



BALMORAL

STATE HIGH SCHOOL

**JUNIOR
SECONDARY**

STUDENT HANDBOOK

Agency. Belonging. Innovation.

Principal's Welcome



Welcome to Balmoral State High School, where we take pride in providing a supportive and inclusive co-educational public-school environment that nurtures both academic growth and social responsibility among young adults.

With a rich, history that honours tradition while embracing innovation, we are dedicated to ensuring every student has access to authentic opportunities that lead to tangible outcomes and promising futures.

At Balmoral, we foster a culture of excellence in learning and vocational training, empowering all students to strive for exceptional student-focused pathways tailored to individual strengths and interests. Through a diverse range of academic, artistic, cultural, sporting, and community service experiences, we equip our students with the skills and knowledge needed to thrive both within and beyond the school gates.

Central to our mission is the belief that community engagement and strategic partnerships are essential for unlocking new opportunities for our students. By collaborating with tertiary institutions and industry leaders, we expand horizons and cultivate a dynamic learning environment that prepares students for success in an ever-evolving world.

As Principal, I am committed to leading our learning community through our values of Agency, Belonging and Innovation. Together, we will continue to prioritise individualised educational pathways, whether through traineeships, apprenticeships, tertiary education, or employment, ensuring that each student is prepared for a global future rooted in equity, justice, and community contribution.

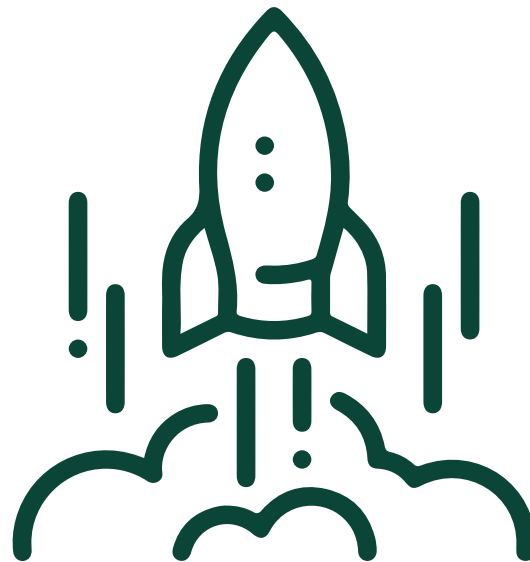
I am honoured to serve as Principal of Balmoral State High School, where we are dedicated to fostering a culture of excellence, acceptance, and lifelong learning for all.

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Introduction

The Junior Secondary Student Handbook contains outlines of all subjects offered at Balmoral State High School for students undertaking Year 8 through to Year 10 in 2026.



Subject Selections

Year 8 students

All year 8 students study the following Core subject

- English
- Mathematics
- Science
- Humanities

Year 8 students study a rotation of

- Japanese (1 semester)
- HPE (1 Semester)

Year 8 Elective choices

- Students study elective subjects for one semester each
- Students must choose two electives from The Arts, and two electives from the Technology subject areas
- Students will complete one subject from The Arts and one subject from Technology per semester.
- Academy programs in Football, Netball and Music will run as an elective for the whole year (i.e. students will only do 1 Art and 1 Technology elective)

The Arts (Choose 2)

- Dance
- Drama
- Media
- Music
- Visual Arts

Technologies (Choose 2)

- Engineering Principles and Systems (Aerospace)
- Food and Fibre Production (TFF)
- Digital Technologies

Academy Programs

- Football Academy
- Netball Academy
- Music Academy

While every effort will be made to accommodate student preferences, classes are dependent upon student numbers and timetable constraints.

Year 9 students

All year 9 students study the following Core subjects

- English
- Mathematics
- Science

Year 9 students study a rotation of

- Humanities (1 Semester)
- HPE (1 Semester)

Elective Options

- Students study two elective subjects for the entire year.

