

Sarina State High School

2026

YEAR 9

COURSE
GUIDE





SARINA STATE HIGH SCHOOL VISION

Empowering learners, embracing communities, fostering success

OUR MISSION

At Sarina State High School we believe every student deserves the opportunity to learn in a safe, supportive and inclusive learning environment.

We provide a diverse range of pathways to allow students to achieve their best. We aim to foster high expectations through building genuine relationships.

We provide a strong foundation for students to give them the confidence to realise their full potential.

We empower our students to have pride in themselves and their school community by acknowledging where they have come from.

WE VALUE

- a respectful, friendly and welcoming school
- a supportive, inclusive and nurturing learning environment
- genuine relationships that build school pride
- high expectations and a strong work ethic
- consistent effort to achieve high quality results

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Electives

In 2026, students will be able to engage in **three different electives**. All students will be able to choose an elective option on one line for one semester, and they will select again in Semester 2.

On another line half of the cohort will complete History and Geography for one semester, and the other half of the cohort will select an elective that is on offer on that line, they will then rotate in Semester 2.

	Line	Line
Semester 1	Elective 1	History and Geography OR Elective 2
Semester 2	Elective 3	Elective 2 OR History and Geography

TIME ALLOCATION FOR CURRICULUM DELIVERY: YEAR 9

Subject		Lessons (70 mins) per week
		Year 9
English		3 lessons
Mathematics		3 lessons
Science		3 lessons
Humanities and Social Sciences	History	3 lessons for 1 semester
	Geography	
	Economics and Business	Elective 3 lessons - Semester
Health and Physical Education	Health and Physical Education	3 lessons
	Netball Academy	
	Rugby League Academy	
Technologies	Food and Fibre Production	Elective 3 lessons - Semester
	Food Specialisations	
	Materials and Technologies Specialisations	
	Digital Technologies	
Languages	Japanese	Elective 3 lessons - Semester
The Arts	Drama	Elective 3 lessons - Semester
	Visual Arts	
	Music	
Junior Enrichment Program	Ready For The Future	1 lesson
	Virtual Learning Academy (Application)	1 lesson

English

Subject Code	ENG
Core/Elective	Core
Time Allocation	3 x 70 minute lessons per week

Rationale:

In Year 9, students interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts. Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multimodal texts. These texts may explore themes of human experience and cultural significance, interpersonal relationships, and/or ethical and global dilemmas in real-world and fictional settings. They may represent a variety of perspectives.

Year 9 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical; for example, narratives, discussions, literary analyses, arguments, transformations of texts and reviews for a range of audiences.

Course Structure:

This course will cover the following topics:

- Unit 1 — Exploring a drama text that reflects ethical dilemmas: 12 Angry Men
- Unit 2 — Exploring perspectives on social issues in texts: On-line and Media Texts
- Unit 3 — Exploring Speculative Fiction
- Unit 4 — Exploring representations of and perspectives on Australian and Asian identities in texts: Migrants

Assessment:

Year 9 English students are assessed in two main ways, spoken and written. Responses will be completed during class time: under supervised conditions (exams) or as prepared responses.

Additional Cost:

Nil

Mathematics

Subject Code	MAT
Core/Elective	Core
Time Allocation	3 x 70 minute lessons per week

Rationale:

Learning mathematics creates opportunities for and enriches the lives of all Australians. It provides students with essential mathematical skills and knowledge in *number and algebra*; *measurement and geometry*; and *statistics and probability*. It develops the numeracy capabilities that all students need in their personal, work and civic lives and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Mathematics has its own value and beauty and aims to instil in students an appreciation of the elegance and power of mathematical reasoning. Mathematical ideas have evolved across all cultures over thousands of years and are constantly developing. Digital technologies facilitate this expansion of ideas and provide access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, and problem-solving skills. These proficiencies enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Course Structure:

This course will cover the following topics:

- Real numbers
- Money and financial maths
- Patterns and algebra
- Linear and non-linear relationships
- Using units of measurement
- Geometric reasoning
- Pythagoras and Trigonometry
- Chance
- Data representation and interpretation

Assessment:

Year 9 Mathematics students are assessed in two main ways:

- Written exams (in class time)
- Problem solving and modelling task (some class time provided)

Additional Cost:

Nil

Science

Subject Code	SCI
Core/Elective	Core
Time Allocation	3 x 70 minute lessons per week

Rationale:

Science provides an empirical way of answering interesting and important questions about the world around us. The knowledge it provides has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems.

Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable, revised, refined and extended as new evidence arises.

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

Course Structure:

This course will cover the following topics:

- Biological sciences
- Chemical sciences
- Earth and space sciences
- Physical sciences
- Nature and development of sciences
- Use and influence of science

Assessment:

Year 9 Science students are assessed in two main ways:

- Written exams (in class time)
- Assignments (some class time provided)

Additional Cost:

Nil

History and Geography

Subject Code	HIS and GEG
Core/Elective	Core
Time Allocation	3 x 70 minute lessons per week (One Semester)

Rationale:

History: World War I (1914 - 1918): Students explain the historical significance of the period of the early modern world up to 1918. They explain the causes and effects of events, developments, turning points or movements globally, in Australia and in relation to the First World War. Students explain the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on the historical events. Students develop and modify questions about the past to inform historical inquiry. They locate, select and compare primary and secondary sources, and use information in sources as evidence in historical inquiry. They explain the origin, content, context and purpose of primary and secondary sources. Students compare sources to determine the accuracy, usefulness and reliability of sources as evidence. They explain causes and effects, and patterns of continuity and change connected to a period, event or movement. Students compare perspectives of significant events and developments, and explain the factors that influence these perspectives. They analyse different and contested historical interpretations. Students use historical knowledge, concepts and terms to develop descriptions, explanations and historical arguments that acknowledge evidence from sources.

Geography: Biomes and food security – focuses on the biomes of the world, their characteristics and significance as a source of food and fibre. Students examine the distribution of biomes as regions, and their contribution to food production and food security. They consider the effects of the alteration of biomes, and the environmental challenges and constraints of expanding sustainable food production in the future.

Course Structure:

This course will cover the following topics:

- **History:** Investigating the Anzac Identity
- **Geography:** Biomes and food security

Assessment:

Task 1: History: Spoken Podcast

Task 2: Geography: Written Investigative Report

Additional Cost:

Nil

Health and Physical Education

Subject Code	HPE – Health and Physical Education HRG – Rugby League HNL - Netball
Core/Elective	Core
Time Allocation	3 x 70 minute lessons

Rationale:

In Health and Physical Education, students develop the skills, knowledge, and understanding to strengthen their sense of self and build and manage positive, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. They critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations.

At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. They develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. Movement is a powerful medium for learning, through which students can practice and refine personal, behavioural, social and cognitive skills.

Course Structure:

This course will cover the following topics:

- Unit 1: Positive Mental Health
- Unit 2: Skill-Related Fitness
- Unit 3: Respectful Relationships Education
- Unit 4: Illicit Drug Education

Assessment:

Year 9 Health and Physical Education students are assessed in two main ways:

- Investigating
- Performance and practical application

Students will have the option to apply to participate in the Rugby League or Netball Development Academy classes where their learning is targeted to the development of the player.

Additional Cost:

Optional participation in Netball and Rugby League Competitions will incur additional fees that will be communicated to parents/carers through permission letters.

Virtual Learning Academy

Subject Code	VLA
Core/Elective	Application Process
Time Allocation	1 x 70 minute lesson per week

Rationale:

The Virtual Learning Academy inspires future aspirations for high achievers, building academic resilience and enabling high potential learners by linking them with local and regional industry and experts through exploration and deliberate pathways.

The Virtual Learning Academy is a collaboration between Sarina State High School and Pioneer State High School to provide new and diverse experiences, foster a sense of safety in learning and achieving, facilitating connections with industry, encourage risk-taking and instilling confidence in critical thinking amongst the students within the Academy.

Course Structure:

This course will cover the following topics:

- Beef Industry
- Sugar Industry
- Energy

Program Delivery at a Glance:



Assessment:

At the end of each topic students will present a solution based virtual presentation to:

- Experts in the field
- Peers in the Virtual Learning Academy

Additional Cost:

Nil

Ready For The Future

Subject Code	RFF
Core/Elective	Core
Time Allocation	1 x 70 minute lesson per week

Rationale:

Ready for the Future is a thoughtfully designed program that supports students in developing the personal and emotional skills they need to thrive — both in school and beyond. Through the proven strategies of **The Resilience Project**, students build resilience by practising gratitude, empathy and mindfulness. They also engage in meaningful **self-reflection and data analysis**, helping them understand their own strengths, challenges, and learning habits. With a focus on **goal setting** and an introduction to **career exploration**, this program equips students with the tools to make confident, informed choices about their future pathways. *Ready for the Future* fosters a positive mindset and prepares students to become capable, connected and resilient young people.

