



SHAILER PARK STATE HIGH SCHOOL

JUNIOR SCHOOLING HANDBOOK

OUR PURPOSE

Inspiring lifelong learners to succeed in a world of opportunities

OUR VISION

Excellence in Learning and Life

OUR 4R VALUES

Respectful
Resilient
Reflective
Resourceful

OUR 3C PRIORITIES

Culture:
Safe, Supportive, Collaborative
Classrooms:
Effective Teaching and Learning
Curriculum:
Guaranteed and Viable, Data and Differentiation

2026

VERSION:
OWNERSHIP:
REVIEW DATE:

1.0 JUNE 2025
Shailer Park State High School
December 2025

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GENERAL INFORMATION

Excellence in Learning and Life

As a student of Shailer Park State High School, you have a number of responsibilities in respect to homework, study habits and general modelling of school expectations to your fellow students and the wider community. At Shailer Park State High School, we value *Excellence in Learning and Life* and this responsibility is to be taken very seriously by you as a student. The habits and behaviours you build in Years 7, 8 & 9 are the foundation from which you can successfully launch into your senior schooling secondary years.

Homework and Study Expectations

Homework is a valuable part of the learning process. In the less structured environment at home, students have the opportunity through focused activities to deepen knowledge, refine a range of skills and develop their thinking processes. Homework also enables time management and organisational skills to be developed.

The Department of Education and Training notes that homework should be relevant to class work, year level, learning needs and skills development, and effective in supporting student's learning. The amount of homework should allow sufficient time for family, recreation, community and cultural activities and not disadvantage students with a lack of access to resources such as computers and the internet outside school.

In Years 7, 8 & 9, it is expected that students should dedicate 1.5– 2 hours per day on any 5 days of the week to homework and personal study. This may increase at peak assessment periods within the term.

In Years 10, 11 & 12, it is expected that students should dedicate 2.5 - 3 hours per day on any 5 days of the week to homework and personal study. This may increase at peak assessment periods within the term.

Homework is defined as any school related work done at home and comprises, but is not restricted to:

- teacher set tasks
- assignments worked on at home, at student pace, by the due date
- reading fiction and non-fiction books, set texts, internet and newspapers
- reviewing, highlighting and summarising daily lessons
- preparing for practical lessons
- organising a study and assignment planner
- revising drafts
- study for specific assessment

Attendance Expectations

Students learn best when at school, in classrooms. Every effort should be made by the student, with the support of their parent, to attend every school day, on time and for the whole day. We acknowledge that some life events occur which require absences from school (such as a very sick relative), however, simply taking a day off because it is your birthday or for a holiday outside of the allocated school term, is not acceptable.

Compulsory School Phase

A child is of compulsory school age if the child is at least 6 years and 6 months, and less than 16 years. This means it is compulsory for students in Years 7, 8, 9 and 10 (if under the age of 16), to attend school every day unless they have a justified reason.

Compulsory Participation Phase

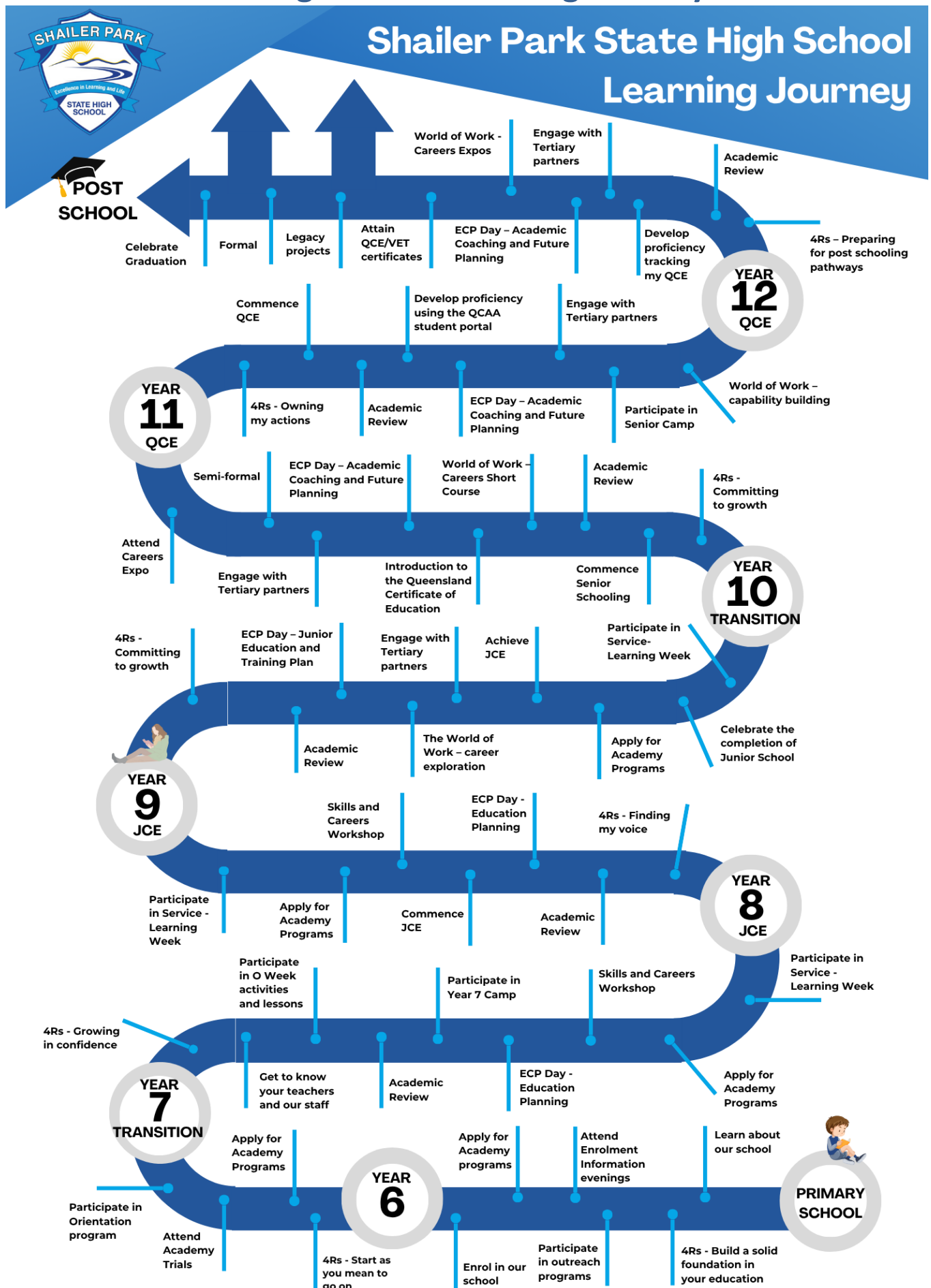
A young person's compulsory participation phase starts with the person stops being of compulsory school age (i.e. turns 16 or completes Year 10, whichever comes first) and ends when the person:

