

Burnside State
High School

Smaller Smarter Safer

Year 9 Curriculum Guide 2026

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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 9 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 9 Curriculum is structured.

These Learning Areas are:

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

The subjects within each Learning Area in Year 9 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	Indonesian, Japanese
Mathematics	Mathematics, Numeracy
Science	Science
Technologies	Design and Technologies, Digital Technologies, Engineering Principles and Systems, Food and Fibre Productions, Food Specialisations, Graphics
The Arts	Dance, Drama, Media Arts, Music, Visual Art

Year 9 students study 2 electives per semester.


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. A semester report is issued 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
 Bixland Road Burnside 4560
 SCMC Box 5247 Nambour 4560
 Phone: 07 5459 7333
 burnsideshs.eq.edu.au

Student: Year Level: **7** Term 1 Junior SEC
 Roll Class:

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 the following scale:

- A The student is demonstrating deep and broad knowledge, understanding and skills from the achievement standard.
- 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 standard.
- 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 standard.
- N Insufficient evidence to make a judgement.


Effort is reported on using the following scale:

- A The student is a model learner, demonstrating personal commitment, persistence and adaptability in their learning.
- B The student consistently demonstrates personal commitment, persistence and adaptability in their learning.
- C The student typically demonstrates commitment, persistence and adaptability in their learning.
- D The student sometimes demonstrates commitment, persistence and/or adaptability in their learning.
- 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 in the Student Code of Conduct.
- B The student consistently demonstrates positive learning behaviours and regularly meets the expectations set in the Student Code of Conduct.
- C The student mostly demonstrates positive learning behaviours and usually meets the expectations set in the Student Code of Conduct.
- D The student sometimes demonstrates positive learning behaviours and needs guidance to meet the expectations set in the Student Code of Conduct.
- E The student rarely demonstrates positive learning behaviours and requires intensive support to meet the expectations set in the Student Code of Conduct.
- N Insufficient evidence to make a judgement.

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Student: Year Level: **7** Term 1 Junior SEC
 Roll Class:

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.



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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. Assessment techniques will include extensive usage of digital media.
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

Students with Disabilities

Description:	<p>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.</p> <ul style="list-style-type: none"> • 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:	<p>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.</p>
Personalised Learning Plan:	<p>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.</p>
Support Plan:	<p>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.</p>
Structure/Learning Experiences:	<p>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.</p>

Dance	
Code:	DAN
Description:	<p>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.</p> <p>Through choreography and performance, students engage in problem solving and critical reflection in individual and group circumstances.</p> <p>Through performance, students gain understandings 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.</p>
Learning Experiences:	<p>In Dance, students:</p> <ul style="list-style-type: none"> • Build on their awareness of the body and how it is used in particular dance styles • Extend their understanding and use space, time, dynamics and relationships to expand their choreographic intentions • Extend technical skills, increasing their confidence, accuracy, clarity of movement and projection • Explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of dance as they make and respond to dance • Evaluate dancers' success in expressing the choreographers' intentions and the use of expressive skills in dances they view and perform • Understand that safe dance practices underlie all experiences in the study of dance • Perform within their own body capabilities and work safely in groups
Assessment:	<p>Entertainment</p> <ul style="list-style-type: none"> • Musical theatre and hip-hop performance task • Hip hop choreography task in small groups <p>Innovation</p> <ul style="list-style-type: none"> • Contemporary choreography task in small groups - communicating a message on a current social issue • Written dance analysis
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:	<p>The Year 9 Design and Technologies program is designed to develop knowledge and practical skills utilising a range of hand tools and equipment associated with wood. The semester long program focus is primarily on basic construction techniques with the use of the design process. Students should develop an appreciation of quality workmanship and effective and efficient use of equipment and materials.</p> <p>Key aspects of the course include:</p> <ul style="list-style-type: none"> • Safety in the workshop and industrial environment • Nature of materials • Techniques for manipulating wood and acrylic • Technology practice – designing, making and evaluating <p>Students undertaking this course are expected to display safe working practices and maintain theory work to an acceptable standard.</p>
Learning Experiences:	<p>Students will complete individual practical projects with the emphasis being on the development of skills, knowledge and techniques.</p> <p>Folding Stool (wood and canvas)</p> <p>Marking and cutting out procedures, assembly and drilling procedures, sanding and finishing procedures.</p> <p>Desk Tidy (wood)</p> <p>Marking and cutting out procedures, shaping procedures, assembly and finishing procedures.</p> <p>Wooden Bowl (wood)</p> <p>Marking and cutting procedures, lathe procedures, assembly and finishing procedures.</p> <p>Students will be expected to read, interpret and develop workshop drawings as part of the program. Associated theory work will be used to support practical processes taught in workshop sessions.</p>
Assessment:	Students will be assessed on their practical unit work and associated theory tests.
Career Pathways:	Design and Technologies equips students for senior construction subject areas in Years 10, 11 and 12. Construction provides students with basic skills towards the following careers: trades, apprenticeships and traineeships in carpentry, building, joinery, cabinetmaking, furnishing, machinery, designing, picture framing and forestry.