Additional Cost:

Nil

Digital Technologies

Subject Code	DIG
Core/Elective	Elective
Time Allocation	3 x 70 minute lessons per week (Semester)

Rationale:

In a world that is increasingly digitised and automated, it is critical to the wellbeing and sustainability of the economy, the environment and society, that the benefits of information systems are exploited ethically. This requires deep knowledge and understanding of digital systems (a component of an information system) and how to manage risks.

Ubiquitous digital systems such as mobile and desktop devices and networks are transforming learning, recreational activities, home life and work. Digital systems support new ways of collaborating and communicating, and require new skills such as computational and systems thinking. These technologies are an essential problem-solving toolset in our knowledge-based society.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

Course Structure:

This course will cover the following topics:

- Digital Systems
- Collecting, Managing and Analysing Data
- Game Development
- Augmented and Virtual Reality

Assessment:

Year 9 Digital Technologies students are assessed in two main ways:

- Short answer examination
- Practical activities/portfolio

Additional Cost:

Nil

Drama

Subject Code	DRA
Core/Elective	Elective
Time Allocation	3 x 70 minute lessons per week (Semester)

Rationale:

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view.

Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Drama enables students to imagine and participate in the exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them.

Course Structure:

This course will cover the following topics:

- Improvisations
- Myths and Legends
- Script work – writing and acting
- Theatre for young people

Assessment:

Year 9 Drama students are assessed in three main ways:

- Performing
- Responding
- Making: Script writing, role plays, small performances

Additional Cost:

Nil

Economics and Business

Subject Code	ECB
Core/Elective	Elective
Time Allocation	3 x 70 minute lessons per week (Semester)

Rationale:

Economics and Business provides students with knowledge and understanding of essential business principles and strategies. Students will gain an awareness of how businesses operate and contribute to the economy and society.

Students will engage in creative thinking as they plan and develop product ideas. Students will be provided with practical learning opportunities (such as running business ventures at school), where they develop skills which are transferable to the world of work and business.

Course Structure:

This course will cover the following topics:

- The global marketplace
- Consumer and financial decisions
- Planning and running a business

Assessment:

Year 9 Business Studies students are assessed in the following ways:

- Folio of work
- Multi-modal presentations

Additional Cost:

Nil

Food and Fibre Production

Subject Code	TFF
Core/Elective	Elective
Time Allocation	3 x 70 minute lessons per week (Semester)

Rationale:

Food and Fibre Production provides opportunities for students to understand essential concepts, processes, and practices used to develop informed individuals who recognise how agriculture contributes to our culture and society.

Students will develop technological knowledge, understanding and skills to make informed decisions focusing on particular industries from the paddock to the plate. Learning in Food and Fibre Production Technologies builds on concepts, skills and processes developed in earlier years, which will be revisited, strengthen and extended these as needed.

Students use Food and Fire Production knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities and demonstrate a willingness to engage responsibly with local, national and global issues relevant to their lives, and to shaping sustainable futures.

Course Structure:

This course will cover the following topics:

- **Paddock to Plate**

This unit of work provides the opportunity to investigate the importance of Australian agricultural production to our society and gain a broader understanding of some of Australia's main agricultural industries including: beef, sheep, poultry, pork, cropping (wheat) and horticulture. It focusses on investigating managed environments, such as farms and plantations, learning about the processes of food and fibre production, and investigating the sustainable supply of agriculturally produced materials.

- **An Aboriginal Perspective**

This unit highlights how indigenous knowledge is unique to a culture or society. It identifies how knowledge is passed from generation to generation, usually by word of mouth and through cultural rituals including art, songs, artefacts, practices and dance between the many cultural groups. Knowledge sharing underpins the development of agriculture, food preparation, health care, education, conservation and the wide range of other activities that sustain societies in many parts of the world.

