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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 and Queensland Curriculum and Assessment Authority (QCAA) guidelines. 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.

Our vision, 'Creating the future; every student, every day' is enacted 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 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
- 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 underpins 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 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
- 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>Junior Secondary Education Principles</p> <ul style="list-style-type: none"> ✓ Student Wellbeing ✓ Quality Teaching ✓ Distinct Identity ✓ Leadership ✓ Parent and Community involvement ✓ Local decision making 	<p>Key School Priorities</p> <ul style="list-style-type: none"> ✓ Junior Secondary Philosophy ✓ <i>Health & Wellbeing Teacher</i> model ✓ Teacher Professional Development ✓ Transition and Relationships ✓ Junior Secondary Staffing
<i>Teaching and Learning</i>	<p>Curriculum Organisers</p> <ul style="list-style-type: none"> • Australian Curriculum • Queensland Curriculum & Assessment Authority 	<p>School-specific Frameworks</p> <ul style="list-style-type: none"> • Dimensions of Learning • Explicit Instruction • Positive Behaviour for Learning (PBL)

The junior secondary curriculum offerings at Dalby State High School are based on a core program of Australian Curriculum¹ 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.

Learning Area	Year 7	Year 8	Year 9
English	Australian Curriculum Core	Australian Curriculum Core (includes 1 term of Agricultural Science)	Australian Curriculum Core
Mathematics			
Science			
HWB/HPE			
History			
Humanities and Social Sciences			SOSE offered through <i>Humanities</i> elective in Year 9 (Geography and Civics & Citizenship)
The Arts	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 Media Studies Music Business Studies ICT Graphics Home Economics Humanities Manual Arts LOTE <i>(three elective choices for the year)</i>
Technology	ICT (across the curriculum) Home Economics Manual Arts (proposed project-based, block delivery)		
Languages other than English (Japanese)	Compulsory Study (unless exemption granted)		

¹ For more information about the Australian Curriculum go to 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. School practices are proactive rather than reactive, where appropriate, and positive behavior is defined, modelled and reinforced.

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

- Clearly defines and implements processes for explicitly teaching expected social and positive behavioural skills so that focus can be on teaching and learning
- Fosters positive relationships between staff, students and members of the wider community
- Celebrates and rewards positive behaviour
- Consistently implements the philosophy of PBL in all contexts.

To increase the quantity and quality of positive interactions between students and staff students are explicitly taught behaviour expectations through a Pastoral Care program focused on Positive Behaviour for Learning and our Behaviour Expectations Matrix. Dalby State High School uses the online school recognition platform of VIVO. VIVO is a web-based rewards platform, specifically designed for schools by schools. Teachers award students VIVOS, a unique currency, which they can save and then spend on rewards from an online catalogue of in-school privileges.

Responding to Negative Behaviours

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

Possible consequences of misbehaviors include:

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

Tracking Student Behaviour

OneSchool records both positive and negative reports and referrals from teachers for students in all learning areas. All students begin the year on Green behaviour. This means that they are behaving satisfactorily and can participate in all extra-curricular activities. Year Coordinators track student attendance on OneSchool. If a student fails to follow the school's Expectations Matrix (see below) then they may find themselves coming off Green behaviour and will not be eligible to attend certain extra-curricular activities. More information about this process can be found in the Responsible Behaviour Plan on the school's website.

At the end of each semester we celebrate and acknowledge students who continually demonstrate our core values of *Respect, Safety and Learning* at our biannual Gold and Silver Award Ceremonies.

Electronic and Mobile Devices Policy

Mobile phones are NOT permitted to be used in classrooms unless teachers explicitly invite students to use them for a learning activity. 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 at the completion of the school day. If a student repeatedly fails to follow the EMDP then they may receive detentions or suspensions and/or parents may be responsible for collecting devices from the school office.

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

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

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

Hands-off policy

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

A full copy of our 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.