Digital Technologies	
Code:	DIG
Description:	Students develop capability in using digital technologies for tasks associated with information access and management, software creation and presentation, problem solving, decision making and communication.
Learning Experiences:	<p>Students will gain an understanding of the following specific areas.</p> <p>Game Production</p> <ul style="list-style-type: none"> • Creation of simple game using text or block-based coding • Introduction to programming concepts <p>Web Page Design</p> <ul style="list-style-type: none"> • Creation of simple pages with hyperlinks, images and downloads <p>Programming</p> <ul style="list-style-type: none"> • Use text coding to complete simple tasks
Assessment:	<p>Students will engage in and actively work with relevant software to further develop their skills using any of the following tasks:</p> <ul style="list-style-type: none"> • Projects – group and individual (including instruction manuals and evaluations)
Career Pathways:	Students who enjoy this course should consider choosing 10 Digital Solutions

Drama	
Code:	DRA
Description:	<p>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.</p> <p>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.</p>
Learning Experiences:	<p>Over the course of the drama program, students will:</p> <ul style="list-style-type: none"> • Explore and gain experience in the various roles of the theatre • They will engage with a variety of dramatic styles such as Lecoq's 'Basel mask', physical theatre, classical Greek theatre and associated conventions • Drama education encompasses related disciplines and art forms such as pantomime, clowning, storytelling, melodrama, puppetry, improvisation, mask theatre, public speaking, playwriting, directing, and play productions • Understand the Elements of drama, dramatic conventions and theatre forms
Assessment:	<p>Forming</p> <p>Students will devise scenes as part of an ensemble for a larger performance. They will construct individual scripts within the framework of the dramatic styles studied within the unit.</p> <p>Presenting</p> <p>Students will perform scripted and collaboratively devised theatre across a range of theatrical styles.</p> <p>Responding</p> <p>Students will deconstruct and critique peer performances and critically reflect upon their own performing and devising process.</p>
Career Pathways:	<p>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</p>

Drones and Modern Flight

Code:	DMG
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 manned flight (aircraft). It is concerned with the practical applications related to FPV drone flight, safety considerations, racing, fixed wing design and engineering.
Learning Experiences:	<p>Unmanned Flight (Drones and Multi Rotar)</p> <p>Drone flight has become increasingly popular and is quickly becoming a requirement of modern-day jobs. Drones have also become a sport in FPV racing. This unit will cover a range of drone technologies including safety considerations, online simulators, FPV technology and human factors. Students will fly drones fit for purpose.</p> <p>Manned Flight (Fixed-Wing Aircraft)</p> <p>Students will research the history of manned flight and make a model aeroplane incorporating engineering, aerodynamics.</p> <p># 'learning experiences subject to change'</p>
Assessment:	Completed over the semester, students are required to build a kit drone and digital folio for the Unmanned Flight unit and a Model Aircraft Parachute project for the Manned Flight 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.