The Arts and Academy Programs

- Dance
- Drama
- Media Arts
- Music
- Visual Arts
- Performance
- Music Academy

Humanities and Social Sciences

- Economics and Business
- History
- Law and Society
- Philosophy and Reason

Languages

- Japanese

Technologies

- Engineering Principles and Systems (Aerospace)
- Food and Fibre Production
- Materials Technology and Specialisations (Design and Technology)

Health and Physical Education and Academy Programs

- Health and Physical Education
- Football Academy
- Netball Academy

Year 10 Students

All year 10 students study the following Core subjects

- English (Essential English, General English or Literature)
- Mathematics or Math Methods for Semester One. Based on Semester One results students may transition to an Essential Maths course
- Science

Elective Options

The Arts and Academy Programs

- Dance
- Drama
- Media Arts
- Music
- Visual Arts
- Performance
- Music Academy

Humanities and Social Sciences

- Business Enterprise
- History
- Law and Society
- Philosophy and Reason

Languages

- Japanese

Technologies

- Food and Fibre Production (Fashion)
- Food Specialisations (Food and Nutrition)
- Food Specialisations (Hospitality)
- Materials and Technologies Specialisations (Construction and Fabrication)
- Materials and Technologies Specialisations (Design)
- Engineering Principles and Systems (Engineering)
- Engineering Principles and Systems (Aerospace)

Health and Physical Education and Academy Programs

- Physical Education Preparation
- Sport and Recreation Preparation
- Football Academy
- Netball Academy

Maths

Semester One

- Mathematics
- Maths Methods (must achieve a B or higher in Year 9 Maths)

Semester Two

- Essential Maths preparation
- General Maths preparation
- Maths Methods preparation

Science

- **All Year 10 students will study General Science in Year 10 which will encompass Biology, Chemistry, Physics and Earth and Space.**
- **Students in Year 10 will have the opportunity to study an elective Science in addition to Core General Science which will feature studies in Psychology and Health Education.**

While every effort will be made to accommodate student preferences, classes are dependent upon student numbers and timetable constraints.



How do I choose?

Choose your subjects according to the following:

- Subjects you enjoy
- Subjects in which you perform well
- Subjects that align to your future education or employment pathway

DO NOT choose subjects for the following reasons:



“My friend is taking that subject.”

There are usually several classes in a subject, so even if you are doing the same subjects, you won't necessarily be in the same class.



“I do/don't really like the teacher.”

There is no guarantee that you will have any particular teacher.



“Someone told me that the subject is fun (or easy, or interesting).”

It may be enjoyable/easy/interesting for someone but not necessarily for you. Make up your own mind based on what you enjoy.





Choose very carefully

At Balmoral State High School, elective subjects are organised into 'blocks' (i.e. groups of subjects that are scheduled at the same time on the timetable).

Subject changes are not always possible and are only considered at the beginning of semester for Year 10. Year 10 Students wishing to apply for a subject change must complete a Request to Change Subject form and follow relevant procedures. Parents of students from Year 8 and Year 9 need to contact the relevant sub-school Head of Department.



SOME INTERESTING FACTS

82%

Students who study for at least 3 hours per day have an 82% chance of achieving marks above 70%.

60%

Cognitive studies show that students who review material multiple times across a week remember up to 60% more than those who cram before exams.

87%

Research shows that 87% of students who use planned study schedules or time-management techniques report higher grades and lower stress levels.

76%

Around 76% of students who set clear academic goals achieve or exceed them.

The way you study now shapes your future success. Setting goals, planning your time, and studying a little each day helps you remember more, stay confident, and achieve stronger results. Every small, consistent effort adds up — so start building good study habits today and watch your skills grow.

