

Junior CURRICULUM HANDBOOK

YEAR

9



2027



Table of Contents

PRINCIPAL'S FOREWORD.....	3
ABOUT OUR SCHOOL	4
KEY STAFF CONTACTS.....	5
YEAR 9 OVERVIEW	5
ENGLISH	6
MATHEMATICS	7
SCIENCE.....	8
HUMANITIES	9
HEALTH AND PHYSICAL EDUCATION	10
ELECTIVES OVERVIEW	11
THE ARTS.....	12
JAPANESE	14
TECHNOLOGIES.....	15
Aerospace.....	15
Design and Engineering.....	15
Digital Solutions	15
Home Economics.....	16
Industrial Technology Skills	16
HUMANITIES	18
Economics & Business	18
Enterprise.....	18
Global Citizen	18
EXTENSION PHYSICAL EDUCATION	20
ENGLISH - CREATIVE WRITING	21

Principal's Foreword

At Springfield Central State High School, we challenge our young people to “Scale Great Heights” through high expectations, focusing on teaching and learning and inspiring our students to become lifelong learners. Fostering a love of learning will ensure our students have success in the ever-changing world and workforce.



Along with our focus on teaching and learning, we also strive to create an inclusive, safe, and supportive learning environment catering for students needs and interests. We take great pride in the richness of our diversity, embracing our vibrant multicultural community. We nurture student achievement in academic, sporting, and creative fields through our high expectations around work effort, personal presentation, and behaviour.

Everything at Springfield Central stems from the school's vision and priorities:

Believe all students can learn, improve and achieve.

Belong all students are valued and included.

Become all students are future-orientated.

This school has gained a reputation as a school of choice in the community, known for its endless pathways and realising the potential of every student. Our senior school offerings of job ready, job seeker, alternative pathways, and Australian Tertiary Admission Rank (ATAR) ensure that all students succeed. With over 50 external courses available, spanning both academic and Vocational Education and Training (VET) pathways, students are empowered to pursue their passions and prepare for their futures. Furthermore, our school offers MAGNA excellence programs, a growing International Student Program, and Sport Academies in Volleyball, AFL, Basketball, and Soccer.

Education is the key to a successful future and to the numerous opportunities we come across in our lives. Education has the power to improve all elements of our life. It makes the impossible, possible. But just like all things in life, it takes commitment and effort. Learning is not always easy, and that is why we have the best teachers possible to support our student’s learning and significantly improve their schooling experience and engagement. We aim to ensure that our young people enjoy their schooling experience, while preparing our young people academically, socially and physically from entry to high school to graduation.

Our school is deeply supported by a committed and engaged community, with our parents and community playing a pivotal role. Together, we are united in our purpose to cultivate young individuals who are dedicated to striving for the highest standards of excellence, both within school and beyond.

We have a saying at Springfield Central SHS “once a Springer, always a Springer” which we extend to our whole school community. Our students, staff, parents/carers and wider school community, we welcome you with open arms and am excited for you to be part of our Springer community.

Sally Goodfellow

Executive Principal

About our school

OUR VISION

Believe, Belong, Become

OUR MISSION

Springfield Central State High School develops young people who strive for the highest standards, personal bests and have strong values that will empower them to contribute in life within and beyond Springfield in the years ahead

OUR VALUES



Respect,



Resilience,



Relationships,



Responsibility,

OUR STRATEGIC PRIORITIES



Believe - all Springers can learn, improve and achieve



Belong - all Springers are valued and included



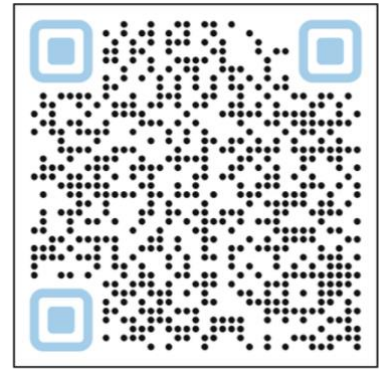
Become - all Springers are futures-orientated

OUR MOTTO

Scale Great Heights

Key Staff Contacts

For the most up-to-date staff contact information, please scan the QR code. This will take you directly to our Staff page on the school website, where all contact details are maintained and regularly updated.



Year 9 Overview

In 2026, Year 9 students will again be preferencing their elective studies. Students will study two electives per semester.

Please note that while every attempt will be made for students to be provided with their first preference, no guarantee can be provided to students or families.

SUBJECT		YEAR LEVEL	LENGTH OF STUDY	
		9	YEAR	SEMESTER
English	Core	✓	✓	
Creative Writing	Elective	✓		✓
Maths	Core	✓	✓	
Science	Core	✓	✓	
Humanities	Core	✓		✓
HPE	Core	✓		✓
Extension HPE	Elective	✓		✓
Languages	Elective	✓		✓
The Arts	Elective	✓		✓
Technology	Elective	✓		✓
Humanities	Elective	✓		✓