Support Staff

Staff	Support Role
Classroom and Pastoral Care Teacher	Teachers and Pastoral Care teachers play a key role in the delivery of quality education to students. They contribute to excellence in education through their commitment and respect for curriculum. This commitment aims to help students to live happily and productively in a local and global setting. Teachers focus on fair and equitable work practices and productive partnerships. Teachers also focus on explicitly teaching positive behaviour through the PBL expectations matrix.
Year Coordinator	A Year Coordinator is responsible for supporting the emotional, social and behavioural development of the students in their cohort. They are key personnel in a student's life, as they support their cohort from Year 7 through to Year 12. A Year Coordinator will often refer students and caregivers to other internal and external personnel.
Head of Department Behaviour Support	A BSHOD is responsible for supporting students exhibiting behavioural issues, in order to maximise participation in all aspects of their schooling. They will work in conjunction with the Welfare Team, Complex Case Management team and internal and external support personnel to further support the student.
Head of Department, Student Support. Junior/Senior School	A HODSS supports students exhibiting emotional, social or behavioural issues, in order to maximise participation in all aspects of their schooling. They will work in conjunction with the Welfare Team, Complex Case Management team and internal and external support personnel to further support the student.
Guidance Officer Senior/Junior (GO)	A GO provides counselling and advice to students, parents/guardians concerning educational, behavioural, career development, mental health and family issues.
Social Worker	A Social Worker provides intervention and support to students and families with a focus on social and emotional wellbeing, parenting, connections with community and young people at risk of long term disengagement.
Community Education Counsellor (CEC)	Our school is fortunate to have a number of Indigenous students who bring a unique cultural heritage to our school community. As a result the school employs a Community Education Counsellor (CEC) who promotes the well-being of these students and encourages leadership, positive role modelling and supports families.
Youth Support Coordinator	The YSC provides individual support, group support and case management to students to maximise their engagement with education and training. I also refer at-risk students to appropriate agencies and support services.
School Based Health Nurse	The SBYHN can assist students with personal concerns related to health and physical well-being. The School Based Health Nurse plays an important role in the Health and Human Relationships Education program in the school. Private consultation can be made by students or parents of students via the office.
Clontarf and Beyond the Broncos	Indigenous support staff are employed by external agencies to work in our school to support Indigenous students to improve attendance, retention and results. They support students in both personal and academic areas.
Principal/Deputy Principals	The administration team will assist students in both personal and academic areas, or may refer students to other personnel.

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

Health and Wellbeing	
<p>The Health & 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"> • The Health and Wellbeing program is organised into two strands: <ol style="list-style-type: none"> a. Personal, social and community health b. Movement and physical activity • Focus on life skills and physical development • A variety of resources will be available for students including textbooks, EBooks, multimodal presentations, authoritative websites <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"> • Research assignments • Multimodal presentations • Examinations • Ongoing physical assessments
Costs	Year 7 Camp in Term 2
Considerations and Expectations	<ul style="list-style-type: none"> • 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 • Students will be required to participate in an aquatics unit and will be required to have swimming togs and goggles • USB stick recommended • Both practical and theoretical elements are to be completed • If students are unable to participate in physical activities a parent letter and/or medical certificate explaining reasons is mandatory • Students will have the opportunity to participate in school teams and trial for representative sports • Activities and sensitive concepts will be covered throughout the year and parental consent will be sought prior to students undertaking these activities
Parent/Carer Support	<ul style="list-style-type: none"> • Assist students with time management and organisation • Monitor the completion and submission of assessment by due dates • Encourage healthy food choices and participation in all aspects of the subjects • Encourage open conversations regarding mental health, positive relationships, alcohol and drug choices and self-concept