Introduction to Early Childhood

Code:	EAR
Description:	Students will engage in a variety of learning experiences related to child development and care. The focus is to introduce the students to be able to care and conduct engaging and educational learning experiences with children under the age of 5.
Prerequisites:	None
Learning Experiences:	<ul style="list-style-type: none"> • Child development; areas and stages of development and the factors which influence these • Physical development; factors effecting the growth and development of children including physical activity and activities to encourage children to reach their full potential • Play; types of play and its importance • Celebrations; understanding the importance of celebrating targeted traditions, focal points for inclusive practices • Experiencing and investigating creative and practical craft activities for young children • Visits to childcare facilities and/or the primary school (if time permits)
Assessment:	<ul style="list-style-type: none"> • Practical performances – Designing and producing lesson plans to engage children in practical activities. Designing and producing a ‘themed celebrations display’ for a targeted environment. • Written investigations – Evaluation of the practical activity with justification and instructions. Evaluation of the ‘themed celebrations display’ with a justification of its relevance.
Career Pathways:	Careers with children including; childcare assistant, group leader, child-care director, education including primary school teacher, nanny/au pair, child care cook/nutritionist, after school care co-ordinator, baby sitter, community services, child care worker on cruise ship or holiday parks.

Economics and Business

Code:	ECB
Description:	<p>Students will be taken on an interactive journey providing them with an awareness of international business, financial literacy, and entrepreneurial skills required to operate a business.</p> <p>They will use their entrepreneurial skills to develop and sell a product. Students will choose their own product with guidance from the teacher. These products are sold to students and staff within Burnside State High School on a “market day”. In the past students have sold cupcakes, ice cream spiders, bath bombs, and waffles. Students have found it a very rewarding and a fun experience.</p>
Learning Experiences:	<p>During this elective, students will develop their previous knowledge and skills in the area of basic business and computing skills. This may include:</p> <ul style="list-style-type: none"> • International business • Entrepreneurial skills • Financial literacy
Assessment:	<p>To assess student understanding of what has been covered in the course, students will:</p> <ul style="list-style-type: none"> • Operate a business venture • Assignments • Students will also undertake an investigation into taking a business internationally, which will also focus on financial literacy.
Career Pathways:	<p>Students who enjoy this course should consider choosing Foundation for Business and Legal Studies in Year 10.</p>

Engineering Principles and Systems

Code:	TES
Description:	<p>The Year 9 Engineering Principles and Systems program is designed to develop knowledge and practical skills utilising a range of hand tools and equipment associated with metal. The semester long program focus is primarily on basic construction and manufacturing techniques with the use of the design process. Students should develop an appreciation of quality workmanship and effective and efficient use of equipment and materials.</p> <p>Key aspects of the course include:</p> <ul style="list-style-type: none"> • Safety in the workshop and industrial environment • Nature of materials • Techniques for manipulating metal • Technology practice – designing, making and evaluating <p>Students undertaking this course are expected to display safe working practices and maintain theory work to an acceptable standard.</p>
Learning Experiences:	<p>Students will complete individual practical projects with the emphasis being on the development of skills, knowledge and techniques.</p> <p>Junior Hacksaw (steel) Marking and cutting out procedures, thread and bending procedures, filing and finishing procedures and assembly.</p> <p>Egg Flip Marking and cutting out procedures, filing, drilling and assembly procedures.</p> <p>Tool Box (sheet metal) Marking and cutting out procedures, shaping procedures and assembly.</p>
Assessment:	Students will be assessed on their practical unit work and associated theory tests.
Career Pathways:	Engineering Principles and Systems equips students for senior engineering subject areas in Years 10, 11 and 12. Engineering Principles and Systems provides students with basic 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 student's critical abilities and stimulating student's appreciation of language and expression. All of the units are based around the Australian National Curriculum.
Learning Experiences:	<p>There are four main units of study as outlined below:</p> <p>Aussie Who? Aussie Me!</p> <p>Students investigate the way texts shape our national identity and how texts have been shaped by our history and cultural diversity.</p> <p>A Novel Study</p> <p>Through reading novels, students explore themes of hope and inspiration, demonstrating humanity's strength to overcome adversity and survive no matter what the circumstances. The novel will have a World War II focus.</p> <p>Media Power</p> <p>This unit's intention is for students to realise the cornerstone of any democracy is the media. Students will examine all kinds of media from the newspaper to the television show.</p> <p>Language Online</p> <p>In this unit, students investigate contemporary media to develop a critical understanding of the differences between media texts and the responsibilities of online interactions.</p> <p>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.</p>
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 at least one is spoken task. 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 9 is to extend student's knowledge and skills necessary to manipulate materials, tools and equipment to prepare food and create textile items.
Pre-requisites:	Students must provide the majority of their own ingredients for weekly cookery. Textile materials will be provided.
Learning Experiences:	<p>During this unit the students will be exposed to:</p> <ul style="list-style-type: none"> • Hygiene and safety in the kitchen • Practical skills focussing on making meals from basic ingredients to enhance well-being of individuals and families • Healthy food choices • Explore a range of fabric decoration techniques • Selecting fabrics for sewing and creating items e.g. gaming cushion cover, backpack, shopping bag
Assessment:	<p>Students will be required to participate in the following assessment techniques:</p> <ul style="list-style-type: none"> • Supervised written assessment • Written assignments • Practical cookery and textile assessment
Career Pathways:	<p>This course provides students with the knowledge and skills for the Year 10 subjects of Food and Nutrition, Hospitality and/or Early Childhood.</p> <p>Food and Fibre Production provides a pathway to:</p> <ul style="list-style-type: none"> • Trades, apprenticeships and traineeships in hospitality • Hospitality management • Food technologies • Nutrition related careers • Teaching • Early childhood careers • Fashion design

