Burnside State High School

Smaller Smarter Safer

Year 8 Curriculum Guide 2026

Burnside State High School
Smaller Smarter Safer

CONTENTS

Principal's Introduction

I extend a welcome to all students commencing their secondary study at Burnside State High School. Junior Secondary will provide you with the opportunity to build strong foundations for your future.

We offer a range of subjects covering a diverse range of interests. Our subject range, combined with excellent teachers, facilities and resources and a wide range of learning experiences, provides ample opportunity for every student to experience success and to develop multiple pathways to the future.

In Junior Secondary you must take responsibility for your own learning and it is also a time for strengthening your commitment to lifelong learning.

A lifelong learner is:

- A knowledgeable person with deep understanding
- A complex thinker
- An active investigator
- A responsive creator
- An effective communicator
- A participant in an interdependent world
- A reflective and self-directed learner.

At Burnside State High School we believe:

- Every student can learn and succeed
- Success breeds success

Our school's purpose is that every student will achieve the best possible educational outcome.

Burnside State High School will provide you with many opportunities to build the foundations to your future, but ultimately the responsibility for your success rests with you.

Junior Secondary will give you the opportunity to develop good personal organisation, self-discipline, good work and study habits so you can be very successful and achieve your goals. Set clear goals and be committed to working hard to achieve them.

I trust that you will enjoy the challenges of Junior Secondary and that you will reap the benefits for your future. Sound foundations in the Junior Secondary will see you make a smooth transition into the senior phase of learning. If we work together, you will gain that "competitive edge" that you need and find success. The school's core values of care, consideration and co-operation will provide you with the environment to achieve the very best you can.

"Smaller, Smarter, Safer". That's Burnside State High School.

Paul Fitzgerald
Principal

Year 8 Curriculum

Burnside State High School has a diverse range of subjects that can be studied in Years 7 to 12. This is in part a function of our size, but also a product of our commitment to meeting the learning needs of a diverse student population with different strengths, areas of interest and future aspirations.

The foundations of the school's academic curriculum which guide the teaching and learning at Burnside State High School include:

- Teaching, Learning and Curriculum – Statement of Principles
- A common pedagogical framework Burnside Pedagogical Toolbox
- The use of ICTs to support and enhance student understanding
- The development of students' multi-literacies
- Higher order thinking and problem solving

In summary, we aim to create a curriculum structure that balances both student choice and our commitment to producing well-rounded individuals who participate well in broader society as young adults.

Structure of the School Day

- Burnside State High School operates four 70 minute lessons each day.
- Seven subjects are studied in any one semester.
- Each subject is timetabled for three 70 minute lessons each week except for Health and Physical Education which is two 70 minute lessons.

Learning Areas

There are eight Learning Areas around which our Year 8 Curriculum is structured.

These Learning Areas are:

English, Health and Physical Education, Humanities, Languages, Mathematics, Science, Technologies, and The Arts

The subjects within each Learning Area in Year 8 are as follows:

Learning Area	**Subjects available in the Learning Area**
English	English, Literacy
Health and Physical Education	Health and Physical Education, Pursuit of Excellence Studies - Volleyball (optional)
Humanities and Social Sciences	Civics and Citizenship, Geography, History, Economics and Business
Languages (LOTE)	Indonesian, Japanese
Mathematics	Mathematics
Science	Science
Technologies	Design and Technologies, Digital Technologies, Engineering Principles and Systems, Food and Fibre Production, Food Specialisations, Graphics
The Arts	Dance, Drama, Media Arts, Music, Visual Art

Year 8 students study two (2) electives per semester.

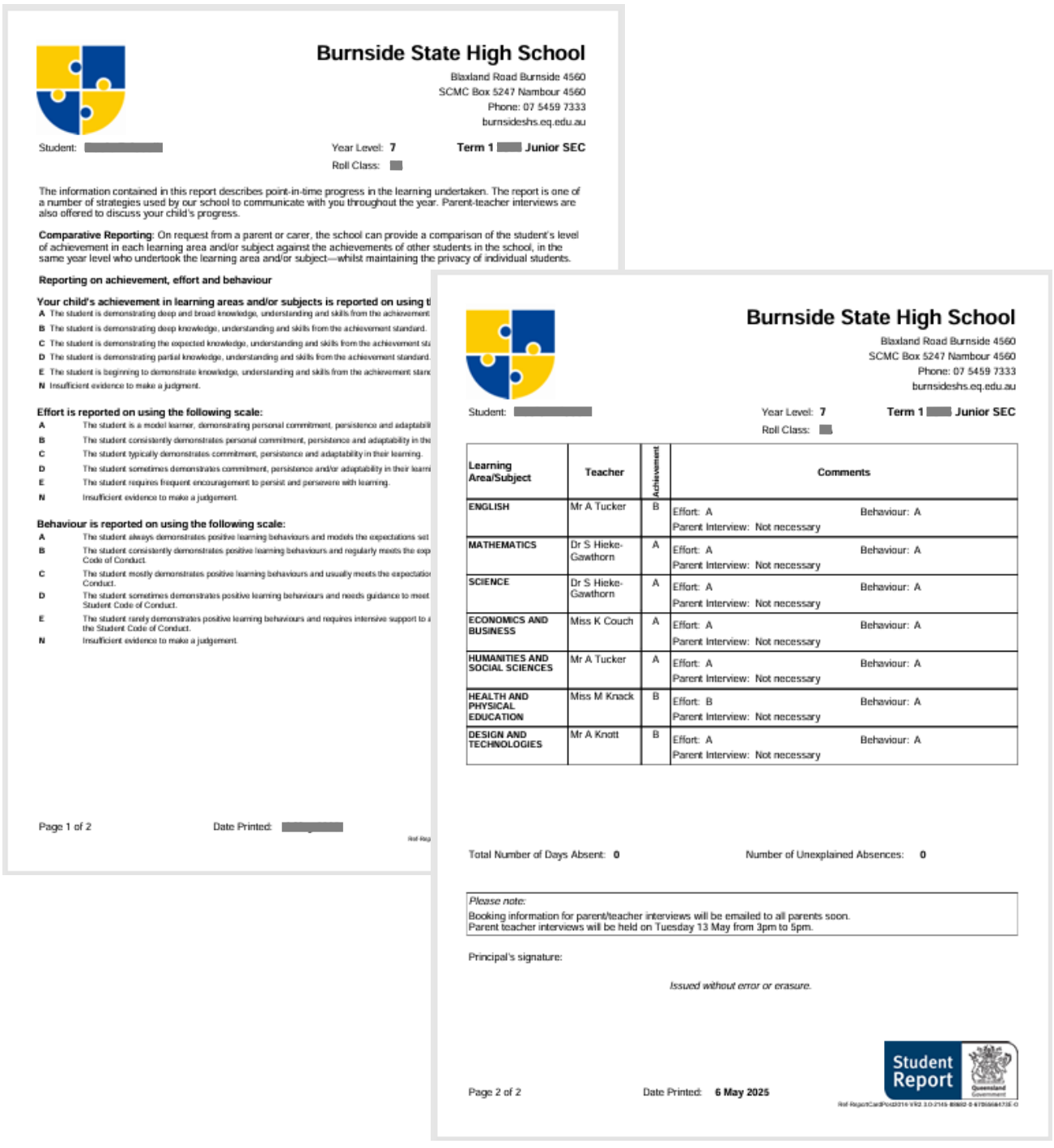
Note: Students in Year 8 must study an Arts, Technology, and Language subject at least once in the year.