English

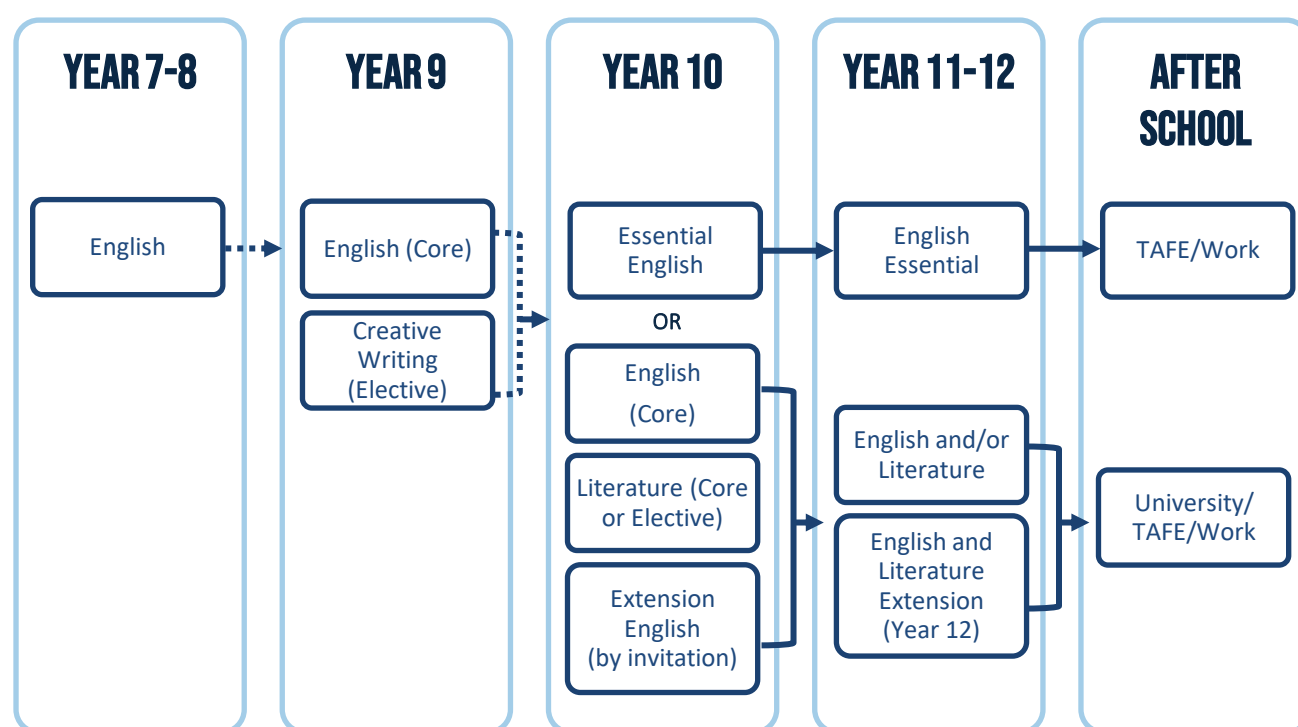
CORE

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English plays a key role in the development of reading and literacy skills which help young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light, it is clear that the Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander Peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. The Australian Curriculum: English values, respects and explores this contribution. It also emphasises Australia's links to Asia.

COURSE AND ASSESSMENT OUTLINE

YEAR 9	UNIT	ASSESSMENT
Term 1	Speak up!	Persuasive Text
Term 2	Advertising	Advertising Pitch
Term 3	The World Around Us	Analytical Short Response Exam
Term 4	Speculative Fiction	Short Story



Mathematics

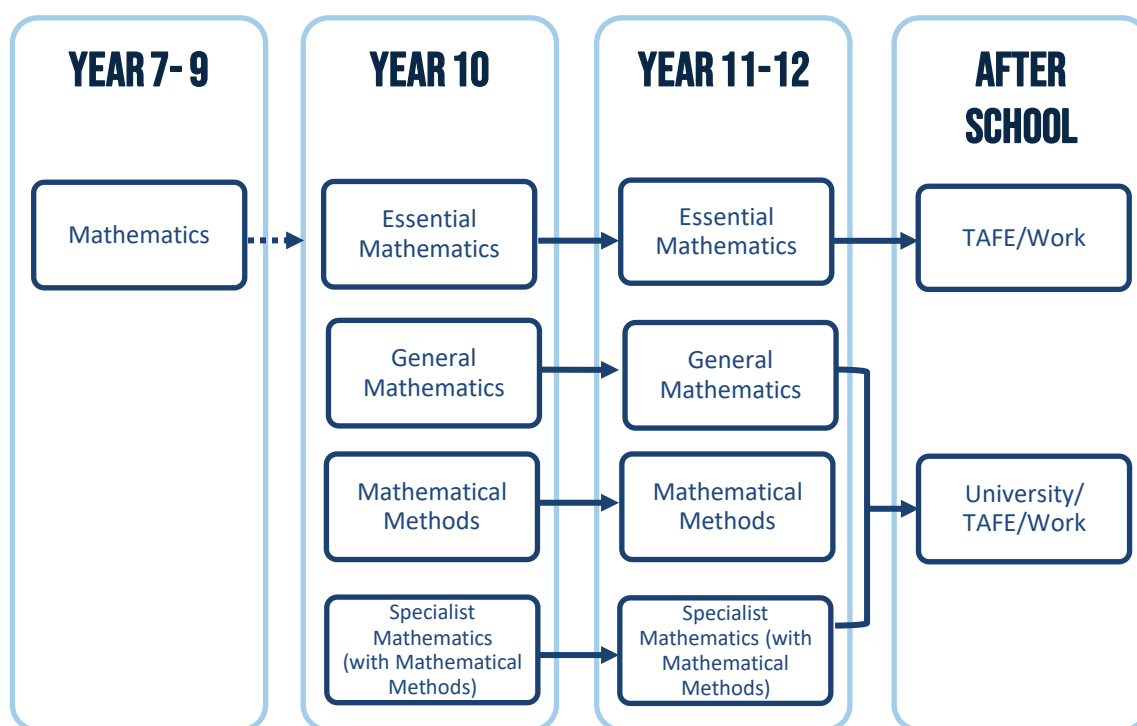
CORE

The Australian Curriculum: Mathematics 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 life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

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 AND ASSESSMENT OUTLINE

YEAR 9	UNIT	ASSESSMENT
Term 1	Statistics and Numbers	Exam
Term 2	Modelling Algebraic functions and Probability	Project
Term 3	Algebra & Quadratics	Project
Term 4	Measurement & Geometric reasoning	Exam