Subject Information

Electives

BUSINESS

Year 8	Year 9	Year 10
NOT OFFERED	Students will have the opportunity to develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students will explore: • Global Economy • Financial risks and rewards • Planning a business • Responsibilities in the workplace	Students consider Australia's economic performance and standard of living and reasons why economic performance and living standards differ within and between economies. They explore: • Economic performance • Variations of economies • Government and business strategy

DANCE

Year 8	Year 9	Year 10
Learning in Dance involves students making, performing and responding to dance, drawing on pre-existing dance forms as a source of ideas. Students engage with the knowledge of dance movement and non-movement components, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts. Through choreography, performance and appreciation, students will explore: • Hip Hop / Tik Tok • Dance through the ages	Learning in Dance involves students making, performing and responding to dance, drawing on pre-existing dance forms as a source of ideas. Students engage with the knowledge of dance movement and non-movement components, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts. Through choreography, performance and appreciation, students will explore: • Contemporary Dance • Musical Theatre • Site-specific dance	Performance encompasses both Dance and Drama techniques and elements to create performance outcomes both scripted/choreographed and those they create themselves. Through choreography, performance and appreciation, students will explore: • Jazz Technique • Contemporary Dance • Australian Dance

DRAMA

Year 8

Learning in Drama involves students performing and devising scripted drama that combines the elements of drama.

Students will explore:

- Situation, role, relationships, dramatic tension, and focus
- Qualities of children's theatre including its purpose and audience
- Persuasive texts that communicate and refine understandings of children's literature
- Fractured Fairytales
- Melodrama

Year 9

Learning in Drama involves students making, performing and responding to drama, drawing on human experience as a source of ideas.

Students engage with the knowledge of drama, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts.

Students will explore:

- Story telling
- Ritual Drama
- Characterisation and duologues
- Collage Drama

Year 10

Learning in Drama involves students making, performing and responding to drama, reflecting on the world and the stories that shape people, places and ideas.

Students engage with the knowledge of drama, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts.

Students will explore:

- Verbatim Performance
- Contemporary Theatre Performance

DIGITAL TECHNOLOGIES

Year 8

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping, and engaging students with a wider range of information systems.

Students will explore:

- Digital Citizenship
- Coding

Year 9

NOT OFFERED

Year 10

NOT OFFERED



ENGINEERING PRINCIPLES AND SYSTEMS

Year 8

1. AEROSPACE

Students will have had the opportunity to create designed solutions within the context of aerospace and aviation principles and systems.

They will use creativity, innovation and enterprise skills to engage in the cycle of design with projects relevant to the current aerospace and aviation industry.

Students will explore:

- AI & Machine learning
- Space Colonisation

Year 9

1. AEROSPACE

Students will use design and technologies 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 aerospace and aviation communities.

Students will explore:

- Rocket Design
- Aerospace industry
- Introduction to aviation
- Remotely piloted aircraft systems

