Sarina State High School

2027

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

Contents

Core Subjects

English 5
Mathematics 6
Science 7
History 8
Health and Physical Education 9
Virtual Learning Academy 10

Elective Subjects

Drama 11
Economics and Business 12
Food and Fibre Production 13
Food Specialisations 14
Japanese 15
Materials and Technologies Specialisations 16
Music 17
Visual Arts 18

Electives

In 2027, 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	
Languages	**Japanese**	**Elective** 3 lessons - Semester
The Arts	**Drama**	**Elective** 3 lessons - Semester
	Visual Arts	
	Music	
Junior Enrichment Program	**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
- Unit 2 — Exploring perspectives on social issues in texts
- Unit 3 — Exploring Speculative Fiction
- Unit 4 — Exploring representations of and perspectives on Australian and Asian identities in texts

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

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

Rationale:

The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic, business, legal and political contexts. This learning area has a historical and contemporary focus, from personal to global contexts, and considers the challenges that may occur in the future. It plays an important role in assisting students to understand global issues, and building their capacity to be active and informed citizens who understand and participate in the world.

The Humanities and Social Sciences subjects in the Australian Curriculum provide a broad understanding of the world we live in, and how people can participate as active and informed citizens with high-level skills needed now and in the future. They provide opportunities for students to develop their own personal and social learning, and to explore their perspectives as well as those of others.

Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. This requires an understanding of the key historical, geographical, legal, political, economic, business and societal factors involved, and how these different factors interrelate.

Course Structure:

This course will cover the following topics:

- First World War (1914 – 1918)
- The Globalising World

Assessment:

Task 1: Short response examination
Task 2: Investigation

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 high achievers to build academic resilience, enabling these high potential learners by linking them with local and regional industry experts through exploration and deliberate pathways.

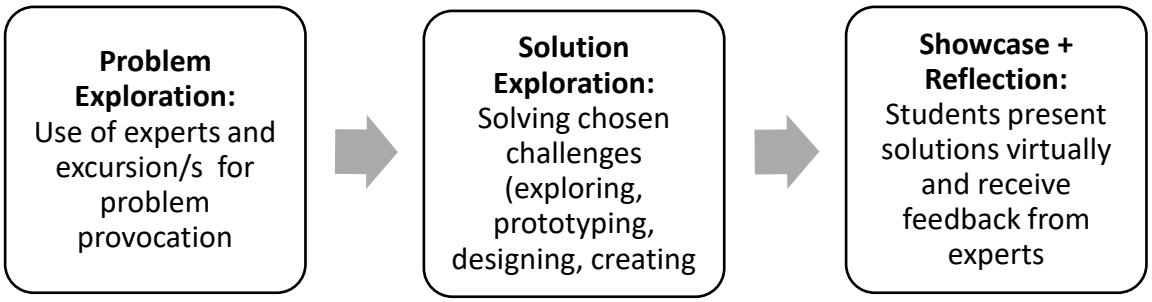
The Virtual Learning Academy is a collaboration between Sarina State High School students to provide new and diverse experiences, foster a sense of safety in learning and achieving, facilitating connections with industry, encourage academic risk-taking and instilling confidence in critical thinking amongst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

Course Structure:

This course will cover the following topics:

- Beef Industry
- Sugar Industry
- Energy
- Emergency Services and Disaster Management

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:
May be additional costs for excursions.

Drama

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

Rationale:

Drama uniquely explores and communicates the human condition through the enactment of real and imagined worlds. Drama responds to our need to share and enact stories, and create and make meaning across cultures, times, places and communities.

At its core, drama is about taking on roles and “standing in the shoes” of another, and imagining and communicating with the world through different perspectives. Taking on roles involves an act of the imagination that relies on a learner’s ability to empathise and understand others. Actively taking on roles in a range of contexts, situations, and across different times and places fosters students’ development of personal, cultural and social understandings as they imagine, empathise and communicate through deep experiential learning. Drama is a powerful form of communication involving affective, sensory and aesthetic modes.

In Drama, students work individually and collaboratively as artists and audiences to create, perform and respond to drama. It is an active, embodied and aesthetically rich subject that engages students cognitively and affectively as they learn in, through and about drama.