Science

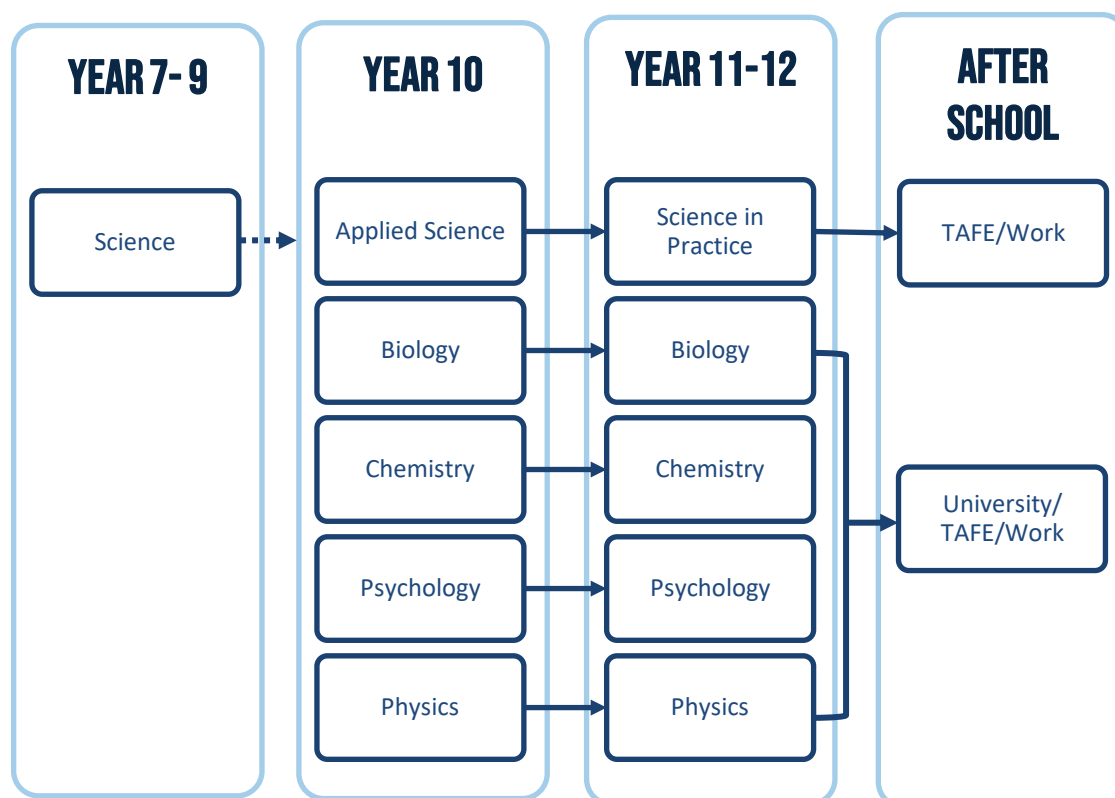
CORE

The ability to think and act in scientific ways helps build the broader suite of capabilities in students as confident, self-motivated and active members of our society.

The Australian Curriculum: 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 AND ASSESSMENT OUTLINE

YEAR 9	UNIT	ASSESSMENT
Term 1	Biology	Exam
Term 2	Earth Science	Research Investigation
Term 3	Physics	Experimental investigation
Term 4	Chemistry	Exam



Humanities

CORE

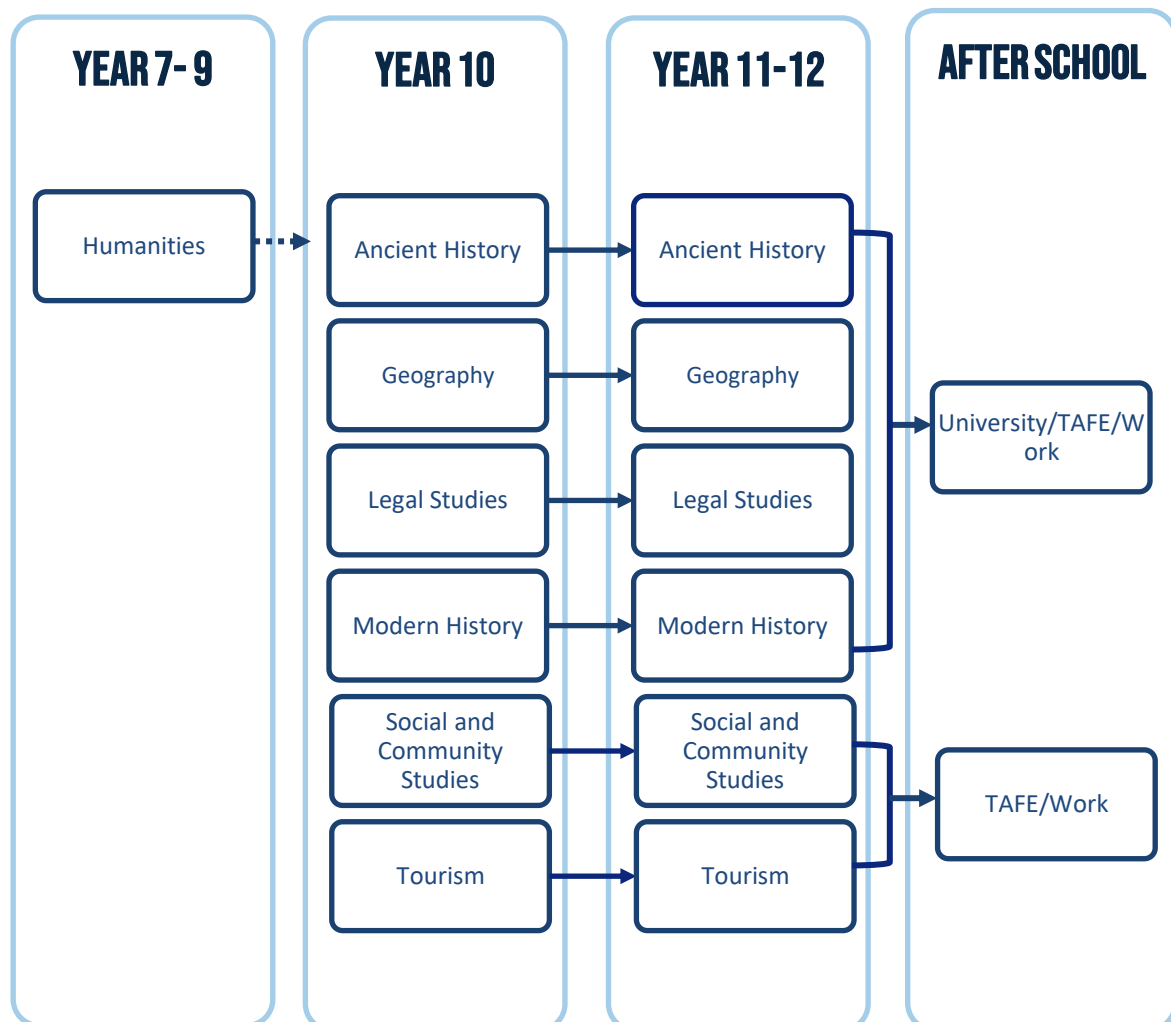
The Humanities and Social Sciences learning area includes a study of history, geography, civics and citizenship, and economics and business. At Springfield Central State High School, students are required to complete History for one Semester, and are given the opportunity to choose Economics and Business, Enterprise, Geography and Civics and Citizenship as an elective.

The Humanities and Social Science subjects in the Australian Curriculum provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

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. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

COURSE AND ASSESSMENT OUTLINE

YEAR	UNIT	ASSESSMENT
Unit 1	Making and transforming the Australian nation (1750 – 1914)	Investigation
Unit 2	First World War (1914 – 1918)	Examination



Health and Physical Education

CORE

Health and Physical Education enables students to develop skills, understanding and willingness to positively influence the health and wellbeing of themselves and their communities. In an increasingly complex, sedentary and rapidly changing world, it is critical for every young Australian to flourish as a healthy, safe, active and informed citizen. It is essential that young people develop their ability to respond to new health issues and evolving physical activity options.