Assessment

A variety of different assessment instruments are used. In some subjects, students may be required to complete assignments as well as sit for tests. Each subject in this booklet indicates the type of assessment used.

The most important reason for assessment is for students to learn from their mistakes. Some assessment is also used to decide the level of achievement the student will be awarded for a subject. At Burnside State High School we call this summative assessment.

Reports
A Progress Report is issued to students two times each year and a Semester Report at the end of semester one and two. Parents are welcome to contact the school at any time to investigate the progress of their student.



Burnside State High School

Blaxland Road Burnside 4560
SCMC Box 5247 Nambour 4560
Phone: 07 5459 7333
burnsideshs.eq.edu.au

Student: [redacted] Year Level: 7 Term 1 [redacted] Junior SEC
Roll Class: [redacted]

The information contained in this report describes point-in-time progress in the learning undertaken. The report is one of a number of strategies used by our school to communicate with you throughout the year. Parent-teacher interviews are also offered to discuss your child's progress.

Comparative Reporting: On request from a parent or carer, the school can provide a comparison of the student's level of achievement in each learning area and/or subject against the achievements of other students in the school, in the same year level who undertook the learning area and/or subject—whilst maintaining the privacy of individual students.

Reporting on achievement, effort and behaviour

Your child's achievement in learning areas and/or subjects is reported on using t

A The student is demonstrating deep and broad knowledge, understanding and skills from the achievement
B The student is demonstrating deep knowledge, understanding and skills from the achievement standard.
C The student is demonstrating the expected knowledge, understanding and skills from the achievement st
D The student is demonstrating partial knowledge, understanding and skills from the achievement standard.
E The student is beginning to demonstrate knowledge, understanding and skills from the achievement stand
N Insufficient evidence to make a judgment.

Effort is reported on using the following scale:

A The student is a model learner, demonstrating personal commitment, persistence and adaptabili
B The student consistently demonstrates personal commitment, persistence and adaptability in the
C The student typically demonstrates commitment, persistence and adaptability in their learning.
D The student sometimes demonstrates commitment, persistence and/or adaptability in their learni
E The student requires frequent encouragement to persist and persevere with learning.
N Insufficient evidence to make a judgement.

Behaviour is reported on using the following scale:

A The student always demonstrates positive learning behaviours and models the expectations set
B The student consistently demonstrates positive learning behaviours and regularly meets the exp Code of Conduct.
C The student mostly demonstrates positive learning behaviours and usually meets the expectatio Conduct.
D The student sometimes demonstrates positive learning behaviours and needs guidance to meet Student Code of Conduct.
E The student rarely demonstrates positive learning behaviours and requires intensive support to the Student Code of Conduct.
N Insufficient evidence to make a judgement.

Page 1 of 2 Date Printed: [redacted]

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Student: [redacted] Year Level: 7 Term 1 [redacted] Junior SEC
Roll Class: [redacted]

Learning Area/Subject	Teacher	Achievement	Comments
ENGLISH	Mr A Tucker	B	Effort: A Behaviour: A Parent Interview: Not necessary
MATHEMATICS	Dr S Hieke-Gawthorn	A	Effort: A Behaviour: A Parent Interview: Not necessary
SCIENCE	Dr S Hieke-Gawthorn	A	Effort: A Behaviour: A Parent Interview: Not necessary
ECONOMICS AND BUSINESS	Miss K Couch	A	Effort: A Behaviour: A Parent Interview: Not necessary
HUMANITIES AND SOCIAL SCIENCES	Mr A Tucker	A	Effort: A Behaviour: A Parent Interview: Not necessary
HEALTH AND PHYSICAL EDUCATION	Miss M Knack	B	Effort: B Behaviour: A Parent Interview: Not necessary
DESIGN AND TECHNOLOGIES	Mr A Knott	B	Effort: A Behaviour: A Parent Interview: Not necessary

Total Number of Days Absent: 0 Number of Unexplained Absences: 0

Please note:
Booking information for parent/teacher interviews will be emailed to all parents soon.
Parent teacher interviews will be held on Tuesday 13 May from 3pm to 5pm.

Principal's signature:

Issued without error or erasure.