- gains a Certificate of Achievement, Senior Statement, Certificate III or Certificate IV; or
- has participated in eligible options for 2 years after the person stopped being of compulsory school age; or
- turns 17

During the Year 10 SET planning process, students and parents/carers are taken through the compulsory participation phase requirements in the form of a 'Senior School Contract'. This agreement between the student, parents/carers and the school, explains the minimum expectations for engagement, attendance and behaviour in continued enrolment at the school. Failure to adhere to these conditions through the compulsory participation phase of learning, may lead to a cancellation of enrolment decision made by the school.

A young person who chooses to not continue in an approved education or training program must be in full time (25 hours) employment or combination of education and employment which totals 25 hours per week.

Shailer Park State High School Learning Journey



JUNIOR SECONDARY – CURRICULUM INFORMATION

This **Subject Handbook** is designed to assist students in making appropriate subject choices for their studies at Shailer Park State High School during their secondary school years. As shown in the 'Learning Journey,' Year 7 is an important transition year as students move from their primary school experience and settle into their secondary school years. Year 8 and Year 9 are important foundational years for students as they gain confidence and further knowledge as they prepare for the final years of secondary school.

At Shailer Park State High School, we deliver the Australian Curriculum in Years 7, 8 and 9. There are eight (8) distinct Learning Areas within the Australian Curriculum – English, Maths, Science, Humanities, Health & Physical Education, Languages, Arts and Technology – with required time allocations for each year level. Our school timetable is developed to meet these specifications. In Year 7, 8 and 9, our subjects deliver the Achievement Standard of the Australian Curriculum.

All subjects are grouped into these eight distinct Learning Areas. All subjects within each Learning Area are written and assessed according to the Australian Curriculum achievement standards. All classroom teachers are also grouped according to the subjects being delivered within each Learning Area. This group of teachers is called a Faculty and are co-located within dedicated buildings around the school. At Shailer Park SHS, each Faculty is led by a Head of Department who is the curriculum leader for this Learning Area. The Faculty Head of Department is an important person to contact regarding questions relating to the curriculum or assessment items for a particular subject for all year levels. A list of our Faculty Head of Departments can be found on our school website.

To assist in the decision making of subject selections, this Subject Handbook will help to:

- broaden your knowledge of the various subjects on offer in each year level
- explain how these subjects prepare students for senior school subjects

SUBJECT SELECTIONS IN JUNIOR SECONDARY

In Year 7 and 8, all students study the same subjects within all Learning Areas. Their timetable consists of lessons in English, Maths, Science, Humanities, HPE, Arts, Languages and Technology with different amounts of time allocated to each Learning Area. This information is specified below in the Subject Descriptions for each year level.