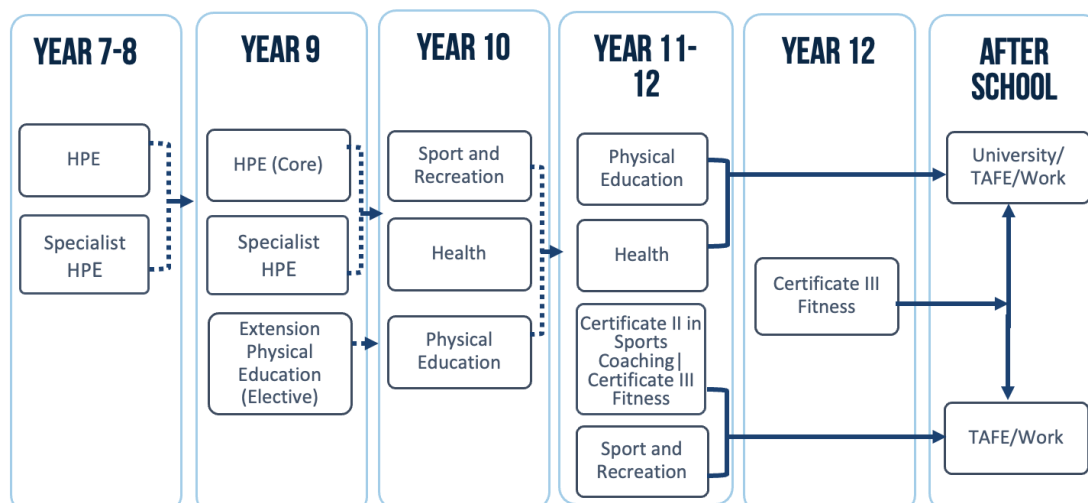
Health and Physical Education aims to enable students to:

- ✓ Access, evaluate and synthesise information to make informed choices and act to enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation.
- ✓ Develop and use personal, social and cognitive skills and strategies to promote self-identity and wellbeing, and to build and manage respectful relationships.
- ✓ Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in various physical activity settings.
- ✓ Engage in and create opportunities for regular physical activity participation as individuals and for the communities to which they belong.
- ✓ Analyse how varied and changing personal and contextual factors shape opportunities for health and physical activity.

COURSE AND ASSESSMENT OUTLINE

YEAR 9	UNIT	ASSESSMENT
Unit 1	Invasion Games (PE inspired)	Journal Assignment + Practical
Unit 2	Supportive Springers (Health Aligned)	Exam
Unit 3	Keep Springfield Moving (Sport and Recreation Aligned)	Multimodal

*Students have the opportunity to specialise in an academy sport specific focus through the HPE curriculum. This option is subject to teacher availability and class size restrictions



Electives Overview

THE ARTS	TECHNOLOGY	LANGUAGE	ENGLISH	HPE	HUMANITIES
Dance (performing)	Digital Engineering	Japanese	Creative Writing	Extension PE	Economics and Business
Drama (performing)	Home Economics by Design				Enterprise
Media (practical)	Design Practices				Global Citizen
Music (Composing & performing)					
Visual Art (practical)					

- ✓ Students will complete two electives each semester.
- ✓ No elective can be repeated in the same year.
- ✓ Not all subjects will be available to all students.
- ✓ There may be waiting lists.
- ✓ Elective subjects will run based on student and staffing numbers.
- ✓ All attempts will be made to provide students with one of their preferred elective options.