Year 10

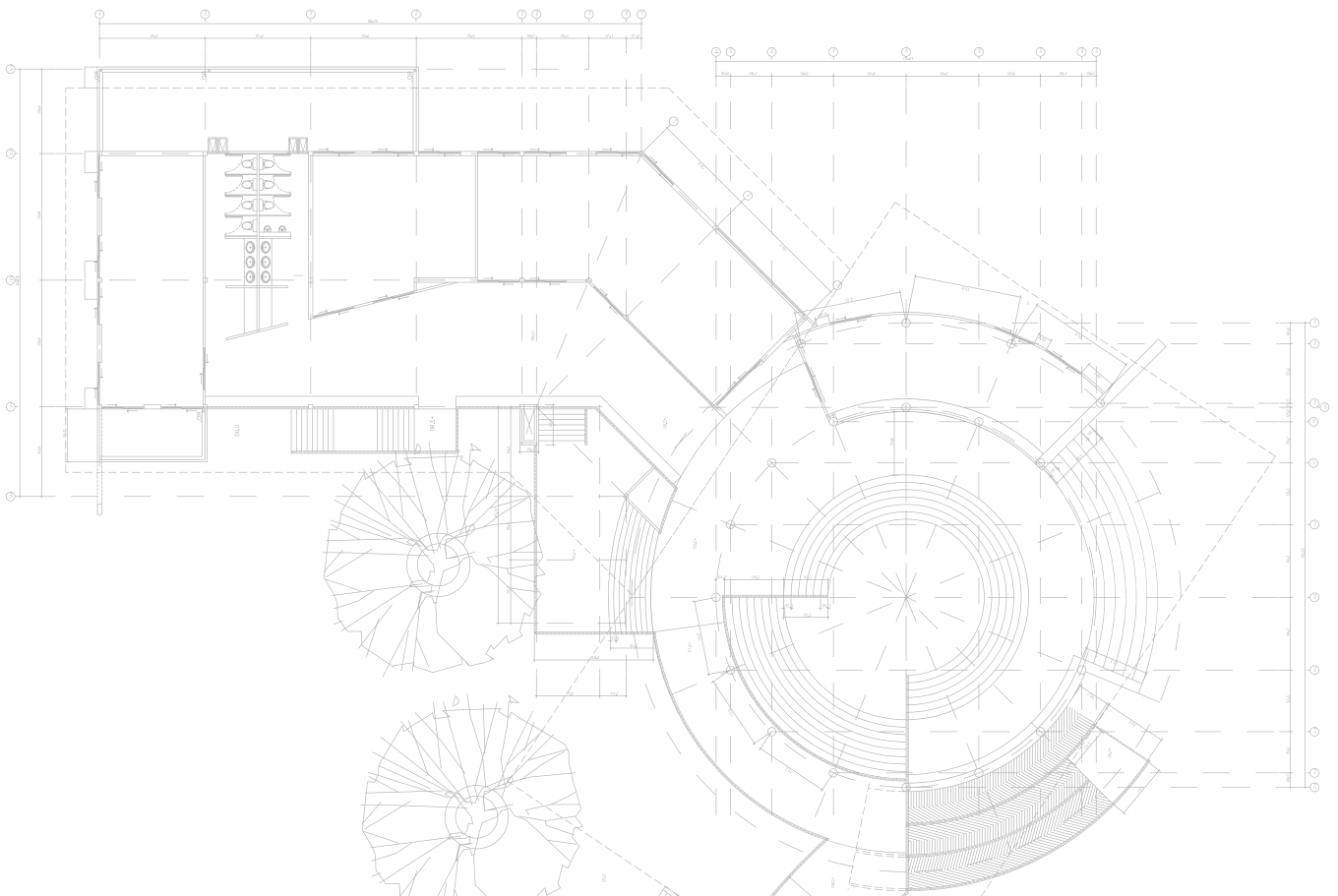
1. AEROSPACE 2. ENGINEERING

Students begin to investigate statics, dynamics and materials related to the engineering industry.

Students identify the steps involved in planning the production of designed solutions.

Using a range of technologies, students:

- generate and represent original ideas and production plans in two and three-dimensional representations.
- produce rendered and illustrated views for marketing
- use graphic visualisation software to produce dynamic views of virtual products.



FOOD AND FIBRE PRODUCTION AND FOOD SPECIALISATIONS

Year 8	Year 9	Year 10
1. FOOD AND FIBRE PRODUCTION	1. FOOD AND FIBRE PRODUCTION	1. FOOD AND NUTRITION 2. HOSPITALITY 3. FASHION
Students will investigate and select from a range of technologies to design and produce sustainable designed solutions to problems for individuals and the community. Food and Fibre students will explore scenarios in both food and textiles. Students understand kitchen safety, hygiene, nutrition and diet as they practice a range of practical food skills. Students also understand and apply the principles and elements of design in the context of textiles.	Students will have had the opportunity to design and produce designed solutions focused on both food and textile products. Students will have opportunities to experience creating designed solutions for products, services and environments.	Students will have the opportunity to experience industry techniques and processes relating to one of the above-mentioned subject areas. Students will participate in practical and theoretical assessment.

FOOTBALL ACADEMY

Year 8	Year 9	Year 10
Students learn and apply core football skills in functional game scenarios while progressing through the Skill Acquisition and Game Training phases of football development. Students explore: • how media and influential figures shape health-related attitudes. • overtraining and its effects on performance	Students learn and apply team tasks in key moments while continuing their development within the Skill Acquisition and Game Training phases of football development. Students explore: • using credible health information to create strategies that improve wellbeing, safety, and relationships. • refereeing and the laws of the game	Students learn and apply team tasks in key moments while continuing their development within the Skill Acquisition and Game Training phases of football development. Students explore: • coaching, officiating and athlete development. • Strategies to improve participation and performance. • motivation and performance

HEALTH AND PHYSICAL EDUCATION

Year 8

Students explore how media and influential figures shape health-related attitudes and behaviours towards Australian drinking culture.