There are two key junctures for students to select subjects while in the junior secondary years:

- For the start of Year 9 – During Term 3, all Year 8 students complete a **Subject Selection Form** to indicate their preferred elective subjects for Year 9.
- For the start of Year 10 – During Term 3, all Year 9 students complete a personalised **Junior Education Transition (JET) Plan** to indicate their preferred subjects from the Core Subject Selection and the Elective Subject Selection

How to choose your subjects

While students are in Year 7, 8 and 9, it is important that students consider:

- areas that are of interest
- keeping their options open and having an 'exploratory' mindset
- subject prerequisites, if specified in the subject descriptions
- possible career pathways, including subjects that may prepare them for future pathways

When students have an opportunity to choose their subjects, students should not choose a subject based on:

- friends taking it
- the teacher who has taken it in the past
- the possibility of an excursion
- they've heard it's easy
- they have heard they need to do it even though you hate it and haven't passed it previously

JUNIOR CERTIFICATE OF EDUCATION

At Shailer Park State High School, the **Junior Certificate of Education (JCE)** recognises and celebrates students' success across Years 8 and 9 at Shailer Park SHS. It encourages students to take ownership of their learning by tracking their academic progress, attendance, effort, and personal development throughout their junior schooling years.

The JCE is designed to:

- **Reward consistent effort and achievement** across core subjects
- **Promote our school values** of being Respectful, Resilient, Reflective, and Resourceful
- **Encourage goal setting** and personal growth through regular academic reviews
- **Support students to prepare** for senior school pathways with clear academic targets

Students accumulate **credits** each semester by meeting set benchmarks in academics and attendance. They also work toward achieving their literacy and numeracy tick. At the end of Year 9, those who meet the required criteria will be awarded their Junior Certificate of Education at a special celebration event. The JCE supports every student to build positive habits, stay engaged in their learning, and strive for their personal best — setting them up for success in their senior years and beyond.

JUNIOR EDUCATION AND TRAINING (JET) PLAN

The Junior Education and Training (JET) planning process is a unique Shailer Park State High School process for current Year 9 students. To create their personalised JET Plan, students participate in a series of lessons, information sessions and advice in regards to selecting subjects that will best suit their skills, interest and future endeavours. The JET planning process culminates in an ECP meeting between the student, the parent/carer and a member of our school team. During this meeting, the student's current overall performance is reviewed and subjects will be selected for Year 10 based on a set of readiness criteria.

YEAR 7 – SUBJECT OFFERINGS

In 2026, the subjects for Year 7 students are:

English	4 lessons / week / year
Maths	3 lessons / week / year
Science	3 lessons / week / year
Humanities	3 lessons / week / year
Creative and Performing Arts / Technologies	3 lessons / week / semester
HPE / Japanese	2 lessons / week / semester
RISE	1 lesson / week / year

YEAR 8 – SUBJECT OFFERINGS

In 2026, the subjects for Year 8 students are:

English	3 lessons / week / year
Maths	3 lessons / week / year
Science	3 lessons / week / year
Humanities	3 lessons / week / year
Creative and Performing Arts / Technologies	3 lessons / week / semester
HPE / Japanese	3 lessons / week / semester
RISE	1 lesson / week / year

YEAR 9 – SUBJECT OFFERINGS

In 2026, the subjects for Year 9 students are:

English	3 lessons / week / year
Maths	3 lessons / week / year
Science	3 lessons / week / year
HPE / History	3 lessons / week / semester
Elective 1	3 lessons / week / year
Elective 2	3 lessons / week / year
RISE	1 lesson / week / year

ELECTIVE SUBJECT OFFERINGS – Students choose any two (2) of the following subjects. They will study these elective subjects for the full year.			
Geography (GEO)	Dance (DAN)	Music (MUS)	Design and Technology (DAT)
Civics and Citizenship (CIV)	Drama (DRA)	Media Arts (MED)	Food Specialisations (TFD)
Economics and Business (ECB)	Visual Art (ART)		Digital Technology (DIG)

NB. Elective subjects require a minimum number of students to be included in the 2026 school timetable.

Information current at time of printing and is subject to change.

YEAR 7 & 8 – SUBJECT DESCRIPTIONS

ENGLISH

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. In Years 7 and 8, students will engage with a variety of texts for enjoyment and for a variety of purposes. They listen to, read, view, analyse, interpret, evaluate, create and perform a range of spoken, written and multimodal texts. Texts may include various types of media texts novels, non-fiction, poetry and dramatic performances. In English, students develop their understanding of how texts are influenced by context, purpose and audience. They will learn how the features of texts may be used as models for creating their own work.

Literary texts that support and extend students in Years 7 and 8 as independent readers may be drawn from a range of realistic, fantasy, speculative fiction and/or historical genres. They may involve intertextual references, some challenging sequences and/or non-stereotypical characters. These texts may explore themes of interpersonal relationships and ethical dilemmas in real-world and fictional settings, and/or represent a variety of perspectives. Informative texts may present technical information and abstract content from credible sources about specialised topics and concepts. Language features may include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and/or information supported by various types of images and graphics.

In Years 7 and 8, students will create a range of texts such as narratives, performances, reports and discussions, literary analyses and reviews for different audiences. Accompanying texts may also be used to deepen student knowledge of a unit.