English	
<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 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"> • <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 <p>Text books:</p> <ul style="list-style-type: none"> • 'Essential English Skills For The Australian Curriculum Year 7', Cambridge • 'Black Snake: The Daring Of Ned Kelly', Carole Wilkinson • 'Comprehension and Written Expression Year 7', Alan Horsfield <p>Unit 1: Australian Literature - '<i>Black Snake – The Daring of Ned Kelly</i>' Unit 2: Text Transformation – Fractured fairy tales Unit 3: Advertising Analysis – Sell it to me! Unit 4: Public speaking – Inspire me! Unit 5: Poetry analysis – Words to change the world Unit 6: 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 – persuasive essay Unit 2: Written assignment – short fiction Unit 3: Multimodal presentation – analytical Unit 4: Spoken presentation – inspirational speech Unit 5: Written exam – comprehension and analysis Unit 6: Multimodal presentation – creative</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>

Mathematics	
<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 www.australiancurriculum.edu.au/mathematics.</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 online resources including 'Mathspace' and '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: Statistics, decimals and percentage Unit 4: Linear relationships, coordinates 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"> • 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
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 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.</p>

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	<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'. These topics will not necessarily be completed in this order.</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, Student Experiments 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.

History	
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"> • <i>Chronology, terms and concepts</i> • <i>Historical questions and research</i> • <i>Analysis and use of sources</i> • <i>Perspectives and interpretations</i> • <i>Explanation and communication</i> <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"> • investigating the ancient past (Archaeology-based unit). • the Mediterranean World (Ancient Rome case study) • the Asian World (Ancient China case study) <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.

Humanities and Social Sciences	
<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 & 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.

Economics and Business	
<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"> • Profit determination • Law of supply and demand • Entrepreneurship • Marketing and pricing strategies • Relationship between producers and consumers
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 revise class work regularly and to ensure scheduled due dates are met.

Home Economics	
<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"> • Knowledge and Understanding • Producing • Evaluating
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>

Visual Art	
<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"> • Series of response art works demonstrating the formal elements. • Written Art analysis assignment • Visual Journal of class notes, experiments and activities.
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"> • Safety requirements e.g. always closed in shoes for practical activities • Materials required will be A4 Visual Journal, HB pencil, eraser, ruler and glue stick • Practical and theoretical elements are to be completed by dates • Rough drafts are a course requirement and should be submitted by due dates
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>

Performing Arts	
<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"> • Safety requirements e.g. always closed in shoes for practical activities • Students will require a 48 page exercise book. • There are practical and theoretical elements which are to be completed for this subject. • 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.
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>

Languages Other Than English - Japanese	
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. 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.



Regular school attendance

Did you know?

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

Why is regular attendance at school important?

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

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

Why must I send my child to school?

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

Avoid keeping your child away from school for birthdays, shopping, visiting family and friends, if they sleep in, looking after other children, minor check ups or care such as hair cuts. Routine medical or other health appointments should be made either before or after school or during the school holidays.

While it is a last resort, it is important to understand that you may be prosecuted if your child is not attending school regularly.

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

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

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

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

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

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

A set routine can help

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

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

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

Our Dress Code

This dress code applies to all school activities including extra-curricular, excursions and sport (unless prior permission is granted by the Principal). Formal and Sport Uniforms are not to be combined under any circumstance.

