: Persuasive essay assignment            Unit 4: Analytical presentation            Unit 5: Inspirational presentation            Unit 6: Written exam            Unit 7: Creative presentation</p>
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	<p>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.</p> <p>Checking assessment due dates and helping a student to develop a homework/assignment/study schedule 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 ahead is crucial for success.</p>

<b>Mathematics</b>	
<p>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 from Year 7 to Year 12. Dalby State High School uses 'The Australian Curriculum' to inform our curriculum and assessment. More information can be found online at <a href="http://www.australiancurriculum.edu.au/mathematics">www.australiancurriculum.edu.au/mathematics</a>.</p>	
Subject Outline	<p>Year 7 Mathematics develops knowledge in the 'Australian Curriculum' strands of <i>Number and Algebra</i>, <i>Measurement and Geometry</i> and <i>Statistics and Probability</i>. 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 text book questions, worksheets and using the online resource including 'IXL Maths'.</p> <p>The text book used is 'Essential Mathematics For The Australian Curriculum, Year 7'</p> <p>Unit 1: Number, indices, measurement and shape            Unit 2: Fractions and algebra            Unit 3: Finance, decimals, percentage and data            Unit 4: Probability, symmetry and geometry.</p>
Assessment	<p>Student's formal assessment will include a combination of assignments that may be taken home and exams.</p> <p>Students will also complete in-class quizzes and homework to allow their teacher to monitor their progress throughout the term.</p>
Costs	<p>Mathematics does not involve any further costs than those outlined in the resource scheme and booklist. Students may however choose to be involved in non-compulsory competitions and workshops throughout the year.</p>
Considerations and expectations	<p>Students must remember to bring all required materials to every lesson including:</p> <ul style="list-style-type: none"> <li>• Pencil case including at least: Pens, pencils, ruler, eraser, sharpener, highlighter, 30cm ruler, protractor and glue stick</li> <li>• Scientific Calculator (TI30-XB calculator is supplied by the resource scheme)</li> <li>• Workbook/theory book</li> <li>• Text book</li> </ul>
Parent/Carer Support	<p>Parents can assist their child by helping them work through the weekly homework tasks, working with their child while they use the online resource 'IXL Maths' found at <a href="http://www.au.ixl.com/signin/dalby">www.au.ixl.com/signin/dalby</a> 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.</p>

<b>Science</b>	
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	<p>Core Science conforms to the Australian Curriculum where students learn scientific experimental and research skills and study scientific theory. Students describe techniques to separate pure substances from mixtures. They represent and predict the effects of unbalanced forces, including Earth's gravity, on motion, as well as explain how the relative positions of the Earth, Sun and Moon affect phenomena on Earth. Students will analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. They predict the effect of environmental changes on feeding relationships and classify and organise diverse organisms based on observable differences.</p> <p>Students will use the text book: 'Oxford Big Ideas Science 7'</p> <p>Unit 1: <i>Sorting out biodiversity</i>. There are differences within and between groups of organisms; classification helps organise this diversity.</p> <p>Unit 2: <i>Living in harmony</i>. Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions.</p> <p>Unit 3: <i>Pure or not?</i> Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques.</p> <p>Unit 4: <i>The Earth, Sun and Moon</i>. Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon.</p> <p>Unit 5: <i>Earth's resources</i>. Some of Earth's resources are renewable, but others are non-renewable. Water is an important resource that cycles through the environment.</p> <p>Unit 6: <i>Forces in balance</i>. Change to an object's motion is caused by unbalanced forces acting on the object. Earth's gravity pulls objects towards the centre of the Earth.</p>
Assessment	<p>Two or three of the following criteria will be used in each assessment item: Science Knowledge, Science as a Human Endeavour and Science Inquiry Skills.</p> <p>There are three types of assessment used in junior science: tests, Extended Experimental Investigations and Research tasks. These types of assessment are similar to those students will encounter studying senior science subjects.</p>
Costs	There are no other costs associated with this subject.
Considerations and expectations	Students will be provided with lab coats and safety glasses when doing experiments. Students must wear closed in shoes to enter a laboratory. Shoes which comply with the school uniform are acceptable. Students may enter some competitions as they become available during the year.
Parent/Carer Support	Parents can assist student with Science by encouraging students to read their text book, check assignment due dates and requirements and supporting homework tasks.