Course Structure:

This course will cover the following topics:

- Drama Reimagined
- Comedy on the Spot

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:

Students explain the role of Australia's financial sector and its effect on economic decision-making by individuals and businesses. They explain the interdependence of participants in the global market and the effect on economic decision-making. They explain the reasons for trade and Australia's pattern of trade with Asia. They explain why businesses seek to create and maintain a competitive advantage. Students explain how individuals and businesses manage consumer and financial risks and rewards.

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:

- **Insight into Poulty**
  This unit of work on poultry introduces students to the biology, husbandry, and industry context of domesticated birds, focusing primarily on poultry species such as chickens, ducks, and turkeys. The unit aims to develop students' understanding of animal health and welfare, ethical farming practices, and sustainable agriculture principles while linking theoretical knowledge with practical skills.
- **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:

Communication is a human imperative. Irrespective of which language, communication involves interaction to convey meaning as well as imagination, creativity and a broad understanding of ourselves and others. Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, and reflect on their experience in various aspects of social life, including their own participation and ways of being in the world.

Learning a language(s) broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world can offer. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures.

Students initiate and sustain Japanese language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Japanese or English, adjusting language to convey meaning and to suit context, purpose and audience.

Course Structure:

This course will cover following topics:

- What is character?
- Chopsticks: School life.

Assessment:

Year 9 Japanese students are assessed in the following ways:

- Short Written Responses
- Written Response
- Extended Speaking Response

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 on:

- Project completions
- OnGuard Safety Certificate completions
- Theory component

Additional Cost:
$25 for materials for projects

Music

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

Rationale:

Music's raw material is sound. In music, sounds are combined and shaped into a meaningful form. Music exists distinctively in every historical and contemporary culture, and is a basic, shared expression and communication of human experience. Sharing music and ideas about music across cultures, times, places and communities builds knowledge and enhances empathy. Engagement with music from diverse settings develops an understanding that the same music can be deeply moving for many people and yet have different meaning for each.

Music has the capacity to motivate, inspire and enrich the lives of all students. Students participate in music learning individually and collectively as listeners, composers and performers. Music learning is embodied learning. It has a significant and unique impact on the creative, sensorimotor, cognitive, emotional, sociocultural and personal competencies of students.

As independent and collaborative learners, students integrate listening, composing and performing activities, using established and emerging technologies. Music learning enhances students' capacity to perceive and understand musical concepts, and to recognise music's contribution in shaping their identity and their ability to explore personal, local and global issues and ideas. Through the study of music, students increasingly value the power of music in its ability to transform the heart, soul, mind and spirit of individuals and communities.

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:
$10 Art Supplies

Key Contacts

Position	Name	Email
Deputy Principal	Mr Matt Allen	malle90@eq.edu.au

Head of Year

Year Level	Name	Email
Year 9 - 2027	Miss Elise Bahemia	esbah1@eq.edu.au

Heads of Department

Department	Name	Email
Science/STEM	Mr Clint Bryant	cbrya35@eq.edu.au
English/Humanities	Ms Morgan Mackelvie	mxmac11@eq.edu.au
Mathematics	Ms Michelle Wright	mwrig188@eq.edu.au
Student Services	Mrs Samantha Nicholls	snich137@eq.edu.au
Student Services	Miss Linda Meng	lmeng17@eq.edu.au
Inclusive Learning	Mrs Barb Lyons	blyon13@eq.edu.au
Health	Mr Chris Humphries	chump33@eq.edu.au
Business/Languages/The Arts	Mrs Allison Pearce	apear97@eq.edu.au
VET/Agriculture/ITD	Mrs Trudy Berry	tberr23@eq.edu.au
Student Engagement	Mrs Tamara Steinhardt	tstei54@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 Andy Rowlands	arowl97@eq.edu.au
Youth Health Nurse	Ms Kayla Waugh	kwaug26@eq.edu.au
Youth Support Coordinator	Mrs Heidi Henry	hhenr28@eq.edu.au
Student Wellbeing Clinician	Ms Tanya Thomson	tthom747@eq.edu.au

Notes:

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