Page 2 of 2 Date Printed: **6 May 2025**

Student Report

Horizons Excellence Program	
Description:	The Horizons Excellence Program provides students with one on one access to a state-of-the-art computer. Students who participate in the Horizons Excellence Program will have sole use and 24/7 access to a computer device. The Horizons Excellence Program is offered to students who have shown an interest in using technology and an aptitude for this type of learning in the classroom. Students will use technology intensively in their core subjects of English, Humanities, Mathematics and Science. The use of technology is incorporated into many of the elective subjects as appropriate.
Prerequisites:	Candidates and their families complete an interview in which students demonstrate their suitability for the Program. There is a cost associated with the Program.
Learning Experiences:	Each device is fitted with an approved school image which enables student access to the Burnside State High School network. This allows for students to be immersed in an intensive digital environment and creates an extension of curriculum opportunities. The Program provides a different way of learning traditional curriculum that emphasises technology, its understanding and its responsible use. The computer device is a powerful tool to engage students in learning, but certainly is not the only learning tool engaging students. Hands on activities, pen and paper work and writing skills will still be an essential part of the Horizon student's day.
Assessment:	Students are participants in the National curriculum framework, however teaching and learning as well as assessment is tailored to the digital classroom environment.
Career Pathways:	The Horizons Excellence Program is not specifically designed to meet the needs of students who wish to enter computing fields, although it may be helpful for these aspirants. The rationale of the Program is to prepare <u>all</u> students to develop knowledge, skills, practices and attitudes necessary to be active citizens in the C21st. Our goal is to produce engaged, robust citizens and life-long learners capable of being able to control and use global technologies.
Pathway to Senior Subjects:	The Horizons Excellence Program will enhance student's technology skills and would be a valuable addition to the skills and processes required in all senior subjects.

Please note that the Horizons classroom is a digital environment and as such students are required to utilise a laptop computer at school and at home. The student is required to commit to a payment plan of $1950.00 over a three (3) year period. Students must also have access to the internet at home.

Diverse Learning Hub Verified Students	
Description:	Burnside State High School is committed to achieving the highest outcomes for students with disabilities. The Diverse Learning Hub provides specialised and individual educational programs for students with significant support needs which may include Autistic Spectrum Disorder, Intellectual Disability, Speech Language Impairment and/or a Physical, Hearing or Visual Impairment. • We work as a team with families, teachers, specialists and students to identify strengths and put into action, a plan based on these capabilities. • We create the right environment, atmosphere and attitude for students with disabilities to develop and reach their fullest potential. • Teachers are committed to fully understanding the learning, social and physical needs of all students. They do this by taking the time to get to know the student, talking to families and enquiring into best practice from support workers and experts in the field. • It's a collaborative effort and one that pays off! We collaborate with families to identify the strengths of students by gaining the knowledge of those who know them best. When a student is surrounded by people who believe in them and their abilities, they strive to fulfill these expectations. • We create an environment that provides students with ongoing opportunities to learn, share, and engage.
Education Adjustment Profile:	All our students have a range of educational support needs and have an Education Adjustment Profile (EAP) to identify the adjustments that the school is making for the student, relevant to their disability. Adjustments are made in the following areas, where appropriate: curriculum, communication, social participation, emotional well-being, health and personal care, safety and learning environment access.
Personalised Learning Plan:	Each student is appointed a Learning Facilitator who assists students and their parents/guardians to access schooling. The Learning Facilitator organises a Personalised Learning Plan and liaises with parent/guardians, teachers and specialists regarding student management and modification of assessment. The Learning Facilitator also assists the Head of Special Education Services with monitoring of teacher aide support and providing information and expertise in regards to accessing schooling.
Support Plan:	Some students have a Support Plan which may comprise of a combination of inclusive, modified and alternate processes to meet their individual education and learning goals. An Individual Curriculum Plan (ICP) is for students who are not achieving at their grade level.
Structure/Learning Experiences:	All programs are flexible and change to meet individual needs. We include students in mainstream classes and provide alternative programs for those who are not suited to full or partial mainstream learning. A range of adjustments are used to support students with disabilities in mainstream classes. Personal needs of students are catered for through adjustments in their learning and assessment.

Dance	
Code:	DAN
Description:	Dance is a language of movement where the potential of the body as an instrument of communication is realised. Through the physicality of dance and the use of the body as a medium for artistic expression, students experience a genuine sense of enjoyment and personal achievement. Through choreography and performance, students engage in problem solving and critical reflection in individual and group circumstances. Through performance, students gain understanding of technical competencies and expressive skills. By reflecting on, responding to, and evaluating dance, students develop an awareness of how and why dance reflects the contexts in which it is created.
Learning Experiences:	In Dance, students: • Make and respond to dance independently and with their classmates, teachers and communities • Explore dance as an art form through choreography, performance and appreciation • Build on their awareness of the body through body part articulation • Extend their understanding and use of space, time, dynamics and relationships including performing in groups, spatial relationships and using interaction to communicate their choreographic intention • Extend the combinations of fundamental movement skills to explore dance styles • Explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of dance as they make and respond to dance • Perform within their own body capabilities and work safely in groups
Assessment:	**The Dancer: Performing** • Practical dance exam focusing on a variety of dance genres – jazz, contemporary, ballet, hip hop and cultural styles. **The Dancer: Making** • Contemporary choreography task responding to stimulus • Choreographic journal
Career Pathways:	Choreographer, professional dancer, dance teacher, dance therapist, community dance worker, general performer, street performer, dance company manager, lighting designer, set designer, stunt performer, stage manager, dance critic, journalist, production manager, costume designer.

Design and Technologies	
Code:	DAT
Description:	The focus of Design and Technologies in Year 8 is to develop the students' knowledge and skills necessary to draw, manipulate materials, tools and equipment to produce simple projects. Safety also plays a key role with regard to working techniques and behaviour in the workshop environment. The course is one semester long and the students are involved in three units.
Learning Experiences:	**Pencil Case (wood and plastic)** Marking out procedures, cutting out procedures, joining and assembly procedures, finishing procedures. **Maze Game (wood and plastic)** Design, sketch, mark out, cut, joint and assembly procedures, surface finishing, isometric, top, front, side and pictorial views.
Assessment:	Students will be assessed on their practical work, workbook, and a theory test.
Career Pathways:	In Year 8, Design and Technologies readies students for courses in Years 9, 10, 11 and 12. This will provide students with the knowledge and skills towards the following careers: Trades, apprenticeships and traineeships in construction: carpentry, building, joinery, cabinetmaking, furnishing, machining, designing, picture framing and forestry.