The Arts

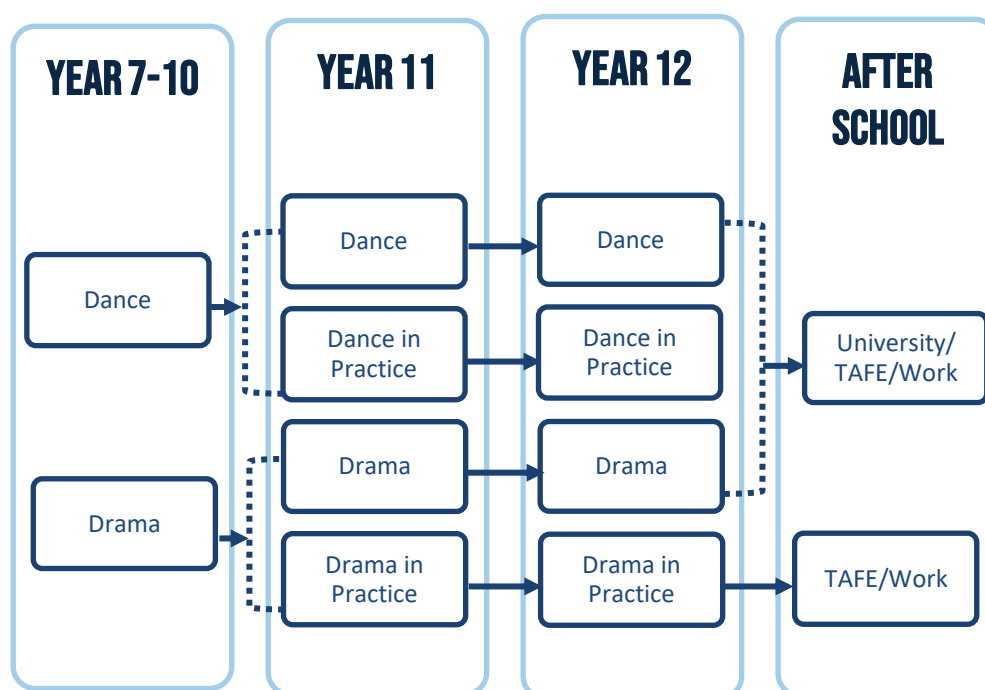
ELECTIVE

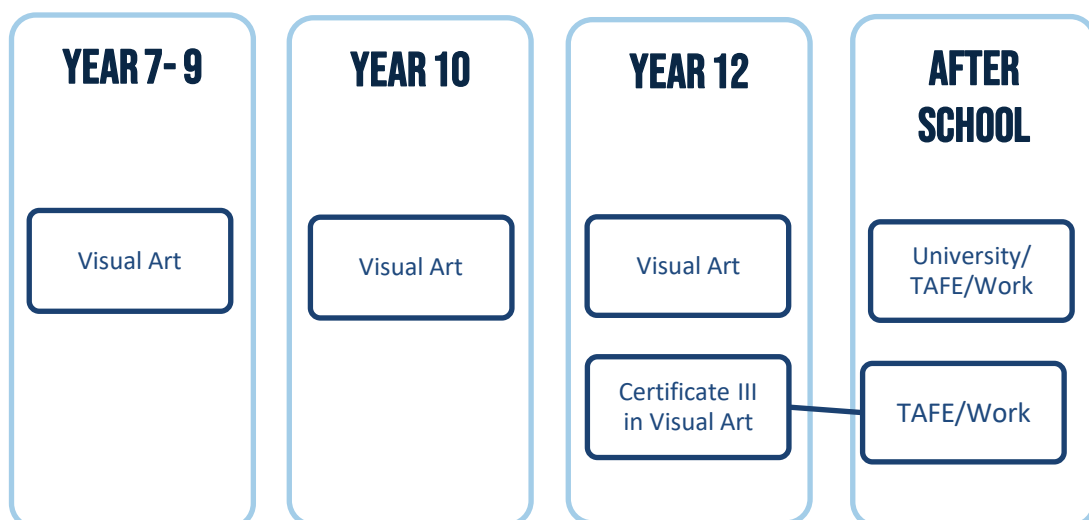
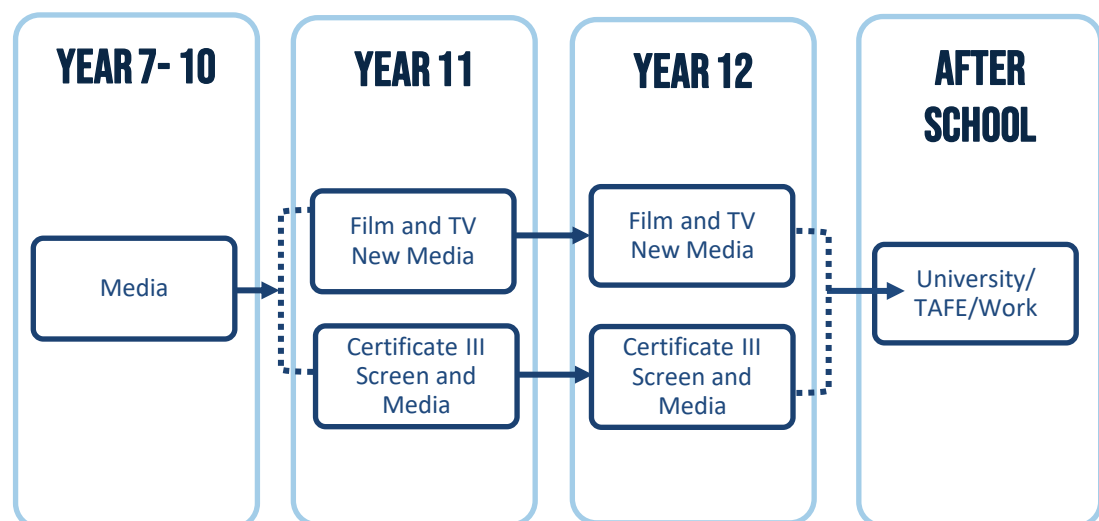
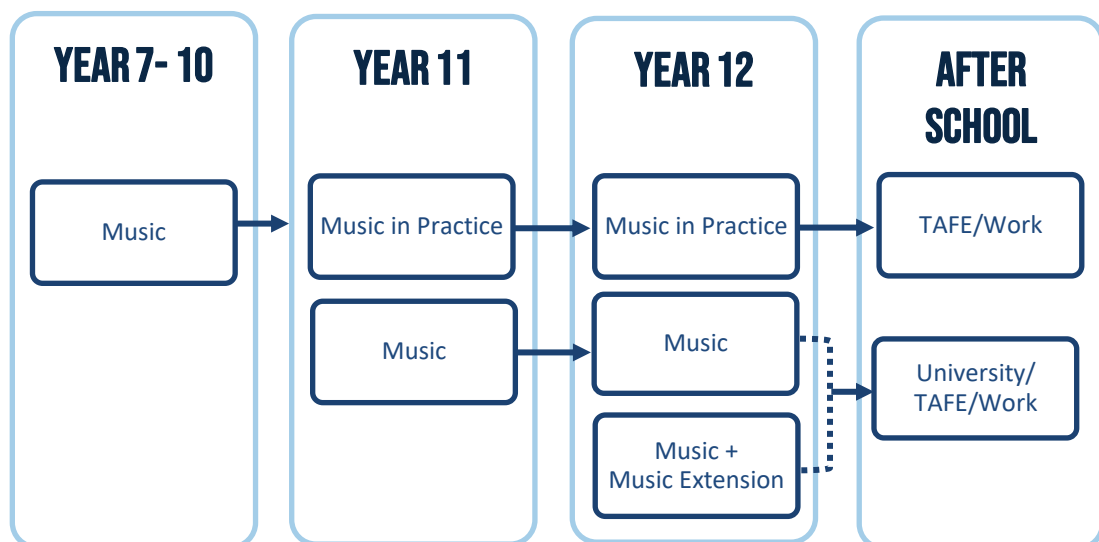
The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The five arts subjects in the Australian Curriculum provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.

Through The Arts, students learn to express their ideas, thoughts and opinions as they discover and interpret the world. They learn that designing, producing and resolving their work is as essential to learning in the arts as is creating a finished artwork. Students develop their arts knowledge and aesthetic understanding through a growing comprehension of the distinct and related languages, symbols, techniques, processes and skills of the arts subjects. Arts learning provides students with opportunities to engage with creative industries and arts professionals.

COURSE AND ASSESSMENT OUTLINE

YEAR 9	UNIT	ASSESSMENT
Dance	Find Your Feet	Choreography, Essay (analytical), Performance
Drama	Zombie Apocalypse Process Drama Play study	Student devised performance. Play study: scripted performance and Design Journal.
Music	Spotlight on Contemporary Music & Film Music	Performance and Composition
Media	Zombie & Action Films	Design, produce and critique a genre film.
Visual Art	History revisited Ceramics – Clay Vessel	Practical folio, resolved art works and reflective journal





Japanese

ELECTIVE

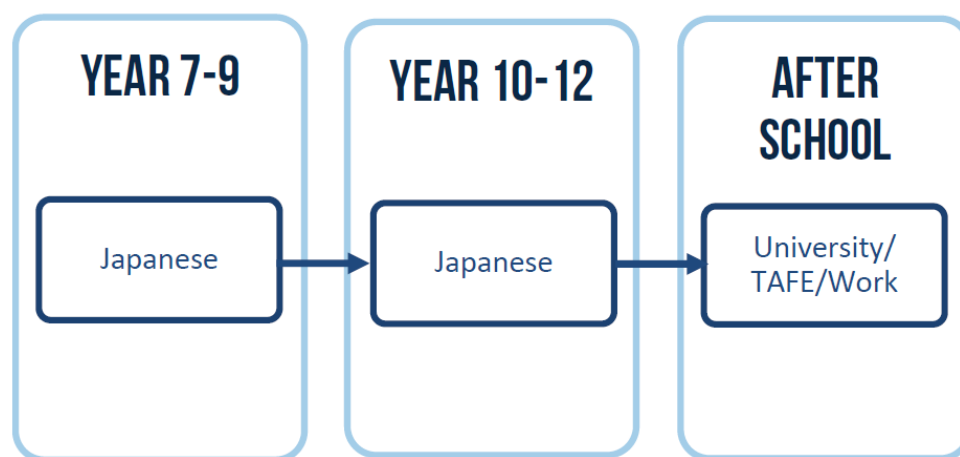
Japanese is the official language of Japan, Australia's northern neighbour in the Asia region. It is also widely used by communities of speakers in Hawaii, Peru and Brazil, and learnt as an additional language by large numbers of students in the Republic of Korea, China, Indonesia and Australia.