Food Specialisations

Code:	TFD
Description:	The focus of Food Specialisations in Year 9 is to extend the student's knowledge and skills necessary to manipulate multicultural ingredients and cookery methods to prepare food from different cultures.
Pre-requisites:	Students must provide a majority of their own ingredients for cookery weekly.
Learning Experiences:	<p>During this unit the students will be exposed to:</p> <ul style="list-style-type: none"> • Hygiene and safety in the kitchen • Practical skills focussing on multicultural meals and cookery methods • Food presentation typical of world cultures
Assessment:	<p>Students will be required to participate in the following assessment techniques:</p> <ul style="list-style-type: none"> • Supervised written assessment • Written assignments • Practical cookery assessment
Career Pathways:	<p>This course provides students with the knowledge and skills for the Year 10 subjects of Food and Nutrition and/or Hospitality.</p> <p>Food Specialisations provides a pathway to:</p> <ul style="list-style-type: none"> • Certificate II in Hospitality • 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, 3D printers and laser cutting technology.
Learning Experiences:	<p>Engineering Drawing</p> <p>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. The product that could be used in this unit is 'Designing a Phone Holder'. Students then use 3D printer or laser cutting technology to produce their product.</p> <p>Architectural Drawings</p> <p>In this unit students will assume the role of an architect and design and draw a small beach house. Students will be using the CAD program called "Revit" to do this. This drawing portfolio will consist of Concept Sketches, a Site Plan, a Floor Plan, a Furniture Plan, four Elevations and one External View and one Internal View.</p>
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 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:	<p>Learning experiences to be undertaken will be designed to enhance learning within the following units:</p> <ul style="list-style-type: none"> • Indoor Hockey • Drug Education • Softball • European Handball • Athletics • Fitness Activities • Racquet Sports • Sexual Health and Personal Development
Assessment:	<p>Assessment techniques will include:</p> <ul style="list-style-type: none"> • Written exams • Assignments • Project completion • Observed physical performance

Humanities: Civics and Citizenship, Geography, History

Code:	HUM (CIV, GEG, HIS)
Description:	<p>Humanities is a study of the Earth and its people. In Year 9 the study of Humanities will be divided into three areas:</p> <ul style="list-style-type: none"> • History: the study of the past • Geography: the study of the Earth • Civics: the study of the Government <p>Each area has been aligned with the national curriculum.</p> <p>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.</p>
Learning Experiences:	<p>The course is organised around a series of themes or broad areas of study.</p> <p>Australia's Hidden History (History)</p> <p>Students will study the making of our great nation with a focus on the story of the Aboriginal people. Students will also review Australian Government.</p> <p>The Industrial Revolution and Interconnections (History and Geography)</p> <p>As the world undergoes a change in computers and communication technology, students will study another time of revolution that changed the world from a landscape of farms to a landscape of factories.</p> <p>World War I (History)</p> <p>Students will understand the cause and impact of the war to end all wars. The cause of the war, the Gallipoli campaign and the impact on both the world and Australia will be key focuses.</p> <p>Disappearing Earth (Geography)</p> <p>Students are introduced to concepts of sustainability and food security in this unit of Geographical Inquiry. Are we running out of food?</p> <p>Party Party (Civics)</p> <p>Students will study the inner workings of the Australian Government, including a focus on courts and political parties.</p> <p>Caught and Court (Civics)</p> <p>This unit is an in-depth study of the Queensland and Australian legal systems.</p>
Assessment:	<p>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, and short response tests and response to stimulus tests.</p>
Career Pathways:	<p>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.</p>