They design and implement evidence-based strategies, leveraging health resources, to enhance personal and collective wellbeing, safety, and relationships.

Students participate in physical activities designed to improve health, fitness, movement skills and movement strategies.

Practical Focus: Modified team sports

Year 9

Students use credible health information to create strategies that improve wellbeing, safety, and relationships.

They design and review community activities for better health and fitness, manage identity and emotions during change, promote respect and inclusion, and develop plans to handle online and offline risks effectively.

Students improve their physical performance through the evaluation and refinement of movement skills.

Practical Focus: Net and Court Sports

Year 10

1. PREPARATION FOR PHYSICAL EDUCATION

Students learn how movement sequences and performance are improved through the application of biomechanical principles.

They learn how tactical strategies improve the performance of movement strategies and how the principles of energy, fitness, and training apply to physical activity.

Students apply ethics and integrity to promote fairness and respect in sport.

2. PREPARATION FOR SPORT AND RECREATION

Students learn about coaching, officiating, athlete development, and orienteering.

They explore best practices, look at factors that help or hinder success and create plans to improve outcomes.

Students test and evaluate their strategies and develop recommendations to improve participation and performance.



HUMANITIES

Year 8

1. HISTORY (SEM 1) 2. BUSINESS/GEOGRAPHY (SEM 2)

Students will examine history from the end of the ancient period to the beginning of the modern period, c.650–1750 AD (CE).

The content provides opportunities to develop historical understanding through key concepts with a focus on **The Vikings** and **The Black Death**.

Business gives students the opportunity to further develop their understanding of economics and business concepts by exploring the ways markets – including traditional Aboriginal and Torres Strait Islander markets – work within Australia.

In Geography, students look at landform and landscape through designing a local cultural precinct.

Year 9

1. HISTORY

The Year 9 history curriculum focuses on the making of the modern world, particularly the period from roughly 1750 to 1918.

Students explore industrialization, rapid social change, and the causes and effects of major events like World War I.

Key skills include historical inquiry, source analysis, and developing interpretations of the past to understand continuity and change over time.

Year 10

1. HISTORY

Year 10 History focuses on the modern world and Australia from 1918 to the present, with a strong emphasis on Australia's global context.

Key areas of study include World War I and II, the consequences of these conflicts, the changing nature of global conflict, and how Australian society was affected by major world events.

2. LAW AND SOCIETY

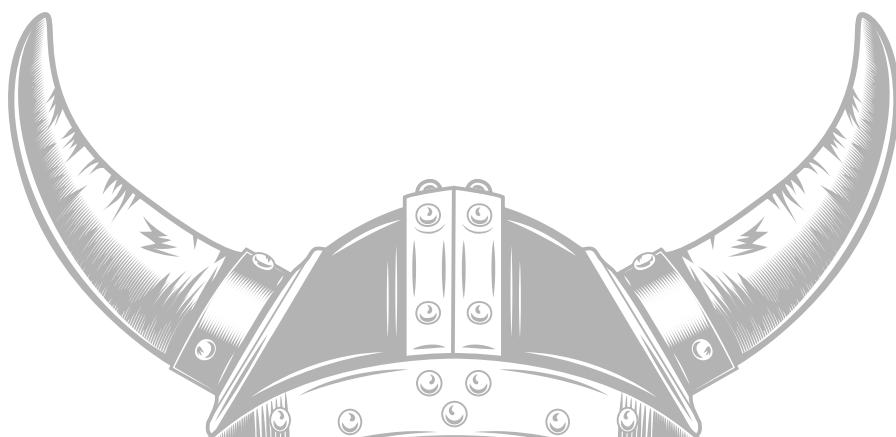
Students engage with a series of famous Australian legal cases, culminating in an excursion to the Supreme Court of Queensland to witness an authentic court case in real time.