Japanese is the language used by the Japanese for education, business and media communication. Some dialect variations are used in spoken interactions in different regions of the country. Japanese is a phonetic language. Pronunciation is predictable, and new words can be pronounced easily upon mastery of *hiragana* characters.

Japanese uses three scripts for writing: *hiragana*, the basic phonetic script representing the sounds of Japanese; *katakana*, the companion phonetic script that is largely used for loan words; and *kanji*, Chinese characters that represent meaning rather than sound (ideographs). The three scripts are used interdependently. *Hiragana* is typically the first script learnt, with *katakana* and *kanji* first introduced in context then taught systematically, contributing to script knowledge and competence.

COURSE AND ASSESSMENT OUTLINE

YEAR 9	UNIT	ASSESSMENT
Term 1/3	Funky Festivals	Writing Assignment & Speaking Exam
Term 2/4	Fantastic Food	Writing assignment & Listening/Reading exam



Technologies

ELECTIVE

Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed and constructed environments. The Australian Curriculum: Technologies ensures that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. By applying their knowledge and practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively, they develop knowledge, understanding and skills to respond creatively to current and future needs.

The practical nature of the Technologies learning area engages students in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. A systematic approach to experimentation, problem-solving, prototyping and evaluation instils in students the value of planning and reviewing processes to realise ideas.

Important: Safety Policy Requirement for Industrial Technology Skills and Home Economics

Students enrolled in Industrial Technology Skills and Home Economics must complete the Technologies Safety Training and return a signed copy of the Technologies Safety Policy to their classroom teacher within the first two weeks of the subject commencing.

Failure to complete this requirement will mean students cannot participate in any practical components of these subjects until it is fulfilled.

AEROSPACE

The Aerospace subject provides students with foundational knowledge of flight, exploring key areas such as the history of flight, systems thinking, and basic aeronautical knowledge. Students develop problem-solving skills to tackle real-world aerospace challenges while gaining valuable 21st-century capabilities, including critical thinking, creativity, communication, collaboration, and digital literacy. The subject also prepares students for future pathways in aerospace systems engineering, aviation, and related STEM fields.

DESIGN AND ENGINEERING

Year 9 students experience a dynamic and creative learning journey through the Design and Engineering subject. They explore product, graphic, and architectural design while developing skills in problem-solving, critical thinking, and innovation. Through practical projects, students investigate various fields of engineering, build prototypes, and test their designs for function and efficiency. The subject also fosters collaboration, communication, and adaptability, as students refine their work based on feedback. By combining hands-on learning with design thinking, students gain valuable skills that prepare them for future pathways in engineering and related fields.

[Technologies continued next page]

DIGITAL TECHNOLOGIES

In Year 9 Digital Technologies, students develop practical and highly relevant skills in both cybersecurity and game development.

During the Cybersecurity and Networking unit, students investigate how computer networks operate, how data is stored and transmitted, and the techniques used to secure information online. They explore cyber threats, identify vulnerabilities in digital systems, and learn how to manage and protect their own digital footprint in an increasingly connected world.

In the Algorithms and Games unit, students take on the role of game developers using the industry-recognised, open-source Godot Game Engine. They learn the fundamentals of programming, object-oriented design, and game development while creating their own two-dimensional game in response to a client brief. Students develop creativity, logical thinking, and problem-solving skills as they bring their ideas to life.

HOME ECONOMICS

Home economics is a valuable subject that equips students with essential life skills for the modern world. It combines practical knowledge of cooking, nutrition, and textiles with contemporary applications and digital tools. This comprehensive curriculum prepares students to thrive in a dynamic environment, promoting health, creativity, and individuality.