Digital Technologies	
Code:	DIG
Description:	Students develop capability in using Digital Technologies for real life tasks associated with current information technology expectations.
Learning Experiences:	Students will gain an understanding of the following specific areas. **Cryptography** Encrypting and decrypting data for network security **Programming** Use text and block coding to complete simple tasks **Animation and Generative Coding** Draw on programming concepts to produce both generative and interactive animated content
Assessment:	Students will engage in and actively work with relevant software to further develop their skills using any of the following tasks: Projects – group and individual (including instruction manuals and evaluations)
Career Pathways:	Students who enjoy this course should consider choosing Year 9 Digital Technologies.

Drama	
Code:	DRA
Description:	Drama is an art form that explores human conflict and tension. It generally takes the form of a story presented to an audience through dialogue and action. The story is conveyed using the elements of the theatre: acting, costumes, props, scenery, lighting, music and sound. Drama has an emotional and intellectual impact on both the participants and audience members. It holds up a mirror for us to examine ourselves, deepening our understanding of human motivation and behaviour. It broadens our perspective through stories that portray life from different points of views, culture and time periods. Drama allows students to safely experiment with self-expression and gain self-confidence.
Learning Experiences:	Over the course of the drama program, students will: • Explore and gain experience in the various roles of the theatre • Engage with a variety of dramatic styles • Understand the elements of drama, dramatic conventions and forms
Assessment:	**Forming** • Students will devise scenes as part of an ensemble for a larger performance **Presenting** • Students will perform scripted and collaboratively devised theatre across a range of theatrical styles **Responding** • Students will deconstruct and critique peer performances and critically reflect upon their own performing and devising process
Career Pathways:	Actor (stage, film, television), arts administrator, choreographer, community artist, costume designer, dancer, dance/drama teacher, director, drama therapist, dramaturge, film editor, lighting designer, lighting technician, playwright, producer, set designer, singer, sound technician, speech pathologist, stage manager, stunt performer, presenter, theatre critic, voice coach, game designer, editor, journalist, lawyer, musician, production Manager, radio announcer, biomechanical animation specialist

Drones and Modern Flight	
Code:	DMF
Description:	Drones and Modern Flight is a course of study that provides an opportunity for students to gain an understanding of the underlying principles and practical skills in unmanned flight (drones), and aerodynamics of traditional throwing objects that have influenced manned aircraft. It is concerned with the practical applications related to drone flight, safety considerations, design, mass and shape of objects, engineering and advancements in flight.
Learning Experiences:	**Unmanned Flight (Drones)** Drone flight has become increasingly popular and is quickly becoming a requirement of modern-day jobs. Drones have also become the go to platform for aerial photography and infrastructure inspection. This unit will cover a range of drone technologies. Students will fly drones fit for purpose. **Aerodynamics (Throwing Objects)** Aerodynamics is the way air moves around things and critically, students will explore and experiment with traditional throwing objects (boomerang, frisbee, vortex, discus, golf balls etc) to gain a greater understanding of aerodynamics in flight. Students will design, test and make their own boomerang style object. # 'learning experiences subject to change'
Assessment:	Completed over the semester, students are required to complete a drone flight and digital folio for the Unmanned Flight Unit and a Boomerang research project for the Aerodynamics Unit.
Career Pathways:	For student's interests in a career in the fields such as drone pilot, aerial photography, engineering, aircraft pilot, flight attendants or cabin crew, customs after school life, learning the fundamentals of flight will be an important step.

Economics and Business	
Code:	ECB
Description:	Students will learn about Business organisations. This unit takes students on a journey to develop their knowledge to promote products, providing them with an awareness of the impact of technological developments in the business and tourism world to be fixed.
Learning Experiences:	Students will gain an understanding of the following specific areas. **Exploring Markets** • Examination of different Australian markets • Exploration of Aboriginal and Torres Strait Islander communities and their participation in contemporary markets • Comparison of different types of businesses **Rights and Responsibilities** • Rights and responsibilities of consumers and businesses • Influence the way people work • Factors that may affect work in the future
Assessment:	Students will engage in and actively work with relevant software to further develop desirable presentation/display skills. To assess student's understanding of what has been covered in the course, students will: • Brochure on possible tourist attraction • Theme Park layout with WHS
Career Pathways:	Students who enjoy this course should consider choosing Economics and Business in Year 9.

Engineering Principles and Systems	
Code:	TES
Description:	The focus of Engineering Principles and Systems in Year 8 is to develop the students' knowledge and skills necessary to draw, manipulate materials, tools and equipment to produce simple projects. Safety also plays a key role with regard to working techniques and behaviour in the workshop environment. The course is one semester long and the students are involved in three units.
Learning Experiences:	**LED Lamp** Marking out, reading plans, cutting, drilling and assembly, soldering, folding, basic circuitry. **BBQ Flip (stainless steel)** Read plans, mark out, cut drill, assembly procedures.
Assessment:	Students will be assessed on their practical work, workbook and a theory test.
Career Pathways:	In Year 8, Engineering Principles and Systems readies students for courses in Years 9, 10, 11 and 12. This will provide students with the knowledge and skills towards the following careers: Trades, apprenticeships and traineeships in engineering: Metal fabrication, fitting and turning, boiler making, panel beating, machining, designing and mining.