Indonesian	
Code:	IND
Description:	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
Learning Experiences:	<p>During the unit titled 'Makanan and Minuman' (Food and Drink) and 'Binatang di Indonesia' (Animals in Indonesia), students will study topics including Indonesian food and drink, expressing preferences, describing taste, classifiers, Indonesian animals and environment, identifying threats to the environment, how we can protect the environment, verb construction, Indonesian culture and Indonesian geography.</p>
Assessment:	<p>Students will be assessed through comprehension and composing tasks on all four macro skills:</p> <ul style="list-style-type: none"> • Listening • Reading • Writing • Speaking
Career Pathways:	<p>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.</p>

Japanese

Code:	JAP
Description:	<p>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.</p> <p>By studying Japanese students will be able to:</p> <ul style="list-style-type: none"> • 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 <p>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 Japanese language in realistic situations.</p>
Learning Experiences:	<p>During the units titled 'Let's Play' and 'Future Life', students will study topics including leisure time activities in Australia and Japan, making and declining invitations, occupations and future aspirations.</p> <p>Students can also host a Japanese student from one of the study tours that visit our school each year.</p>
Assessment:	<p>Students will be assessed through comprehension and composing tasks on all four macro skills:</p> <ul style="list-style-type: none"> • Listening • Reading • Writing • Speaking
Career Pathways:	<p>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.</p>
Prerequisites:	<p>Students, typically will have studied Japanese for a continuous period throughout Years 7 and 8.</p>

Mathematics	
Code:	MAT
Description:	<p>Learning mathematics creates opportunities for and enriches the lives of all of our students.</p> <p>The Australian Mathematics Curriculum provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability.</p> <p>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.</p>
Learning Experiences:	<p>By the end of Year 9, students express numbers in scientific notation and apply the index laws to numbers. They expand and factorise algebraic expressions and solve problems involving simple interest. Students solve linear equations using graphical and algebraic techniques. Students list outcomes, assign and determine probabilities for events. They construct displays and investigate the position of the mean and median and describe the shape of the distribution. Students calculate areas of shapes and volume and surface area of right prisms. They investigate similar and congruent triangles and problems involving Pythagoras' theorem. Students recognise the connection between similarity and the trigonometric ratios and use trigonometry to solve right-angled triangle problems.</p> <p>Students study the following topics:</p> <ul style="list-style-type: none"> • Real numbers • Money and financial mathematics • Patterns and algebra • Linear and non-linear relationships • Using units of measurement • Geometric reasoning • Pythagoras and trigonometry • Chance • Data representation and interpretation
Assessment:	<p>Students will be assessed in the following criteria:</p> <ul style="list-style-type: none"> • Understanding • Fluency • Problem Solving • Reasoning <p>Assessment will generally be done via assignments and end of term tests.</p>
Career Pathways:	Mathematics will play a role in any future direction the student may choose.