Across Year 7 and 8, students may engage with these key texts (NB. This is not a finite list and is subject to change):

- *The Diary of Anne Frank* by Anne Frank (ALTUM only)
- *The Interrogation of Ashala Wolf* by Ambelin Kwaymullina (ALTUM only)
- Excerpts of *I Am Malala* by Malala Yousafzai (ALTUM only)
- Excerpts of *Young Sheldon – Season 1* Directed by Chuck Lorre and Steven Molaro (ALTUM only)
- *Black Snake: The Daring of Ned Kelly* by Carolle Wilkinson
- A children's film on an animal rights issue
- First Nations' Poetry and Music
- Myths, Legends, Folk Tales and Fables from around the world
- *Sister Heart* by Sally Morgan
- *Spirited Away* Directed by Hayao Miyazaki

MATHEMATICS

In Year 7 and Year 8, learning in Mathematics builds on each student's prior learning and experiences. Students will engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Mathematics teaches students to be effective problem solvers who use mathematical strategies to make informed decisions and to solve problems efficiently.

In Year 7, students develop proficiency in:

- apply scientific notation in measurement contexts
- work with the real number line as a geometric model for real numbers
- use linear and quadratic functions
- manipulate algebraic expressions
- formulate and solve related linear and non-linear equations
- solve measurement problems
- use similarity, scale, trigonometry, enlargement transformations, the triangle inequality and Pythagoras' theorem
- investigate probabilities of compound events

In Year 8, students further develop proficiency in:

- extend computation with combinations of the 4 operations
- extend the exponent laws to numerical calculations
- use mathematical modelling to solve problems in a broad range of contexts
- manipulate linear and other algebraic expressions
- interpret and explain demonstrations and proofs of Pythagoras' theorem and investigate irrational numbers
- select metric measurement units fit for purpose and convert between units
- apply knowledge of the relationships between π and the features of circles to solve problems
- construct and locate objects with reference to three-dimensional coordinates using digital tools
- consider a variety of situations involving complementary and mutually exclusive events

SCIENCE

Science provides opportunities for students to develop an understanding of important scientific 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. Students will use *Inquiry Learning* to build on problem solving and higher order thinking skills. The curriculum supports students to develop their scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate in science-related careers. In Year 7 & 8, all students study four core areas of Science – Biology, Chemistry, Physics and Earth & Space Science.

In Year 7, students will study:

- *Biology* - flows of matter and energy in ecosystems and the effects of environmental changes.
- *Chemistry* – introduced to particle theory to explain the physical properties of substances and processes that separate mixtures
- *Physics* – the effects of forces acting on objects
- *Earth and Space Science* – cycles in the Earth-sun-moon system and the effects of these cycles on the Earth.

In Year 8, students will study:

- *Biology* – the role of specialised cell structures and organelles in cellular function; the relationship between structure and function at organ and body system levels.
- *Chemistry* – different types of matter and the differences between physical and chemical change
- *Physics* – different forms of energy; transfer and transformation of energy in simple systems
- *Earth and Space Science* – the theory of plate tectonics and rock formations.

Science ensures students develop an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live.

HUMANITIES

Humanities is the study of human behaviour and interactions in social, cultural, environmental, economic, business, legal and political contexts. Humanities 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.

Through studying Humanities 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.

The study of Humanities will help students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and systems throughout the world, past and present, and an interest in and enjoyment of the study of these phenomena
- an understanding of the key concepts applied to disciplinary and/or cross-disciplinary inquiries
- the capacity to use disciplinary skills, including questioning, researching using reliable sources, analysing, evaluating and communicating
- dispositions required for effective participation in everyday life, now and in the future, including the ability to problem-solve critically and creatively, make informed decisions, be a responsible and active citizen, make informed economic and financial choices, and reflect on ethics.

In Year 7 and Year 8 students will study a term-long unit for Geography, Civics & Citizenship, Economics & Business and History.

HEALTH & PHYSICAL EDUCATION

In Years 7 and 8, students study Health & Physical Education for one semester. Across two term-long units, they engage in a variety of health and movement experiences that support the development of physical skills, personal awareness, social capabilities and community health.

Students explore the many changes that occur during adolescence and investigate strategies to manage these changes in healthy and positive ways. They participate in team building, leadership and challenge-based activities that develop resilience, collaboration and decision-making skills.

In Year 7 and 8, through practical experiences in a range of physical activities and sports, students examine how movement concepts and strategies affect performance outcomes and safety. They develop skills to evaluate and apply movement strategies and movement concepts and learn how these can transfer across different games and contexts.

Students also investigate the health benefits of lifelong physical activity using a strengths-based approach. They explore the influence of personal, social and community factors on health decisions and behaviours. By analysing relevant health data, students plan and evaluate strategies to enhance both their own wellbeing and that of others.

Information current at time of printing and is subject to change.