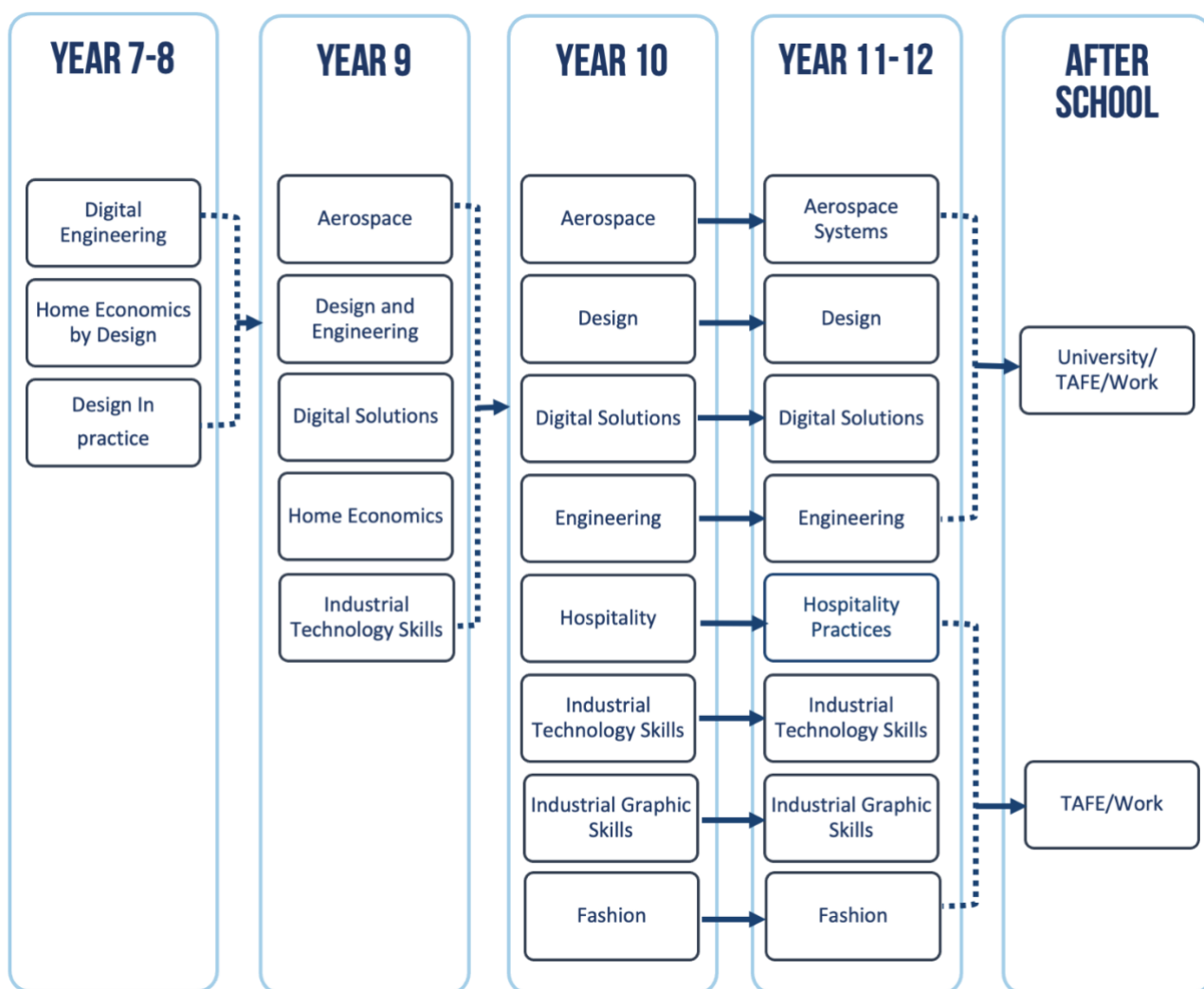
INDUSTRIAL TECHNOLOGY SKILLS

The Industrial Technology Skills (ITS) subject at Springfield Central provides Year 9 students with hands-on experience in industrial processes and technologies. Through practical projects, students explore Computer Aided Design (CAD), modelling, material manufacturing, materials processing, and systems design. Gaining proficiency in using industrial software, machinery and interpreting technical drawings. They develop problem-solving and critical thinking skills while working with a range of materials and techniques to bring their designs to life. The subject emphasises safety, creativity, and innovation, while also promoting sustainable and ethical practices in an industrial context.

COURSE AND ASSESSMENT OUTLINE

YEAR 9	UNIT 1	UNIT 2
Aerospace	AeroEssentials (Basic Aeronautical Knowledge) Assessment: Exam	Mission to Mars (Rockets and Space) Assessment: Portfolio
Design and Engineering	Project: Small Home Design	Production: Bridge Construction
Digital Solutions	Cyber security & networking Exam	Project: Game Development
Home Economics	Taste of Australia: Exploring Culinary Delights Down Under Assessment: Project	Project: Designer Dream Wear Assessment
ITS	Lego Logistics Assessment Folio	Folio and Product: Carryall Assessment

[Technologies continued next page]



Humanities

ELECTIVE

In Year 9, students at Springfield Central State High School have the opportunity to explore key concepts across three elective subjects with pathways to our Senior Subjects. Each elective offers unique insights and skills for understanding and engaging with the modern world.

ECONOMICS & BUSINESS

The focus of learning in Year 9 is the topic 'International Trade and Interdependence'. Economics and business provides students with opportunities to investigate what it means for Australia to be part of the global economy. Through authentic learning opportunities, the economics and business curriculum fosters enterprising individuals who are able to effectively embrace change; seek innovation; work with others; show initiative, flexibility and leadership; use new technologies; plan, organise and manage risk; and use resources efficiently.

ENTERPRISE

In Enterprise, students learn about and are responsive to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society. They explore entrepreneurship opportunities using the actional research model. This multifaceted course creates a learning environment that fosters ambition and success, while being mindful of social and ethical values and responsibilities. Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning.

The core learning experience of this course is the \$20 Boss Project, where students work collaboratively to develop a business idea, design a product and bring it to market.

As an extension subject, students are expected to demonstrate strong engagement and readiness for independent and collaborative learning. Students should have achieved a C or above in Year 7 and/or Year 8 Economics and Business and be awarded a B or above for Effort and Behaviour across the majority of their Year 8 subjects.

GLOBAL CITIZEN

The Global Citizen subject is a combination of the Geography and Civics and Citizenship Australian Curriculum subjects. With a pathway into Senior Geography and Legal Studies students will investigate concepts related to challenges of global interconnections and food security and how federal systems of government can enable change.

With a focus on Australian law, students will engage in field studies focussed on the causes and consequences of change in local areas, and how this change can be managed. They will consider future implications of change and why interconnections and interdependencies are important for the future of our local places and environments.

Fieldwork will be a central part of the assessment in this course. These excursions will incur an additional fee.

[Humanities continued next page]

COURSE AND ASSESSMENT OUTLINE

ECONOMICS & BUSINESS

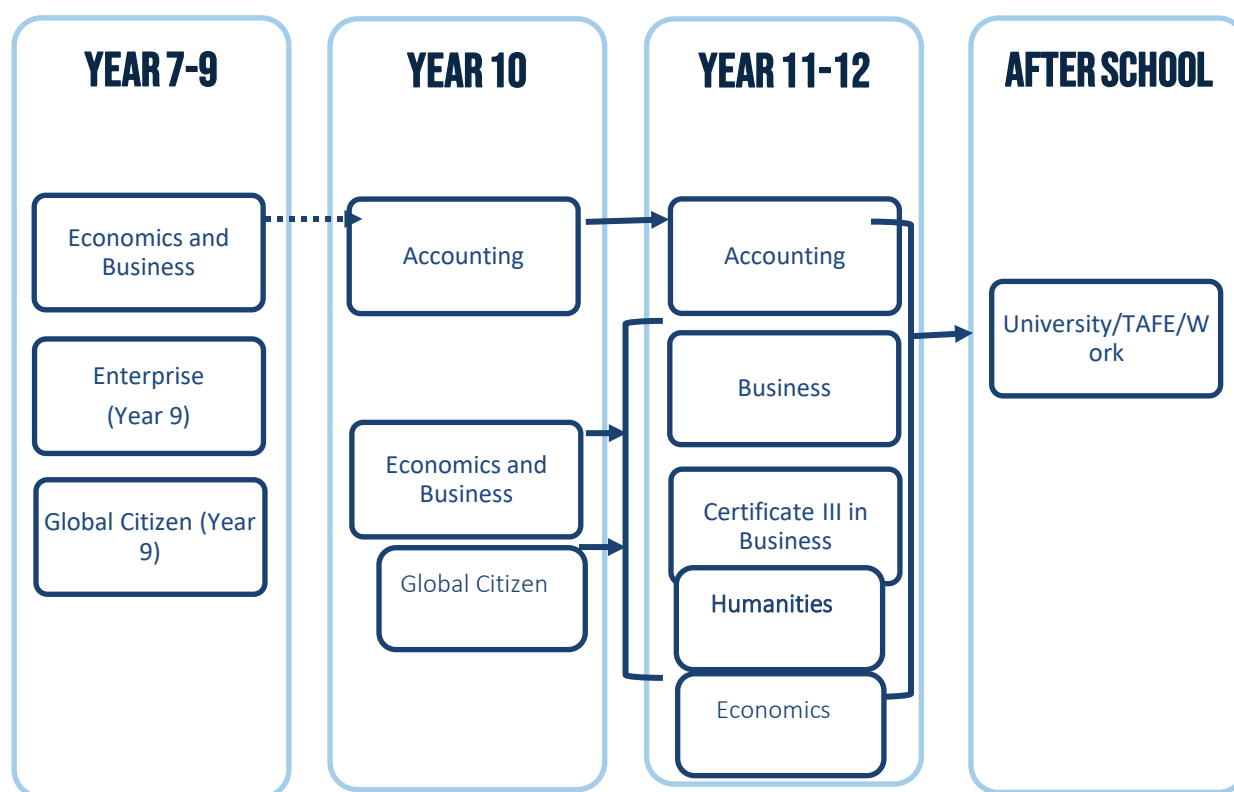
YEAR 9	UNIT NAME/TOPIC:	ASSESSMENT
Unit 1	Financial Risks and Rewards	Business Report
Unit 2	International Business	Examination