Formal worn each Monday, on excursions and at school events	<ul style="list-style-type: none"> ▪ Formal check shirt with logo and maroon buttons ▪ Grey shorts, grey trousers/pants or maroon formal pants worn on the waist ▪ Maroon skirt with two inverted pleats and flat waistband ▪ Black lace-up, leather or vinyl shoes¹ ▪ DSHS school logo socks or plain white, grey or black short socks that cover the ankle (no sockettes, no knee-highs) ▪ Black or maroon stockings (no holes/ladders) ▪ Belt (optional): it must be black with a plain buckle
Sports can be worn at all other times	<ul style="list-style-type: none"> ▪ School polo shirt or senior polo shirt for years 10, 11 and 12 ▪ Low-cut, lace-up, joggers (or similar sports shoes)² ▪ Maroon shorts that do not extend past the knee, worn correctly on the waist ▪ DSHS school logo socks or plain white, grey or black short socks that cover the ankle (sockettes and knee-highs are not permitted)
Winter	<ul style="list-style-type: none"> ▪ A maroon school tracksuit can be worn in winter with the sport uniform. Only the tracksuit jacket may be worn with the formal uniform. Tracksuit pants are not to be worn with the formal uniform. ▪ A plain, maroon jumper or vest may also be worn with the formal or sports uniform. ▪ Undershirts (short or long-sleeve) may be worn provided they are tucked in and are in school colours of gold and maroon or plain black or white.
Hats	<ul style="list-style-type: none"> ▪ Only the school maroon bucket hat with DSHS embroidery, DSHS cap or Sporting Excellence Cap may be worn. Caps cannot be worn backwards. ▪ Students studying agricultural subjects in Senior Secondary are permitted to wear an Akubra, or broad brimmed hat, for their scheduled agricultural lesson only.
WPH&S Uniforms (11 & 12 Trade and Ag only)	<ul style="list-style-type: none"> ▪ Boots, steel capped. ▪ Long sleeve cotton drill button up shirt (yellow on blue) with embroidered DSHS logo on front. ▪ Blue cotton drill pants. ▪ Students not studying 11 and 12 Ag or Trade in whole day delivery mode must change prior to, and at the end, of each lesson.

¹Students may choose to wear **black** (completely) low-cut, lace-up, joggers (or similar sports shoes) for both formal and sports (skate, sandals, or other styles are not permitted).

²Skate, sandals or other styles are not permitted (refer to attached shoe chart for further information).

Special Notes

- Students are required to wear **formal uniform on Mondays**, except when advised to the contrary.
- Students may seek a temporary uniform exemption from the Principal at any time by providing a note from home.
- Students not in correct uniform without explanation (note from parent or caregiver) will be detained at lunch time for up to 20 minutes that day. Failure to attend detentions will result in the application of consequences outlined in the school's *Responsible Behaviour Plan*.
- Students may wear current-year representative shirts on a **Wednesday** (Eg: Darling Downs Sport, Musical, Beyond Broncos, Bunya Campus polo).
- Cadets may wear their Cadet uniforms on a Tuesday at the discretion of their Commander.
- Variations to the school tracksuit specified are not acceptable.
- No part of the uniform is to be worn folded, rolled up or pulled down.
- No make-up or nail polish is to be worn. False nails/ridge fillers must be of a natural length and colour.
- Hair ties, ribbons, gloves, beanies and scarves must be in the school colours of gold and maroon or plain black or plain white.
- Students may have hair colourings of a natural tone (brown, black, blonde, red) and the nature of the colouring is discrete (eg large patches of colour and stripes are not permitted).
- Hairstyles such as mohawks and those with large shaved sections are not permitted, including shaved or near-shaved under-cuts.
- Students who wish to wear a blazer may order one through the uniform outlet.

Jewellery

Apart from a wristwatch, medic-alert bracelets and a maximum of three sets of sleepers or small, simple studs in pierced ears, it is not acceptable to wear jewellery to school. 'Spacer' style earrings are strictly prohibited. Double-sided earrings are not acceptable. As a guide, earrings are to be no larger than 4mm, sleepers up to 10mm. Refer to the earring chart for further information regarding acceptable styles.

The wearing of jewellery presents a safety concern for students undertaking activities in many subjects. Students may own special items of jewellery of significant personal or cultural importance, but most obtain permission to wear these to school. Consent to wear these items may be granted by making a request, in writing, to the Principal.

Small clear or flesh coloured studs can be worn as a facial piercing at school but need to be completely covered during sporting or other activities where there may be a risk, as determined by the supervising teacher. All other visible piercings are not permitted. If a student insists on wearing piercings they must be completely covered at all times while at school.

The Dalby State High School Parents & Citizens' Association endorses the Principal or a Deputy Principal to have the final say as to whether or not the manner in which a student presents in uniform at school is in line with these guidelines.

The following pictures provide guidelines for appropriate Formal and Sports shoes. If you have any doubts regarding whether or not a certain type of shoe is permissible at school, please contact the school office before you purchase them.

Formal shoes



Sports shoes



Examples of acceptable earrings