They explore the impact of plastics on marine life, use drones to simulate the delivery of humanitarian aid to the Himalayas and go on an excursion to Moreton Bay to sample and gather evidence.

3. PHILOSOPHY AND REASON

Students investigate philosophical ideas that have shaped and continue to influence contemporary society. These ideas include sociopolitical issues such as like artificial intelligence, human rights, and freedom of speech.

They examine ethics and morality, and what it means to be human.



JAPANESE

Year 8

NOT OFFERED

Year 9

Students will engage in language exploration and vocabulary expansion, and of experimentation with different modes of communication, collaborative performance and guided group discussion.

Students will explore:

- Hiragana, Katakana and basic Kanji
- Technology
- Health
- Homestay

Year 10

Students will attain increasing control of language structures and systems and build confidence and interest in communicating in a wider range of contexts.

They use Japanese in classroom interactions and activities, to communicate and interact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a range of texts.



Year 8	Year 9	Year 10
NOT OFFERED	1. DESIGN AND TECHNOLOGIES In this subject, students will undertake activities that incorporate materials and technologies. Students will generate and evaluate design ideas and communicate research, design options, and timelines in design proposals. They select resources, techniques and tools to make products that meet detailed specifications. Students identify and apply relevant workplace health and safety practices. Students will explore: • Designing solutions • Produce finished items using a variety of materials, tools and methods	1. MATERIALS TECHNOLOGY SPECIALISATIONS (TMT) 2. MATERIAL TECHNOLOGY SPECIALISATIONS (DESIGN) In this subject, students will undertake activities that incorporate materials and technologies strands. Students will generate and evaluate design ideas and communicate research and timelines. They select resources, techniques and tools to make products that meet detailed specifications. Students identify and apply relevant workplace health and safety practices. Students will explore: • Building projects to given specifications • Produce finished items using a variety of materials, tools and methods • Participate in developing community-based projects



MEDIA ARTS

Year 8

Learning in Media involves making and responding to media texts that apply film language with the purpose of manipulating meaning.

Students will explore:

- Animating and representing stories
- Skills of design and production

Year 9

Learning in Media involves students making and responding to media texts, with the purpose of influencing audiences in various contexts.

Students engage with the skills of media design and production in group and individual contexts.

Students will explore:

- Procedural Videos
- Advertising
- Pre-production, production and post-production skills

Year 10

Learning in Media continues to explore students making and responding to media texts, with the purpose of influencing audiences in various contexts.

Students engage with the skills of media design and production in group and individual contexts across project-based works.

Students will explore:

- Music Videos
- Documentary
- Pre-production, production and post-production skills

MUSIC

Year 8

Learning in Music involves students making and responding to music works drawing on different existing forms of music as a source of ideas.

Students will explore:

- Composition
- Piano and Guitar performance (instrumental and vocal)
- Rock and Reggae song writing
- Music Theory

Year 9

Learning in Music involves students making and responding to music drawing on different existing forms of music as a source of ideas.

Students will explore:

- Film music composition
- Jazz performance (instrumental and vocal)
- Musicology – various musical works

Year 10

Music continues to build on each student's prior learning and experiences as students develop their capability and confidence across the practices of Music: listening, composing and performing.

Students will explore:

- Minimalism/expressionism Composition
- Like a version performance (instrumental and vocal)
- Musicology – various musical works

MUSIC ACADEMY

Year 8

The Academy will extend and further develop students' understanding of contemporary and traditional music styles through composition and performance.

Students will explore:

- Music theory and its practical application to performance
- Folk traditions
- Protest Music
- Concert practice – class lead student concert evening.

Year 9

The Academy will continue to develop music knowledge and skills established through the early years of high school.

The program will extend and further develop students understanding of contemporary and traditional music styles through composition and performance.

Students will explore:

- Music theory and how to write about music in a critical manner
- Music History from the Baroque to contemporary styles – an in-depth study of style and genre
- Pop music composition

Year 10

The Academy will continue to develop music knowledge and skills established through the early years of high school.