JAPANESE

In Year 7 and 8, students will study Japanese for one semester as part of the Languages Learning Area. Learning Japanese opens a window to a rich and fascinating culture while developing vital communication skills in a globalised world. Students will explore the Japanese language through speaking, listening, reading, and writing activities, while also developing intercultural understanding.

Aligned with the Australian Curriculum, the Year 7 and 8 Japanese course focuses on building students' foundational knowledge of the language. Students will be introduced to Japanese scripts, including hiragana and selected kanji, and will use modelled and rehearsed language to communicate in meaningful contexts. They will learn to interact in Japanese to greet others, introduce themselves, exchange simple information, express preferences, and participate in everyday classroom interactions.

Students will explore Japanese customs and traditions, reflecting on similarities and differences with their own culture. The program aims to build an appreciation for cultural diversity while strengthening students' understanding of how language reflects cultural identity.

Throughout the course, students will:

- Use basic sentence structures to talk about themselves, family, school life, and interests.
- Engage in conversational exchanges using modelled phrases and expressions.
- Develop reading and writing skills using hiragana and selected kanji.
- Listen to and comprehend simple spoken Japanese through audio-visual materials and classroom interactions.
- Participate in cultural activities, including exploring Japanese festivals, food, and daily life.

In Japanese, students also develop critical thinking, intercultural understanding, and communication skills, which support academic success across the curriculum.

CREATIVE & PERFORMING ARTS

In Year 7 and 8, students will embark on an exciting journey through the Arts, experiencing a rich variety of subjects: Dance, Drama, Media, Music, and Visual Art. This semester-long exploration will encourage students to actively participate in a diverse array of creative and performance-based activities, enabling them to discover the unique characteristics and techniques of each discipline. Throughout the semester, students will compile a portfolio of their work, documenting their creative processes and achievements across each subject. In this subject, students will study:

Performing Arts	Creative Arts
<p>Dance</p> <ul style="list-style-type: none"> • Perform Hip Hop and Musical Theatre Dance • Learn about safe dance practices • Develop performance skills • Develop choreographing skills <p>Drama</p> <ul style="list-style-type: none"> • Create characters • Perform monologues • Improvisation and theatresports <p>Music</p> <ul style="list-style-type: none"> • Perform percussion routines using chair drumming and body percussion • Compose songs using Garage Band • Develop performance skills on ukulele, guitar, piano and bass guitar 	<p>Media</p> <ul style="list-style-type: none"> • Develop an understanding of photography – camera shots, angles and composition • Develop media production skills • Create short animations in various styles <p>Visual Art</p> <ul style="list-style-type: none"> • Use printmaking techniques to create a design that represents themselves • Design and create collage artworks • Respond to and reflect on artworks created by others and themselves

TECHNOLOGIES

In Year 7 and 8, students will embark on an exciting journey through Technology, experiencing a rich variety of subjects – Design Technology, Food Technology and Digital Technology. This semester-long exploration will encourage students to actively participate in a diverse array of practical and creative activities, enabling them to discover the unique characteristics and techniques of each discipline. Throughout the semester, students will compile a portfolio of their work, documenting their processes and achievements across each subject. In this subject, students will study the following topics:

Digital Technology	Design Technology	Food Technology
<ul style="list-style-type: none"> Develop computing skills Learn to code Understand how computers think 	<ul style="list-style-type: none"> Develop manual dexterity Learn the design process Develop creative thinking skills Learn how to sketch and prototype 	<ul style="list-style-type: none"> Develop kitchen knife skills Learn how to read a recipe Use design process to develop a recipe

RISE

RISE stands for **Resilience, Initiative, Self-Awareness, and Empowerment** — the four pillars that shape our students into confident, capable young people prepared for life beyond school.

At Shailer Park SHS, RISE is our dedicated personal development program. It focuses on teaching essential life skills, respectful relationships, career education, and wellbeing. Every lesson is designed to develop the personal and social capabilities of students while embedding our core school values of being **Respectful, Resilient, Reflective, and Resourceful (the 4Rs)**.

RISE lessons are tailored to the needs of each year level and include:

- **Respectful Relationships** education,
- **Wellbeing** and mental health strategies,
- **Academic and career planning**, including JET and SET Plans,
- **Life skills** such as goal setting, self-discipline, and communication,
- **Senior School preparation** and **pathways planning**.

RISE also forms part of our assessment and reporting, where students reflect on their learning and personal growth throughout the year.

Through RISE, we are preparing students not just for academic success, but for a happy, fulfilling life.

YEAR 9 – SUBJECT DESCRIPTIONS

In Year 9, students study a set of core subjects and choose any two elective subjects from the elective subject offerings.

YEAR 9 – Core Subjects

ENGLISH

In Year 9, students will engage with a variety of texts for enjoyment. They will learn to interpret, create, evaluate, discuss and perform a wide range of literary texts including aesthetic pieces and texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media and the differences between media texts.

Literary texts that support and extend students in Years 9 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas. Informative texts are also used to represent a synthesis of technical and abstract information about a wide range of specialised topics.