<b>History</b>	
History is designed to develop students' capacities and attitudes to be active and informed citizens, to understand the forces that shape societies, and to use transferable concepts and skills associated with the process of historical inquiry.	
Subject Outline	<p>History is organised into the two interrelated strands of <i>Historical knowledge and understanding</i>, 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 <i>Historical skills</i> which focuses on skills used in the process of historical inquiry. This strand is further organised into:</p> <ul style="list-style-type: none"> <li>• <i>Chronology, terms and concepts</i></li> <li>• <i>Historical questions and research</i></li> <li>• <i>Analysis and use of sources</i></li> <li>• <i>Perspectives and interpretations</i></li> <li>• <i>Explanation and communication</i></li> </ul> <p>The semester will include a study of history from the time of the earliest human communities to the end of the ancient period (approximately 60 000 BCE to 650 CE.) This will include the study of depth studies that include:</p> <ul style="list-style-type: none"> <li>• investigating the ancient past (Archaeology-based unit).</li> <li>• the Mediterranean World (Ancient Rome case study)</li> <li>• the Asian World (Ancient China case study)</li> </ul> <p>A number of Textbooks from the Resource Scheme will be utilised. Texts such as Jacaranda SOSE series and Pearson History Texts.</p>
Assessment	Assessment will encompass response to stimulus assessment, multimodal and research assignments.
Costs	A possible excursion to Abbey Museum at Caboolture. Costs will vary.
Considerations and expectations	Recommended materials: USB stick, Booklist requirements. Competitions or other learning experiences they may have access to: Periodic competitions, including National History Challenge & ANZAC Premier's Prize.
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.

<b>Humanities and Social Sciences</b>	
<p>A Study of Humanities and Social Sciences (HSS) develops students' understandings about the complexity of interactions between people and their environments. They will understand that societies involve concepts that are related to social, political, economic and cultural changes and interpretations of them from different perspectives; spatial patterns that define environments and sustainable practices; a range of factors that shape culture and identities; Interconnected decision making systems, institutions and processes. It is envisioned that students will clarify their personal views and acknowledge others' values and world views.</p>	
Subject Outline	<p><i>Environmental Geography – Water in the World.</i> 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. The content of this year level is organised into two strands: <i>Geographical Knowledge and Understanding</i> and <i>Geographical Inquiry and Skills</i></p> <p><i>Australian Government &amp; Constitution.</i> A study of the key features of Australia's system of government and explores how this system aims to protect all Australians. Students examine the Australian Constitution and how its features, principles and values shape Australia's democracy. They look at how the rights of individuals are protected through the justice system. Students also explore how Australia's secular system of government supports a diverse society with shared values. The civics and citizenship content at this year level involves two strands: <i>Civics and Citizenship Knowledge and Understanding</i>, and <i>Civics and Citizenship Skills</i>.</p> <p>A number of textbooks from the Resource Scheme will be utilised. Texts such as Jacaranda SOSE series and Wiley's 'Geo Active.'</p>
Assessment	Assessment will encompass multimodal assignments and examinations.
Costs	Possible local excursions to conduct fieldwork or visits to local political and legal institutions.
Considerations and expectations	Recommended materials: USB stick. See booklist requirements.
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.

<b>Economics and Business</b>	
<p>Business and economic activity affects the daily lives of all Australians as they work, spend, save, invest, travel and play. The aim of the subject is to develop students' understanding of economics and business concepts by exploring what it means to be a consumer, a worker and a producer in the market and the relationship between these groups. Real world applications are many and varied. Through studying economics and business students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the economic and business factors involved.</p>	
Subject Outline	<p>Topics include:</p> <ul style="list-style-type: none"> <li>• Profit determination</li> <li>• Law of supply and demand</li> <li>• Entrepreneurship</li> <li>• Marketing and pricing strategies</li> <li>• Relationship between producers and consumers</li> </ul>
Assessment	Students will be assessed through an assignment and a test.
Costs	There are no costs to students.
Considerations and expectations	Students will require an exercise book, pens, pencils, ruler, eraser and glue stick. Frequent revision will be beneficial.
Parent/Carer Support	Parents/carers could assist students by ensuring recommended materials are brought to each lesson and assisting/encouraging/motivating to ensure scheduled due dates are met.

<b>Home Economics</b>	
<p>The central focus of Home Economics is the wellbeing of individuals and communities. Home Economics 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. Home Economics teaches students to think critically, creatively and responsibly to enhance the well-being of an individual and community.</p>	
Subject Outline	<p><i>Kitchen Procedures.</i> This unit has a practical focus to learn safe and efficient kitchen procedures. Students will work in small groups to produce food, whilst maintaining a hygienic kitchen. All resources (including ingredients) will be provided through the Resource Scheme and hence the resulting food will be shared within the classroom setting.</p> <p><i>Introduction to Mechanical Sewing Machine.</i> This unit has a very high practical focus where students will learn basic sewing skills; specifically how to operate a sewing machine.</p>
Assessment	<p>Students will be assessed on their understanding and ability to follow Workplace Health and Safety procedures in both the kitchen and sewing room. Specific cooking processes and sewing machine operation will also be assessed. Students will be assessed using the assessable elements of:</p> <ul style="list-style-type: none"> <li>• Knowledge and Understanding</li> <li>• Producing</li> <li>• Evaluating</li> </ul>
Costs	<p>All costs are covered by the Resource Scheme – including booklets, ingredients and sewing resources.</p>
Considerations and expectations	<p>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.</p>
Parent/Carer Support	<p>Parents can assist students with their Home Economics study by encouraging/allowing/expecting them to make a contribution 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.</p>