English	
Code:	ENG
Description:	English focuses on developing skills across areas of; reading, writing, speaking, listening and viewing. The aim is to have students use their imagination, creativity and world views to interpret and construct texts that share their ideas, persuade audiences and address issues and events in their own lives and communities. The course focuses on enhancing students' critical abilities and stimulating students' appreciation of language and expression. All of the units are based around the Australian National Curriculum.
Learning Experiences:	There are four main units of study as outlined below: **Personal Stories** This unit encourages students to examine how individuals are represented in a range of texts. Students examine and experiment with text structures, language features, and visual forms to create a personal narrative that represents their own identity. **Loving Literature** A love of reading is a vital tool in the development of students' ability across a range of subjects. The intention of this unit is to encourage enjoyment of reading and develop a deep understanding of novel themes surrounding personal, community or global issues. Students analyse the different themes that are explored in novels and texts. **Playing Up!** In this unit students continue their study of drama by focusing their attention on the writing, reading and presentation of plays from a range of cultures. **At the Movies** Students will explore the wonderful world of cinema. **Note:** The curriculum in the Horizons Excellence Program, whilst still following the same pedagogical aspects, will be slightly different in order to cater to the direct aims of this program.
Assessment:	Assessment consists of a variety of written and spoken pieces, under a range of conditions. Generally, there are four or five pieces of assessment per semester, including both written and spoken tasks. At least two pieces are undertaken under test conditions.
Career Pathways:	The study of English will be an asset in all career pathways. Specific English related careers include the following work areas: advertising, marketing, education, media, politics, writing, publishing and public relations.

Food and Fibre Production	
Code:	TFF
Description:	The focus of Food and Fibre Production in Year 8 is to develop the students' knowledge and skills necessary to manipulate materials, tools and equipment to produce a simple textile item and cook nutritional recipes.
Prerequisites:	Students must provide a majority of their own ingredients for cookery weekly. Textile materials will be provided.
Learning Experiences:	During this unit the students will be exposed to: • Knowledge on nutritional information • Practical skills in preparing recipes that develop basic skills • Hygiene and safety in the kitchen • Basic fabric and textile knowledge • Practical sewing skills e.g. boxer shorts or apron
Assessment:	Students will be required to participate in the following assessment techniques: • Supervised written assessment • Written assignments • Practical cookery and textile assessments
Career Pathways:	This course provides students with the knowledge and skills for the Year 9 subjects of Food and Fibre Production and Food Specialisations. Food and Fibre Production provides a pathway to: • Trades, apprenticeships and traineeships in hospitality • Hospitality management • Fashion design • Food technologies • Nutrition related careers • Teaching • Early childhood careers

Food Specialisations	
Code:	TFD
Description:	The focus of Food Specialisations in Year 8 is to develop the students' knowledge and skills necessary to manipulate materials, tools and equipment to prepare food. Students will work in teams and individually in the kitchen and focus on basic food preparation using a variety of food.
Prerequisites:	Students must provide a majority of their own ingredients for cookery weekly.
Learning Experiences:	During this unit the students will be exposed to: • Knowledge and science of cookery • Recognition of food groups in cookery • Practical skills focussing on basic food preparation and cookery methods • Hygiene and safety in the kitchen • Food presentation • Cookery challenges e.g. mystery box
Assessment:	Students will be required to participate in the following assessment techniques: • Supervised written assessment • Written assignments • Practical cookery assessment
Career Pathways:	This course provides students with the knowledge and skills for the Year 9 subjects of Food Specialisations and Food and Fibre Production. Food Studies provides a pathway to: • Trades, apprenticeships and traineeships in hospitality • Hospitality management • Food technologies • Nutrition related careers • Teaching

Graphics	
Code:	GPS
Description:	There are ways of communicating other than the spoken and written forms. The form of communication that students will be learning in this subject is graphical communication. This will be done by completing sketches and drawings, and the use of computers with computer-aided drawing packages. Students also utilise a 3D printer and laser cutter to produce a product.
Learning Experiences:	**Engineering Drawing** Using the Computer-Aided Drafting (CAD) program "Inventor", complete Assembly Drawings, Open and Inline for Assembly, and Detail Drawings to Australian Standards, with products/components set by class teacher. Students will create a folio of work for a chess set and environment. Students will present their chess sets and environment as a rendered image. **Architectural Drawings** In this unit students will assume the role of an architect and design and draw a small cubby house. Students will be using the CAD program called "Revit" to do this. This drawing folio will consist of Concept Sketches, a Site Plan, a Floor Plan, a Furniture Plan, four Elevations and one External View and one Internal View.
Assessment:	Students are required to submit a drawing folio for each of the units that are completed over the semester.
Career Pathways:	Graphics equips students for Senior Graphics subject areas in Years 9, 10, 11 and 12. If students are going to turn their interests to a trade, designer, engineering or architecture as a career after school life, learning the fundamentals of drawing will be an important step.

Health and Physical Education	
Code:	HPE
Description:	Through their involvement in the HPE Key Learning Area, students will develop the knowledge, skills, processes and dispositions to promote health and wellbeing, actively engage in physical activity and enhance personal development.
Learning Experiences:	Learning experiences to be undertaken will be designed to enhance learning within the following Units: • Volleyball • Fitness Profiling • Healthy Lifestyles • Touch Football • Basketball • Athletics • Soccer • Ultimate Disc • Badminton • Mental Health
Assessment:	Assessment techniques will include: • Written exams • Assignments • Project completion • Observed physical performance

Humanities: Civics and Citizenship, Geography, History	
Code:	HUM (CIV, GEG, HIS)
Description:	Humanities is a study of the Earth and its people. In Year 8 the study of Humanities will be divided into three areas: • History: the study of the past • Geography: the study of the Earth • Civics: the study of the Government Each area has been aligned with the national curriculum. Note: The curriculum in the Horizons Excellence Program, whilst still following the same pedagogical aspects, will be slightly different in order to cater the direct aims of this program.
Learning Experiences:	The course is organised around a series of themes or broad areas of study. **Desserts, Dune and Deltas (Geography)** Students will study the geography of Australia. **Medieval Madness (History)** Students will take a step back in time to discover the world of knights, lords, castles and the Black Plague. **Australian Freedoms (Civics)** Students will study the government and geography of Australia. **Movers and Shakers (Geography)** Students will look at human patterns of urbanisation and migration (where people live and why they live there). **Angkor Wat (History)** Students are introduced to the ancient world of the Khmer.
Assessment:	Students will be assessed in each of four categories of assessment: test essays in response to sources, research assignments in response to inquiry questions, multimodal presentations that may include non-written and visual presentations such as video or PowerPoint, as well as short response and response to stimulus tests.
Career Pathways:	Students with an interest in Humanities have found themselves working in diverse fields including; archaeology, diplomatic service, advertising, cultural heritage, the mines, environmental protection, engineering, museums and libraries, tourism, research, education and government.