In Year 9, text structures become more complex and include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features used also become more complex and include successive complex sentences with embedded clauses, unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form. In Year 9, students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses and reviews.

In Year 9, students may engage with these key texts (NB. This is not a finite list and is subject to change):

- *The Crucible* by Arthur Miller (ALTUM only)
- *Animal Farm* by George Orwell (ALTUM only)
- War poetry by various poets (ALTUM only)
- *The Happiest Refugee* by Anh Do
- *Twelve Angry Men* – A play written by Reginald Rose
- Speculative short stories and narrative poetry

Accompanying texts may also be used to deepen student knowledge of a unit.

MATHEMATICS

In Year 9, learning in Mathematics continues to build upon each student's prior learning and experiences. Students will engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Mathematics teaches students to be effective problem solvers who use mathematical strategies to make informed decisions and to solve problems efficiently.

In Year 9, students further develop proficiency and positive dispositions towards mathematics and its use as they:

- apply scientific notation in measurement contexts
- work with the real number line as a geometric model; locate different fractions on the real number line, and locate some irrational square roots of natural numbers using Pythagoras' theorem
- use linear and quadratic functions to model a broad range of phenomena and contexts, make predictions, and represent these using tables, graphs and algebra
- manipulate algebraic expressions involving variables, exponents, and the expansion and factorisation of simple quadratic expressions
- formulate and solve related linear and non-linear equations exactly or approximately using numerical, graphical and algebraic approaches
- solve measurement problems about the surface area and volume of objects and apply formulas to solve problems, calculating these and related dimensions of objects as required
- use similarity, scale, trigonometry, enlargement transformations, the triangle inequality and Pythagoras' theorem to solve practical problems using given sets of information
- investigate probabilities of compound events from two-step experiments and solve related problems
- compare multiple numerical data subsets in context and analyse their distributions with consideration of symmetry and skew.

SCIENCE

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. Students will use *Inquiry Learning* to build on problem solving and higher order thinking skills. The curriculum supports students to develop their scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate in science-related careers.

In Year 9, all students continue to study the four core areas of Science – Biology, Chemistry, Physics and Earth & Space Science.

In Year 9, students will study:

- *Biology* – how the human body system responds to changes in the external environment; reproductive processes
- *Chemistry* – the notion of the atom as a system of protons, electrons and neutrons and how this system can change; rearrangement of matter and chemical changes; the law of conservation of matter
- *Physics* – the transfer of energy
- *Earth and Space Science* – the spheres of the Earth and the carbon cycle.

Students will develop an understanding of the nature of scientific inquiry and the ability to use a range of scientific methods to plan and conduct experiments and investigations based on ethical principles.

HISTORY

In Year 9, all students study History for one semester. There are two core units within this semester. In these units, they will learn about the historical significance of the early modern world up to 1918. They will learn about the causes and effects of events, developments, turning points in relation to World War 1. Additionally, they will study the making and transforming of the Australian nation from 1750 to Federation and the introduction of democracy.

The study of History builds:

- a sense of wonder, curiosity and respect about places, people, cultures and systems throughout the world, past and present,
- key historical knowledge of people, places, values and systems, past and present, in local to global contexts
- an understanding and appreciation of historical developments that shape society
- the capacity to use disciplinary skills, including disciplinary-appropriate questioning, researching using reliable sources, analysing, evaluating and communicating

HEALTH & PHYSICAL EDUCATION

In Year 9, all students study HPE for one semester. There are two core units within this semester that cover personal, social and

community health and movement and physical activity. During this time, students will have frequent opportunities to participate in physical activities, to value the importance of active recreation as a way of enhancing their health and wellbeing throughout their lives.

Students will investigate the concepts of equality, respect, diversity, and inclusion in the context of team-based sport and physical activities. Students examine the impact of leadership styles, ethical behaviours, and collaboration strategies on team success and individual participation. They reflect on how their personal values influence the quality of relationships and are provided the opportunity to explore ethical decision-making that promotes respectful and inclusive behaviours in both physical and social settings.

In Year 9, students focus on developing and refining fundamental and specialised movement skills through participation in net and court sports. They apply tactical strategies in both modified and full game scenarios, learning how to adapt their movement skills to suit offensive and defensive play. Students explore the ability to transfer skills across sports, with a strong emphasis on strategic awareness, court management, and effective decision-making.

Health & Physical Education in Year 9 supports students to become active, informed and confident individuals, with the skills to thrive physically, socially and emotionally.

RISE

RISE stands for **Resilience, Initiative, Self-Awareness, and Empowerment** — the four pillars that shape our students into confident, capable young people prepared for life beyond school.

At Shailer Park SHS, RISE is our dedicated personal development program. It focuses on teaching essential life skills, respectful relationships, career education, and wellbeing. Every lesson is designed to develop the personal and social capabilities of students while embedding our core school values of being **Respectful, Resilient, Reflective, and Resourceful (the 4Rs)**.