ENTERPRISE

YEAR 9	UNIT NAME/TOPIC:	ASSESSMENT
Unit 1	\$20.00 Boss	Project

GLOBAL CITIZEN

YEAR 9	UNIT	ASSESSMENT
Unit 1	In a court of law	Exam
Unit 2	Global plates, global problems: Building cities vs feeding nations	Investigation
Unit 3	Community Voice: A ticket to change	Investigation



Extension Physical Education

ELECTIVE

In this subject, students extend their knowledge of the physical education domain by exploring concepts that are examined in the Senior PE syllabus. Students interact with learning experiences that promote about, through and in movement contexts.

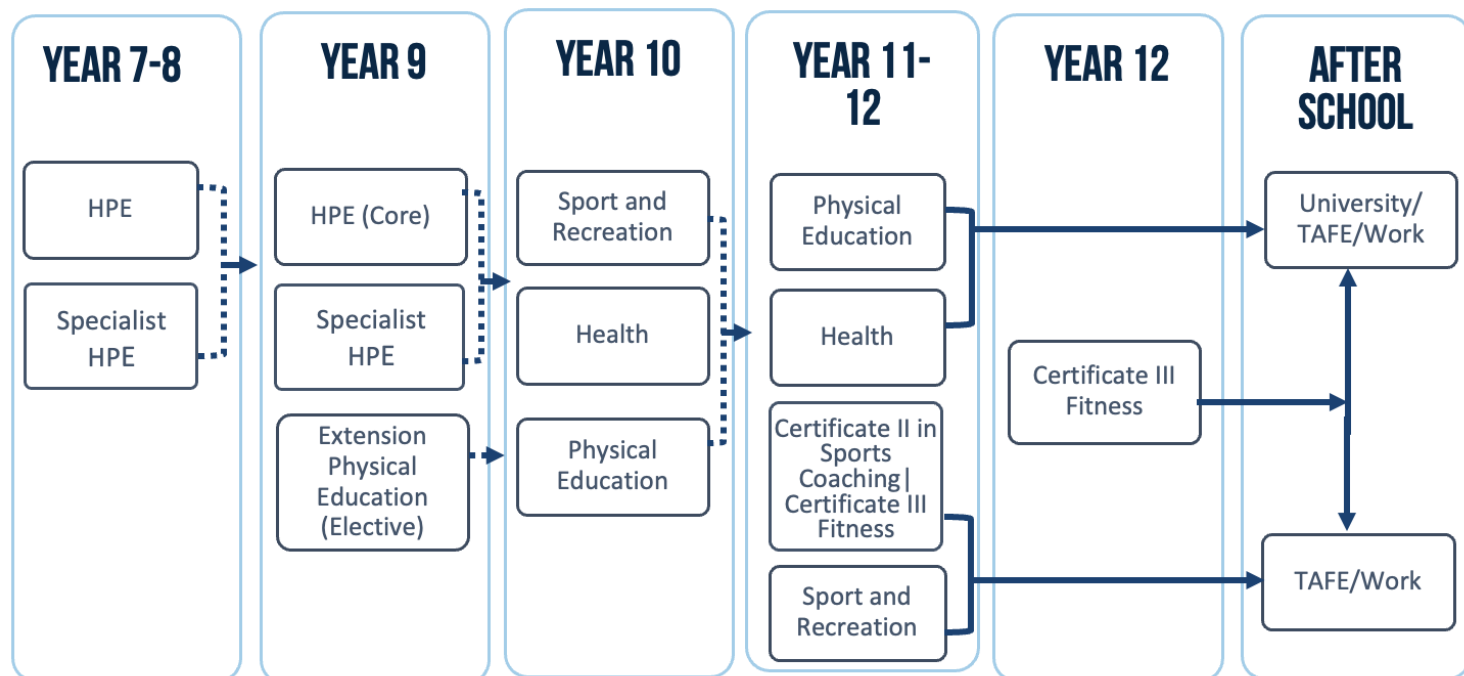
In becoming physically educated, students learn to see how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity.

This subject would be particularly useful for students who have a keen interest in movement and physical activity and are motivated to study Physical Education in the senior phase of learning.

This course has a pre-requisite. Students must have received a B average or better in year 8 HPE to study this subject.

COURSE AND ASSESSMENT OUTLINE

YEAR 9	UNIT	ASSESSMENT
Unit 1	Anatomy and Biomechanics	Exam
Unit 2	Ethics in Sport	Multimodal



English - Creative Writing

ELECTIVE

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. In this exciting elective, students of Creative Writing get to explore traditional and more experimental forms of creative writing building on and supporting the work that they complete in their English studies.

The subject focuses not only on the elements of writing craft – character, setting, plot, style and theme – but also on the creation and development of meaning for readers and building student creativity. Students engage with a wide variety of texts from many genres to build their understanding of texts, techniques, genres, themes etc. Students also engage in a variety of writing styles including short stories, poetry, digital narratives and experimental creative writing forms to experiment with different ideas they have encountered in their reading. Ultimately, the subject aims to provide students with opportunities to develop their identity as a writer both technically and in their creativity and as such students are provided with many opportunities for choice within their learning and assessment.

COURSE AND ASSESSMENT OUTLINE

YEAR 9	UNIT	ASSESSMENT
Term 1/3	Sparking the imagination	Reading journal and short story
Term 2/4	Igniting the senses	Multimodal poem/narrative