<b>Visual Art</b>	
<p>“The Arts are fundamental resources through which the world is viewed, meaning is created and the mind is developed,” says Elliot W. Eisner, Professor of Education and Art from Stanford University in 1997. Visual Art is a powerful and pervasive means which students use to make images and objects, communicating aesthetic meaning and understanding from informed perspectives. In a world of increasing communication technologies, knowledge and understanding of how meanings are constructed and “read” is fundamental to becoming a critical consumer and/or producer of artworks.</p>	
Subject Outline	<p>Visual Art is sampled by all students in Year 7. Students will gain a basic understanding of the formal elements and principles of art and design, through the focus of mark making and colour. Students will explore Modern Art movements and design, paint, cut, and create a series of 2D and 3D art works in response to this.</p>
Assessment	<ul style="list-style-type: none"> <li>• Series of response art works demonstrating the formal elements.</li> <li>• Written Art analysis assignment</li> <li>• Visual Journal of class notes, experiments and activities.</li> </ul>
Costs	<p>Other than an A4 Visual Art journal, there are no predicted additional costs associated with studying Visual Art, however students may benefit from the purchase of additional art materials for home.</p>
Considerations and expectations	<ul style="list-style-type: none"> <li>• Safety requirements e.g. always closed in shoes for practical activities</li> <li>• Materials required will be A4 Visual Journal, HB pencil, eraser, ruler and glue stick</li> <li>• Practical and theoretical elements are to be completed by dates</li> <li>• Rough drafts are a course requirement and should be submitted by due dates</li> </ul>
Parent/Carer Support	<p>Parents can assist by ensuring that your student has required materials and by encouraging your student to work independently on Visual Art projects outside of school hours.</p>

<b>Performing Arts</b>	
<p>The aim of Performing Arts in Year 7 is to introduce students to the Arts subjects Drama and Music. Through studying and engaging in the Arts, students will develop specific knowledge, skills and processes, and also create art works. Through learning to appraise and critique music and drama works, artists and artistic practices, they will learn to value the uniqueness of each art form, and to understand that all art forms are interconnected. Students will come to understand the social, historical and cultural contexts of drama and music. Students will learn that the Arts are central to creative communities and cultures.</p>	
Subject Outline	<p>In <i>Drama</i>, students will 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 will experience theatre and develop an understanding of the performer/audience relationship. They will develop skills including basic stage craft, understanding the elements of drama, team-building and group work skills.</p> <p>In <i>Music</i>, students will develop the skills and understanding to engage in music as knowledgeable music-makers and audience members. They will improvise and perform for various purposes. They will demonstrate knowledge and understandings of musical elements, materials, ideas, styles and technologies. They will develop skills including music appreciation, understanding rhythm, melody and elements of performance.</p>
Assessment	<p>The students will be assessed on a <i>devising task</i>, combining the drama and music skills developed. In small groups, students will create a short performance for an audience of their peers. They will also complete a written <i>analysing task</i> of live theatre or music performance.</p>
Costs	<p>Arts Council performances. These cost \$8 per student. Notes will go home to advise of dates concerning each class.</p>
Considerations and expectations	<ul style="list-style-type: none"> <li>• Safety requirements e.g. always closed in shoes for practical activities</li> <li>• Students will require a 48 page exercise book.</li> <li>• There are practical and theoretical elements which are to be completed for this subject.</li> <li>• Students will also have the opportunity to participate in a range of extra-curricular Performing Arts activities e.g. the school musical, Instrumental Music, Performing Arts Night etc.</li> </ul>
Parent/Carer Support	<p>Parents could assist their student by showing an interest in this subject e.g. checking assignment due dates and requirements, supporting homework tasks – practising music, learning lines.</p>

<b>Languages Other Than English - Japanese</b>	
The study of Languages Other Than English aims to develop students' interpersonal skills in the target language and to further develop understandings of other cultures. Having the skills in another language develops students' abilities to problem solve, identify with others and develop keen communication skills. At Dalby State High School, Japanese is studied in Year 7.	
Subject Outline	Students will develop connections with both the culture and language of Japan. Students use the essential processes of <i>ways of working</i> to develop and demonstrate their <i>knowledge and understanding</i> . They develop their ability to interpret and construct a small range of text types, using modelled and rehearsed language. They also reflect on their learning and language choices.
Assessment	Assessment is of the four macro skills of <i>speaking, listening, reading and writing</i> . A variety of tools are employed to assess these skills, including written and oral examinations and presentations.
Costs	There are no costs to students.
Considerations and expectations	Parents seeking student exemption from the mandatory study of Japanese are required to complete the application form which is available from the school office. Students exempt from Japanese will undertake intensive targeted support for literacy and numeracy. Recommended materials: as per booklist requirements, including a USB stick.
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.