RISE lessons are tailored to the needs of each year level and include:

- **Respectful Relationships** education,
- **Wellbeing** and mental health strategies,
- **Academic and career planning**, including JET and SET Plans,
- **Life skills** such as goal setting, self-discipline, and communication,
- **Senior School preparation** and **pathways planning**.

RISE also forms part of our assessment and reporting, where students reflect on their learning and personal growth throughout the year.

Through RISE, we are preparing students not just for academic success, but for a happy, fulfilling life.

YEAR 9 – Elective Subject Offerings

Students may choose any two (2) of the following subjects. They will study these elective subjects for the full year. Students will consider, discuss and indicate their preferences on the **2026 Year 9 Subject Selection Form** during their interview on ECP Day.

CIVICS AND CITIZENSHIP

In Year 9, students will learn about the Australian Constitution, the federal system of government, and the process and reasons for constitutional change. They will study policy development and legislative processes in Australia's democracy. They will be able to identify the key features and jurisdictions of Australia's court system and explain the role and processes of courts and tribunals. Students will learn how to identify the reasons individuals and groups participate in and contribute to civic life nationally and globally. Lastly, they will explore the influence of the media on reflections of identity and diversity.

The study of Civics & Citizenship builds:

- a sense of wonder, curiosity and respect about places, people, cultures and systems throughout the world, past and present, and an interest in and enjoyment of the study of these phenomena
- key civic knowledge of people, places, values and systems, past and present, in local to global contexts
- an understanding and appreciation of civic values that shape society, influence sustainability and create a sense of belonging
- an understanding of the key concepts applied to disciplinary and/or cross-disciplinary inquiries
- the capacity to use disciplinary skills, including disciplinary-appropriate questioning, researching using reliable sources, analysing, evaluating and communicating
- dispositions required for effective participation in everyday life, now and in the future, including the ability to problem-solve critically and creatively, make informed decisions, be a responsible and active citizen and reflect on ethics.

DANCE

In Year 9, students will explore both industry-standard dances from popular music videos and contemporary dance forms. They will focus on mastering commercial jazz and hip-hop techniques, refining their expressive skills through dedicated rehearsals while creating original choreography for a music video. Additionally, they will develop analytical skills by dissecting choreographic devices and production techniques in hip-hop routines.

Students will also dive into contemporary dance, honing their techniques and emphasizing diverse relationships—solos, duets, and group pieces—that contribute to narrative and emotional impact. This comprehensive approach not only enhances their performance abilities but also deepens their understanding of both commercial and contemporary dance.

Styles of Dance covered in Year 9 include:

- Hip-hop
- Commercial jazz
- Contemporary

DESIGN AND TECHNOLOGY

In Year 9, students will deepen their understanding of technology through hands-on experiences with hand tools and their first exposure to power tools. This course will provide students with practical skills and knowledge, emphasizing safety, precision, and creativity in their work.

Throughout the semester, students will undertake various projects that will allow them to explore the capabilities of different tools and materials. They will learn to design, create, and evaluate their work, developing a strong foundation in both traditional and modern techniques.

In this subject, students will:

- gain proficiency in using a variety of hand tools.
- have their first exposure to power tools, learning safe and effective usage.
- develop problem-solving and critical thinking skills through project-based learning.
- create a portfolio showcasing their design processes, techniques, and finished projects.

DIGITAL TECHNOLOGIES

In Year 9, students will explore the dynamic world of digital systems, coding, and multimedia. This course will provide students with practical skills and knowledge, preparing them to navigate and create within the digital landscape.

Throughout the semester, students will engage in a variety of projects that emphasize problem-solving, creativity, and critical thinking. They will learn to design, develop, and evaluate digital solutions, gaining a strong foundation in both software and hardware aspects of technology.

In this subject, students will:

- gain proficiency in coding and software development.
- explore digital systems and understand their components and functions.
- develop skills in multimedia creation, including graphics, audio, and video production.
- create a portfolio showcasing their digital projects, processes, and reflections on their learning experiences.

DRAMA

In Year 9, students will develop their acting skills and present a polished scene from *The Girl Who Cried Wolf*, using dramatic languages to enhance their performance. They will effectively block their scenes, rehearse diligently, learn lines, and develop their characters through voice and movement techniques. Students will have the opportunity to write and perform a monologue from the perspective of one of the characters, drawing on the stimulus text *Stones* to communicate ideas and meaning.

Students will also develop devised performances about our community using historical information. They will also create children's theatre that incorporates an educational message, fostering engagement and learning among young audiences. Styles of Drama covered in Year 9:

- Australian Theatre
- Monologues
- Dramatisation of local historical events
- Children's Theatre

ECONOMICS AND BUSINESS

In Year 9, students will learn about the role of Australia's financial sector and its effect on economic decision-making by individuals and businesses. They will explore the interdependence of participants in the global market and the effect on economic decision-making. They will study the reasons for trade and Australia's pattern of trade with Asia. Students will learn why businesses seek to create and maintain a competitive advantage and how individuals and businesses manage consumer and financial risks and rewards.