Assessment:

Year 9 Food and Fibre Production students are assessed in two main ways:

- Workbook/folio which includes practical component
- Exam for safety

Additional Cost:

Nil

Food Specialisations

Subject Code	TFD
Core/Elective	Elective
Time Allocation	3 x 70 minute lessons per week (Semester)

Rationale:

Food Specialisations includes the application of nutrition principles and knowledge about the characteristics and properties of food, to food selection and preparation; and contemporary technology-related food issues. There are increasing community concerns about food issues, including the nutritional quality of food and the environmental impact of food manufacturing processes which are explored throughout the semester.

Students will develop an understanding of the importance of various foods, sound nutrition principles and food preparation skills when making food decisions to help better prepare them for their future lives. Students will progressively develop knowledge and understanding about the nature of food and food safety and how to make informed and appropriate food preparation choices when experimenting with and preparing food in a sustainable manner.

Course Structure:

This course will cover the following topics:

- **Unit 1: Eat Street – Grab and Go** – In this unit, students will be researching, designing and constructing a new grab and go snack item that could be a new edition to the menu of a Food Truck.
- **Unit 2: Eat Street – Food Trucks** – In this unit, students will be researching, designing and constructing a food and drink meal deal that could be a new edition to a local food truck.

Assessment:

Year 9 Food Specialisation students are assessed in two main ways:

- Investigating
- Performance and practical application

Additional Cost:

\$50 for ingredients for cooking

Japanese

Subject Code	JPS
Core/Elective	Elective
Time Allocation	3 x 70 minute lessons per week (Semester)

Rationale:

The Year 9 Japanese course aims to build students' communication skills in Japanese across listening, speaking, reading, and writing. As they learn the language, students also deepen their understanding of how language works, which can strengthen their English skills. Language learning supports clear thinking, effective expression, and problem-solving, while also promoting cross-cultural understanding. By studying Japanese, students gain respect for other cultures and are better prepared to engage in an increasingly globalised world.

This course builds on the skills developed in Years 7 and 8 and lays a strong foundation for senior Japanese studies. Students will continue to strengthen their verbal and written communication while exploring cultural topics in greater depth. They will also interpret and analyse information in a range of texts and demonstrate an understanding of diverse perspectives.

Course Structure:

This course will cover following topics:

- Head, Shoulders, Nihon Toes
- Lost in Tokyo

Assessment:

Year 9 Japanese students are assessed in four main ways:

- Reading exams
- Writing exams
- Speaking exams
- Listening exams

Additional Cost:

Nil

Materials and Technologies Specialisations

Subject Code	TMT
Core/Elective	Elective
Time Allocation	3 x 70 minute lessons per week (Semester)

Rationale:

Materials and Technologies Specialisations actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technology contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative designed products, services and environments.

Materials and Technologies Specialisations is focused on a broad range of traditional, contemporary and emerging materials and specialist areas that typically involve extensive use of technologies. We live in and depend on the human-made environment for communication, housing, employment, medicine, recreation and transport; however, we also face increasing concerns related to sustainability. Students need to develop the confidence to make ethical and sustainable decisions about solutions and the processes used to make them. They can do this by learning about and working with materials and production processes. Students will progressively develop knowledge and understanding of the characteristics and properties of a range of materials either discretely developing products or through producing designed solutions for a technologies specialisation.

Course Structure:

This course will cover the following topics:

- Timber Technology
- Plastic Technology
- Metal Technology
- Art Metalwork

Assessment:

Year 9 Materials and Technologies Specialisations students are assessed in two main ways:

- Project completions
- OnGuard Safety Certificate completions

Additional Cost:

\$30 for materials for projects

Music

Subject Code	MUS
Core/Elective	Elective
Time Allocation	3 x 70 minute lessons per week (Semester)

Rationale:

Music is uniquely an aural art form. The essential nature of music is abstract. Music encompasses existing sounds that are selected and shaped, new sounds created by composers and performers, and the placement of sounds in time and space. Composers, performers and listeners perceive and define these sounds as music. Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in music fosters an understanding of other times, places, cultures and contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity.

Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding which can be gained in no other way. Learning in Music is aurally based and can be understood without any recourse to notation. Learning to read and write music in traditional and graphic forms enables students to access a wide range of music as independent learners.