Indonesian	
Code:	IND
Description:	Bahasa Indonesia, the official language of over 220 million people, is the fifth most spoken language in the world. As a unifying language, Bahasa Indonesia is the common link for over 300 culturally and ethnically diverse groups who inhabit over 3,600 islands across the archipelago. Geographically, Indonesia is our closest neighbour and plays a crucial role in Australia's future. Knowledge of Bahasa Indonesia will contribute to a greater understanding of the Indonesian culture and traditions for our mutual benefit. Bahasa Indonesia is used throughout the archipelago in all spheres of government and public life, including education, health, engineering, trade, commerce, law, foreign affairs and mass media. Currently our bilateral defence and border co-operation relies upon bi-lingual Australian and Indonesian employees. A range of learning experiences across the four language macro skills of listening, speaking, reading and writing are included in the program to develop students' skills in using Indonesian language in realistic situations.
Learning Experiences:	During the unit titled 'Ayo ke Indonesia' (Let's go to Indonesia) and 'Di Pasar' (at the market), students will study topics including place names and locations, verbs, conjunctions, adjectives, fruit, clothes, souvenirs, money, Indonesian culture and Indonesian geography.
Assessment:	Students will be assessed through comprehension and composing tasks on all four macro skills: • Listening • Reading • Writing • Speaking At the completion of the unit, it is optional for students to continue to study Indonesian at Year 9 and beyond
Career Pathways:	The study of Indonesian will be an asset in the following career pathways: international relations, law, environmental science, engineering, finance, journalism, mining, translating, tourism, diplomacy, media and education.

Japanese	
Code:	JAP
Description:	Japan and Australia share a close relationship as neighbours in the Asia-Pacific region. Japan is one of Australia's most important trading partners, and the two countries work together in areas like business, defence, and education. By studying Japanese students will be able to: • Widen their cultural understanding and experiences • Engage with students from Japan • Develop empathy and global perspectives • Gain a competitive edge in the job market • Consider opportunities to travel to Japan to extend language and cultural understanding
Learning Experiences:	A range of learning experiences across the four language macroskills of listening, speaking, reading and writing are included in the program to develop students' skills in using Japanese language in realistic situations. During the units titled 'Let's go to Karaoke' and 'Let's Eat', students will study topics including time, daily routines, Japanese food, dining etiquette and ordering food in Japan. Students can also host a Japanese student from one of the study tours that visit our school each year.
Assessment:	Students will be assessed through comprehension and composing tasks on all four macro skills: • Listening • Reading • Writing • Speaking At the completion of the unit, it is optional for students to continue to study Japanese at Year 9 and beyond.
Career Pathways:	The study of Japanese will be an asset in the following career pathways: international trade and relations, banking and finance, mining, translating and interpreting, tourism, diplomacy, media and education.

Mathematics	
Code:	MAT
Description:	Learning mathematics creates opportunities for, and enriches the lives of all of our students. The Australian Mathematics Curriculum 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.
Learning Experiences:	By the end of Year 8, students use efficient mental and written strategies to carry out the four operations with integers. They round decimals and solve problems involving percentages. Students recognise the index laws and apply them to whole numbers and variables. They simplify a variety of algebraic expressions and solve linear equations. They graph linear relationships on the Cartesian plane. They solve a range of everyday problems involving rates and ratios. Students determine complementary events and use the sum of probabilities to solve problems. They understand the challenges of collecting representative data and the effect on medians and means of outliers. Students choose appropriate units of measurement for area and volume and solve problems. They recognise the features of circles and solve problems involving circumference and area. Students identify conditions for congruence of plane shapes and establish properties of quadrilaterals and solve related numerical problems. They solve problems involving time duration. Students study the following topics: • Number and place value • Real numbers • Money and financial mathematics • Patterns and algebra • Linear and non-linear relationships • Using units of measurement • Geometric reasoning • Chance • Data representation and interpretation
Assessment:	Students will be assessed in the following criteria: • Understanding • Fluency • Problem Solving • Reasoning Assessment will generally be done via assignments and end of term tests.
Career Pathways:	Mathematics will play a role in any future direction the student may choose.

Media Arts	
Code:	MED
Description:	In Media Arts, students identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view. They evaluate how they and other makers and users of media artworks from different cultures, times and places use genre and media conventions and technical and symbolic elements to make meaning. They identify and analyse the social and ethical responsibility of the makers and users of media artworks. Students produce representations of social values and points of view in media artworks for particular audiences and contexts. They use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning. They collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions.
Learning Experiences:	In Media Arts, students will: • Build on their understanding of structure, intent, character, settings, points of view and genre conventions and explore media conventions in their media artworks • Build on their understanding and use of time, space, sound, movement, lighting and technologies • Examine the ways in which audiences make meaning and how different audiences engage with and share media artworks • Explore the media arts and influences of Aboriginal and Torres Strait Islander Peoples and of the Asia region • Explore meaning and interpretation, forms and elements including structure, intent, character, settings, points of view, genre conventions and media conventions as they make and respond to media artworks • Evaluate how established behaviours or conventions influence media artworks they engage with and make • Maintain safety in use of technologies and in interaction with others, including the use of images and works of others • Develop ethical practices and consider regulatory issues when using technology
Assessment:	Students will investigate aspects of filmmaking through a folio of camera operator work, grip tasks and location scout responsibilities. In the second term students will explore the world of TV series – analysing current trends and pitching a new concept with pre-production materials.
Career Pathways:	Some career paths that Media Arts can evolve into are: digital marketer, location manager, media buyer, media planner, media researcher, public relations officer, runner, broadcasting/film/video, social media manager, television/film/video producer, television production coordinator, web content manager, foley artist, camera operator, content creator