The study of Economics & Business builds:

- key business and economic knowledge of people, places, values and systems, past and present, in local to global contexts
- an understanding and appreciation of economic factors that shape society, influence sustainability and create a sense of belonging
- an understanding of the key concepts applied to disciplinary and/or cross-disciplinary inquiries
- the capacity to use disciplinary skills, including disciplinary-appropriate questioning, researching using reliable sources, analysing, evaluating and communicating
- dispositions required for effective participation in everyday life, now and in the future, including the ability to problem-solve critically and creatively, make informed economic and financial choices and reflect on ethics.

FOOD SPECIALISATIONS

In Year 9, students will embark on a culinary journey that combines practical cooking skills with an understanding of nutrition, food safety, and culinary traditions. This course will provide students with hands-on experience in the kitchen, encouraging creativity and confidence in their cooking abilities.

Throughout the semester, students will engage in various cooking projects and activities that emphasize the importance of healthy eating, food preparation techniques, and cultural appreciation. They will learn to plan, prepare, and evaluate a variety of dishes, developing a strong foundation in both practical and theoretical aspects of food studies. In this subject, students will:

- gain proficiency in basic cooking techniques and kitchen safety.
- explore nutritional concepts and learn to create balanced meals.
- develop an understanding of food origins and cultural culinary traditions.
- create a portfolio showcasing their recipes, cooking processes, and reflections on their culinary experiences.

GEOGRAPHY

In Year 9, students explore how peoples' activities or environmental processes change the characteristics of places. They will explain the effects of human activity on environments, and the effects of environments on human activity. They will study units that explain the features of biomes' distribution and identify implications for environments. They will analyse the interconnections between people, places and environments. They will identify and explain how these interconnections influence people, and change places and environments. By studying Geography, students will analyse strategies to address a geographical phenomenon or challenge using environmental, social and economic criteria.

The study of Geography builds:

- a sense of wonder, curiosity and respect about places, people, cultures and systems throughout the world, past and present, and an interest in and enjoyment of the study of these phenomena
- key geographical knowledge of people, places, values and systems, past and present, in local to global contexts
- an understanding and appreciation of geographic phenomena that shape society, influence sustainability and create a sense of belonging
- an understanding of the key concepts applied to disciplinary and/or cross-disciplinary inquiries
- the capacity to use disciplinary skills, including disciplinary-appropriate questioning, researching using reliable sources, analysing, evaluating and communicating
- dispositions required for effective participation in everyday life, now and in the future, including the ability to problem-solve critically and creatively, make informed decisions.

JAPANESE

In Year 9, Japanese is offered as a full-year elective for students wishing to extend their language skills and cultural understanding. Building on prior learning, students develop greater independence in using Japanese through speaking, listening, reading, and writing tasks.

Students will consolidate their knowledge of hiragana and katakana while expanding their use of common kanji and vocabulary. They will use rehearsed and spontaneous language to interact on familiar topics such as self, family, school life, and future aspirations.

Throughout the course, students will:

- Communicate using more complex sentences to share information, opinions, and experiences.
- Listen to, read, and view a variety of texts, including short stories and multimedia.
- Write informative and imaginative texts with increasing accuracy.
- Explore Japanese culture, traditions, and social practices through classroom activities.

The course encourages students to develop communication skills, intercultural understanding, and reflective learning habits, preparing them for further language study and global citizenship.

MEDIA ARTS

In Year 9, students explore media representations of Aboriginal and Torres Strait Islander peoples in the Australian media, fostering an understanding of how concepts are used to depict individuals and communities. This unit emphasizes the intentional choices made by media producers, encouraging students to become conscious media consumers. Throughout the year, students will hone their media production and analysis skills, applying them across various media contexts. They will also design their own trailer, skilfully integrating genre-specific codes and conventions to target a specific audience, while considering the impact of advertising and marketing techniques. Styles of Media covered in Year 9:

- 'A Day in the Life' short film
- Vlogs evaluating media artworks
- Movie Trailers
- Advertising and marketing materials

MUSIC

In Year 9, students will explore their musical interests and skills as they develop their own interpretations of their favourite songs. They will work both as a group and individually to craft performances that communicate a range of meanings and moods. Students will examine how composers use musical elements to engage audiences through performance and composition.

Students will also delve into contemporary compositional practices, learning to write and record music using a range of music technology. They will compose their own music for films and develop skills in producing electronic music. Styles of Music studied in Year 9 include:

- Cover songs
- Film music
- Self expression and identity
- Electronic

VISUAL ART

In Year 9, students will explore a diverse array of artists and their works, using this inspiration to create their own art pieces with various mediums and techniques. They will analyse how artists convey meaning and utilise the elements of art, gaining insight into artistic expression. Equipped with this knowledge, students will experiment with a wide range of materials to craft their own masterpieces, showcasing their creativity and understanding of artistic principles. Students will document their artistic journey in a visual art journal. Styles of Art covered in Year 9 include:

- Street art
- Printmaking
- Ceramics
- Lead pencil drawing and watercolours