Course Structure:

This course will cover the following topics:

- Make it Pop
- Around the World with Music

Assessment:

Year 9 Music students are assessed in three main ways:

- Composition
- Performance
- Musicology

Additional Cost:

Nil

Visual Arts

Subject Code	ART
Core/Elective	Elective
Time Allocation	3 x 70 minute lessons per week (Semester)

Rationale:

Visual Arts includes the fields of art, craft and design. Learning in and through these fields, students create visual representations that communicate, challenge and express their own and others' ideas as artists and audiences. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world and other worlds.

They learn about the role of the artist, craftsperson and designer, their contribution to society, and the significance of the creative industries. Similarly to the other art forms, the visual arts has the capacity to engage, inspire and enrich the lives of students, encouraging them to reach their creative and intellectual potential by igniting informed, imaginative and innovative thinking.

Course Structure:

This course will cover the following topics:

- Modern Art
- First Nations Art
- Media: drawing, painting, mixed media and digital
- Contexts: personal, cultural and contemporary

Assessment:

Year 9 Visual Art students are assessed in two main ways:

- Folio of experimental and resolved work
- Written analysis and reflections

Additional Cost:

\$16 Art Supplies

Key Contacts

Position	Name	Email
Deputy Principal	Mrs Tracey Fickling	tfick1@eq.edu.au
Head of Department Student Services Year 9 - 2026	Miss Linda Meng	lmeng17@eq.edu.au

Head of Year

Year Level	Name	Email
Year 9 - 2026	Mr Simon Nelson	snels57@eq.edu.au

Heads of Department

Department	Name	Email
Science/STEM	Mr Clint Bryant	cbrya35@eq.edu.au
English/Humanities	Mrs Megan Denney	mdenn24@eq.edu.au
Mathematics	Ms Michelle Wright	mwrigh188@eq.edu.au
Student Services	Mrs Samantha Nicholls	snich137@eq.edu.au
Inclusive Learning	Mrs Barb Lyons	blyon13@eq.edu.au
Health	Miss Heidi Clark	hecla2@eq.edu.au
Business/Languages/The Arts	Mrs Allison Pearce	apear97@eq.edu.au
VET/Technologies	Mrs Trudy Berry	tberr23@eq.edu.au
Teaching and Learning	Miss Ashleigh Denmen-Lovell	ajden3@eq.edu.au
Student Engagement	Mrs Tamara Steinhardt	tstei54@eq.edu.au
Mathematics/Teaching and Learning	Miss Jess Milano	jxmil10@eq.edu.au

Student Services

Position	Name	Email
Guidance Officer	Miss Maxine Regan	mwede3@eq.edu.au
Community Education Counsellor (CEC)	Mrs Nikki Hunter	nhunt41@eq.edu.au
Chaplain	Mr Ben Nicol	bnich179@eq.edu.au
Youth Health Nurse	Ms Alicia Dangerfield	amoer0@eq.edu.au
Youth Support Coordinator	Mrs Heidi Henry	hhenr28@eq.edu.au
Student Wellbeing Clinician	Ms Tanya Thomson	tthom747@eq.edu.au

Notes:

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SARINA STATE HIGH SCHOOL

School Expectations



Be Respectful

- Follow all staff instructions promptly
- Be honest and use polite, positive language
- Listen to and respect the rights, opinions and diversity of others
- Respect the property and privacy of others
- Respect others personal space and resolve conflicts calmly
- Respect yourself and others in your attitude and choices
- Communicate safely and responsibly online
- Move safely and respectfully around the school
- Be respectful of other road/footpath users
- Be respectful of the bus rules and procedures

Be Responsible

- Attend school every day
- Be on time and prepared with required equipment for class
- Actively listen and participate in learning
- Complete all assessments and submit them on time
- Represent the school in a positive way
- Appreciate the school environment and make sure it is kept clean and undamaged
- Wear the correct uniform with pride
- Use equipment safely and follow all safety rules
- Be sun smart
- Be safe around railways

Be Resilient

- Attempt all work to the best of your ability
- Have a growth mindset
- Learn from feedback and mistakes
- Bounce back after making slipups
- Access support when you think you need it
- Handle misunderstandings and conflicts constructively
- Be proactive rather than reactive