Music	
Code:	MUS
Description:	Music has many attributes that help in the development of our creative, academic and social development. Students will be given the opportunity to gain skills in various areas of music. These will include: • Playing musical instruments • Critical listening • Music performance • Historical aspects of music • Music technology • Musical elements
Learning Experiences:	During this elective, students will develop various skills in the following areas: **Playing Musical Instruments** Learn basic guitar and keyboard skills **Critical Listening** Investigate various genres of music through listening and using the elements of music **Historical Aspects of Music** A brief journey through the history of music from the 1950's to present day plus a look at the main periods in music history **Music Technology** A brief look at the latest technologies available to the modern musician
Assessment:	Assessment will include: • Guitar test • Keyboard test • Listening test • Assignment • Various comprehension activities • Recording performance
Career Pathways:	Composer, performer, classroom music teacher, private instrumental teacher, sound engineer (live sound), studio engineer, artistic administrator, music journalist, musicologist

Science	
Code:	SCI
Description:	Science allows students to explore both the theoretical and practical aspects of the world of science. Science is used to enable students to reach deeper understanding of the world around them.
Learning Experiences:	This course is arranged around the Australian Curriculum of Science which has 3 strands - Science Understanding, Science Inquiry Skills and Science as a Human Endeavour. Students will study 4 subjects over the course of one year and include; Classifying Matter, Cell Structure and Functions, The Rock Cycle, Energy Type and Transfers. By the end of Year 8, science students should be able to: • Investigate questions to reach conclusions consistent with scientific knowledge • Describe how science inquiry contributes to an understanding of the world • Describe the function and structure of two different types of cell • Describe rock types and properties • Compare physical and chemical changes and describe differences between substances using particle theory • Describe examples of how different forms of energy cause change in simple systems • Describe a situation where scientific knowledge has been used to solve a real-world problem
Assessment:	The students will do six assessment items in Year 8. These will take the form of written tests and experimental investigations followed by a written report.
Career Pathways:	Science will play a role in any future direction the student may choose.

Visual Art	
Code:	ART
Description:	Students through their study of visual art will be involved in the making, viewing and appraising of artworks. Through their engagement with both two-dimensional and three-dimensional art forms, students will recognise the importance of the visual components of their world.
Learning Experiences:	Students will manipulate visual arts elements, concepts and processes in both two dimensional and three-dimensional forms. Images and objects will be expressed through: • Researching ideas, considering social and cultural issues • Designing and visually documenting ideas • Practising making art through a variety of media Students will experience “hands on” making activities to design and produce a number of artworks as well as be involved in the theoretical components of Art theory.
Assessment:	Assessment tasks will be developed from a wide range of visual arts styles and mediums. Students are assessed in two (2) areas: • Practical portfolios • Theory responses
Career Pathways:	Studying Visual Art can take you into tertiary Visual Art/Design courses, industry training, training at TAFE or university level or straight into visual arts/design job with on-site training. Many career pathways outside the obvious artist, graphic designer value the skills learnt in Visual Arts. Any career path that requires you to be creative and question the environment around you benefits from skills learnt in Visual Arts. Possible careers: animator, illustrator, web designer, graphic designer, artistic director, photographer, reviewer/critic, interior designer, hairdresser, landscape architect, industrial designer, film and television, textile designer, sign maker, jeweller, artist/craftsperson, potter, screen printer, cartoonist

Pursuit of Excellence Studies: Volleyball	
Code:	HVO
Description:	The creation of the Pursuit of Excellence Studies: Volleyball course in 2003 has brought volleyball into the mainstream curriculum rather than have it operate solely as an extra curricula element within the school (which it has been since 1991). This has given students the opportunity to pursue Sporting Excellence within a school environment. Through involvement in the Pursuit of Excellence Studies: Volleyball program, students will develop a strong set of values and virtues such as self-belief, discipline, leadership, responsibility, confidence, commitment, loyalty, integrity, courage and the ability to work as a team member. High expectation in each of these areas is the foundation of the Pursuit of Excellence Studies: Volleyball program.
Prerequisites:	All Year 8 students will have the opportunity to apply and then trial for a place in the Year 8 Pursuit of Excellence Studies: Volleyball class toward the end of Term 2. For successful applicants the program begins at the start of Semester 2.
Learning Experiences:	Learning experiences to be undertaken will be designed to enhance learning within the following Units: • Introduction to Volleyball • Volleyball Skills 1 • Fitness for Volleyball 1
Assessment:	Assessment involves observation of physical performance as well as written exams, assignment activities and booklet completion.
Significant Recent Results:	• Overall Senior Champion School for Trish Buckley 2025 • 12 Sunshine Coast regional representatives 2025 • Year 11 Boys QVSC Honors - Silver 2024 • Year 11 Boys AVSC Division 1 - Gold 2024 • Overall Champion School for Sunshine Coast Schools Trish Buckley Tournament 2023 • Burnside SHS has won this title 18 times • Consistently in top 10 of overall rankings for Queensland Volleyball Schools (with over 150 institutions involved each year)

Homework

Introduction
We believe that regular homework and home study are valuable aspects of the learning process:
1. Building confidence and success in subjects.
2. Re-enforcing class work.
3. Motivating students to achieve and to become more independent learners.
4. Developing regular study habits.
5. Providing information about each student's progress.

What is Homework?
Homework is set by teachers for students to practise work already dealt with in class or for them to cover a certain section of the course on their own.

What is Home Study?
Home Study is set by the students themselves. It is in this area that the students show responsibility by developing good habits. Developing consistent home study habits will pay off in the long run.

Types of Homework
1. The amount of homework set in each subject will vary according to age and learning needs.
2. While the amount of homework will vary according to age and learning needs, every student will be assigned some homework regularly, with an emphasis on the curriculum in Years 7, 8, 9 and 10.
3. Different subjects often have the need to set different types of homework, and at different intervals. Depending on the theoretical or practical nature of the unit or subject being studied, the amount of "written" homework will vary.

Types of Home Study
The main areas of home study requiring student application are:
1. Revising work covered that day (e.g. making summaries).
2. Revising work done in previous weeks.
3. Preparing for tests and exams (**not** left to the last few days).
4. Learning formulae, rules etc (this is a continual process).
5. Doing extra reading (research) and note-taking to support information learnt in class.