The program will extend and further develop students understanding of contemporary and traditional music styles through composition and performance.

Students will explore:

- Music theory and how to write about music in a critical manner
- Jazz Music and its history
- Film music – scores and creative tracks to accompany film



NETBALL ACADEMY

Year 8	Year 9	Year 10
Students learn and apply core functional netball skills to achieve tactical awareness and execute team tasks while progressing through the development and intermediate player phases. Students explore: • 'How media and influential figures shape health-related attitudes. Students Develop: • Movement skills • Ball skills • Footwork • Attacking skills • Defensive skills • Shooting skills • Tactical strategies	Students learn and apply core skills in progressively more complex scenarios and games while progressing through the development and intermediate player phases. Students explore: • How to use credible health information to create strategies that improve wellbeing, safety, and relationships. Students Develop: • Movement skills • Ball skills • Footwork • Attacking skills • Defensive skills • Shooting skills • Tactical strategies	Students learn and apply complex skills in dynamic game environments while continuing their progress through the development player phase. Students explore: • Enhancing movement skills and performance • Applying biomechanical principles • Use tactical strategies • Understand energy, fitness, training Students Develop: • Movement skills • Ball skills • Footwork • Attacking skills • Defensive skills • Shooting skills • Tactical strategies

SCIENCE – HEALTH AND PSYCHOLOGY ELECTIVE

Year 8	Year 9	Year 10
NOT OFFERED	NOT OFFERED	Psychology is the study of the human mind and behaviour; how a person thinks and feels and why they do what they do. Scientific skills are required, therefore an interest in Maths and Science is essential. Health is a subject that would interest students who are concerned about the health of people and communities.

Year 10

Students considering university courses and careers in health and allied health related fields including nursing, counselling, social work, nutrition and dietetics, health promotion and public health. Health issues explored may change depending on contemporary health concerns and student interest. Four topics will be investigated over the course of the year. Potential Health concepts covered over the year may include: Social Determinants, Ottawa Charter, Health Inquiry Model, PERMA and the Social Ecological Model.

Unit 1 - Psychology

Students will explore and apply the scientific research skills used in all psychological research. Students will demonstrate these skills by conducting an investigation into the role of attention on a person's ability to remember information.

Unit 2 - Psychology

Students will examine theories of emotion and the psychological impacts of stress. Students will then explore how stress and emotions not only influence a person's perception but also their behaviours, as well as, how stress and emotions link to psychological disorders.

Unit 3 – Health – I can influence others and look after myself

In this unit, students explore health as a dynamic quality of life. They examine the impact of social, environmental, economic and biomedical determinants on health and their collective contribution to health disparities, as well as exploring approaches to address barriers which prevent groups from experiencing better health. Students apply inquiry skills to examine and analyse health issues, develop arguments and draw evidence-based conclusions.

Unit 4 - Sports Psychology

Students will learn about the influence that motivation, confidence, anxiety, attention, concentration, and team dynamics have during participation in sports and other aspects of life. Students will learn about and practice various psychological techniques including: goal setting, positive self-talk, pre-task routines, and team dynamics techniques, to cope with and overcome a range of challenges and have the ability to successfully create solutions to many aspects of their sporting and active lifestyles.

VISUAL ART

Year 8

Students will participate in analytical and practical aspects drawing on existing art works and styles as a reference for ideas.

They acquire skills and processes to work in a range of forms and styles incorporating a variety of media.

Students will explore:

- Three-dimensional art
- Print making

Year 9

Students will participate in analytical and practical aspects drawing on existing art works and styles as a reference for ideas.

They acquire skills and processes to work in a range of forms and styles incorporating a variety of media.

Students will explore:

- Still life studies
- Landscape painting
- Ceramic construction
- Exhibition curating

Year 10

Students will participate in analytical and practical aspects drawing on existing art works and styles as a reference for ideas.

They acquire skills and processes to work in a range of forms and styles incorporating a variety of media.

Students will explore:

- Mixed media self portrait
- Artist book
- The 'isms'