How Much Homework and Home Study?
As a general rule the following amounts are the recommended amounts of homework **and** study that a student can be regularly expected to do to a **minimum** each night.

- Year 7 – 1 hour
- Year 8 - 1½ hours
- Year 11 - 2½ - 3 hours
- Year 9 and 10 - 2 hours
- Year 12 - 3+ hours

Assessment Policy

Why Should We Have A Policy?
The policy has been developed to be fair to all students and to ensure that students meet their obligations for completion of a course of study.

	Policy
Due dates	• Students will be issued with Course Overviews and Assessment Planners each semester which will outline the course of study, all assessment items, due dates for drafts and their due date for submission
Exams and orals	• Students must do these on the date set unless there are special circumstances. • Parents of students who have legitimate reasons for missing an exam or oral need to contact the school BEFORE it is due. A medical certificate is required in the event of illness. • Students who legitimately miss an exam or oral must consult with Faculty HOD immediately on their return and complete the assessment as soon as practicable after their return. • If a student fails to sit a test/examination, without a legitimate reason e.g. truancy, loss of credit for the semester may result.
Assignments	• Students will be issued with an assignment cover sheet that includes due date for draft/s, due date for handing in plus the criteria for marking the assessment piece. • Teachers will keep an Assessment Monitoring Checklist which will monitor and record student progress during the assignment. • Students should request a receipt when handing in the assignment. They must be able to produce the receipt if the submission of their assignment is queried.
Drafts	• Students will be expected to submit at least one draft copy of the assessment item approximately one week before the due date. • Students who fail to submit a draft will not have provided evidence for possible later assessment of the task. Consequently, students will be required to produce evidence of work either in the lesson the draft is due or in subsequent detentions before the due date. • Parents will be notified by phone or letter that students have failed to submit a draft and the possible consequences of this.
Extensions of time for assignments	• Students who are unable to submit an assignment on due date for legitimate reasons e.g. illness can apply for an extension. • The extension must be applied for from the Deputy – Junior Secondary School BEFORE THE DUE DATE. (Forms are available from the Administration Office). • The approved extension must be handed to the teacher before or on the due date. Provided the assignment is then submitted on time (as indicated on the extension) there will be no penalty incurred for the late submission.
Late or non-submission of work	• Students not submitting an assignment on the due date without an approved extension will have a mark awarded based on the draft or evidence of work submitted on or before the due date. • They will be provisionally awarded a Level of Achievement based on that mark but will still be required to submit the assignment completed to a reasonable standard in order to receive credit for that semester. • Immediately after the due date the class teacher will notify parents that the assignment has not been received and the consequences of this late submission • Students still needing to submit the item of assessment to meet the course requirement for the semester will have approximately one week after the original one to submit the assignment. Failure to meet this new due date will result in Thursday detention and withdrawal from class to complete the assessment. • If the student still fails to submit the assessment item then parents will be informed in writing by the Deputy – Junior School that course requirements have not been met and the student will not receive credit for that semester.

Non-participation in assessment task	• If the student has provided no draft or evidence of work by the due date then the class teacher will provide the Faculty HOD with a documented record of monitoring and actions taken to circumvent non-submission of work. • Faculty HOD, in consultation with Deputy – Junior Schooling will then notify student and parent that the student will not receive credit for that semester.
Plagiarism	• Plagiarism is presenting someone else's work as if you created and wrote it yourself. It is regarded as a form of cheating. • Depending on the extent of the plagiarism, part or all of an assignment may not be marked. Subsequently students may not receive credit for that semester • Plagiarism can take a number of forms: o Copying or paraphrasing entire or parts of another resource from other sources such as the internet or books without acknowledging the source or providing a reference. o Copying ideas or exact phrasing from another source (even if it is in combination with student's own words) without acknowledging the source or providing a reference. o Copying or paraphrasing another student's work in part or its entirety. o Copying from other group members and presenting the work as your own individual creation. o Contributing little or less to a group project and claiming an equal share of marks. o Collusion – students have exceeded an acceptable level of collaboration on an assignment with identical layout, mistakes, presentation or arguments.

	Whole School	Classroom	School Grounds	To and From School/Off Campus
Care	• Treat property with respect. • Treat all members of the school community with respect. • Resolve conflicts and disagreements without physical or verbal aggression. • Make safe choices. • Keep hands, feet and objects to yourself. • Keep dangerous or banned items out of school.	• Use equipment and materials correctly. • Follow the safety rules for each classroom. • Enter a room only when a teacher is present. • Look and listen whilst others are speaking.	• Keep pathways and stairwells clear to allow movement. • Keep the area around you clean. • Report non-identified visitors on the school grounds to staff immediately. • Behave in a safe manner in the playground. • Play contact games under teacher supervision.	• Show respect, courtesy and manners to others in the wider community. • Remain inside the school grounds from the time you arrive at school until the end of the school day. • Follow the directions of the lolly-pop person on duty. • Wear your uniform correctly and with pride.
Consideration	• Be polite to all members of the school community. • Treat all members of the school community with respect. • Use appropriate language at all times. Use technology only as per Computer Use Agreement.	• Allow the teachers to manage the learning environment. • Bring the correct equipment to class, including school diary. • Attend the class on time. Ensure you meet all assessment deadlines	• Use toilets appropriately.	• Respect other road and footpath users. • Follow all traffic laws.
Co-operation	• Follow the directions and requests of school staff. • Speak politely and respectfully at all times. • Mobile phones and music devices are to be kept off and out of sight at all times. Be in the right place at the right time.	• Remove your hat when in a room. • Remain in the classroom unless otherwise directed by a teacher. • Participate your best in class activities. • Leave bags in the area designated by the teacher.	• Follow canteen procedures. • Report injuries/incidents to staff immediately.	• Follow all bus procedures. • If arriving late or leaving early remember to sign in and out. • Hand in skateboards to the administration block upon arrival at school.