Media Arts

Code:	MED
Description:	In Media Arts, students develop knowledge, understanding and skills in the creative use of communications technologies and digital materials to tell stories and explore concepts for diverse purposes and audiences. Media artists represent the world using platforms such as television, film, video, newspapers, radio, video games, the internet and mobile media. Produced and received in diverse contexts, these communication forms are important sources of information, entertainment, persuasion and education and are significant cultural industries.
Learning Experiences:	<p>In Media Arts, students may:</p> <ul style="list-style-type: none"> draw on media arts from a range of cultures, times and locations as they experience media arts refine and extend their understanding and use of structure, intent, character, settings, points of view, genre conventions and media conventions in their compositions explore meaning and interpretation, forms and elements, and social, cultural and historical influences of media arts as they make and respond to media artworks analyse the way in which audiences make meaning and how audiences interact with and share media artworks explore the media arts and influences of Aboriginal and Torres Strait Islander Peoples and of the Asia region learn that over time there has been further development of different traditional and contemporary styles as they explore media forms explore the representation of relationships that have developed between Aboriginal and Torres Strait Islander Peoples and other cultures in Australia and how these may influence their own artistic intentions in making media artworks
Assessment:	<ul style="list-style-type: none"> Students will investigate a multimodal case study, e.g. YouTube Students use and manipulate media technologies to create a multimodal video production
Career Pathways:	Some career pathways for Media Arts include advertising professional, film composer, producer, director, set designer, sound editor, film editor, visual effects coordinator, media industry specialist, post-production specialist, film critic, camera operator and screenwriter.

Music	
Code:	MUS
Description:	Music has attributes that help students gain many skills in their creative, intellectual and social development.
Learning Experiences:	<p>Students will develop various skills in three main focus areas studied in music:</p> <p>Music Performance</p> <p>Students will learn basic guitar and keyboard skills as well as participate in individual and group performances.</p> <p>Music Composition</p> <p>Students will learn the techniques to create basic music compositions as well as writing original pieces in various genres of music.</p> <p>Music Analysis</p> <p>Students will investigate various genres of music through listening and using the elements of music and various compositional devices.</p> <p>Other learning experiences will include:</p> <p>Playing a variety of musical instruments, critical listening, music performance, historical aspects of music, music technology and musical elements.</p> <p>Units covered in this semester course include:</p> <ul style="list-style-type: none"> • Practical Guitar 1 • Practical Keyboard 1 • The Elements of Music • Modern Music Technology
Assessment:	<p>Music performance</p> <p>Assessment will include practical guitar test, practical keyboard test, group and individual performances.</p> <p>Music Composition</p> <p>Assessment will include written and recorded compositions and music arranging.</p> <p>Music Analysis</p> <p>Assessment will include written tests, assignments, listening tasks, various comprehension activities.</p>
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:	<p>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.</p> <p>Students will study 8 topics over the course of one year and include Electrical Energy, Wave Motion, Inside the Atom, Dynamic Earth, Living with Microbes, Body Balance, Ecosystems and Everyday Reactions.</p> <p>By the end of Year 9 science students should be able to:</p> <ul style="list-style-type: none"> • Use their knowledge to pose different types of questions that can be investigated using a range of inquiry skills. • Plan experimental procedures which include the accurate control and measurement of variables. • Use scientific language and representations when communicating their results and ideas. • Use knowledge of body systems to explain how complex organisms respond to external changes. • Explain geological features and events in terms of geological processes and timescales. • Describe the structure of atoms and explain chemical changes in terms of the behaviour of atoms • Describe a range of chemical reactions and explain their importance • Compare, in qualitative terms, how two different forms of energy can be transferred. • Describe interrelationships between science and technology and give examples of developments in science that have been affected.
Assessment:	The students will do six assessment items in Year 9. 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. Science is a precursor to many tertiary studies including engineering, surveying, medicine, health, biomedical science, pharmacy, sport and exercise science, physiology, physiotherapy, vet science and aged care.

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:	<p>The course is arranged around the Essential Learnings for Visual Art. In this context, students use the processes of Ways of Working to develop and demonstrate their Knowledge and Understanding.</p> <p>Students will manipulate visual arts elements, concepts and processes in both two-dimensional and three-dimensional forms.</p> <p>Within the subject of Visual Art, students will experience “hands on” making activities to design and produce a number of art works as well as be involved in the theoretical components of Art theory.</p>
Assessment:	<ul style="list-style-type: none"> Students will create three (3) practical folios of work based on various artists/styles and using many mediums. These could include ceramics, painting, drawing, mixed media, digital, sculpture and printmaking. Students will also write theoretical responses to artists and art movements studied in class. These will be in the form of assignments, presentations and exams.
Career Pathways:	<p>Studying Visual Art can take you into tertiary visual art/design courses, industry training, training at TAFE or university level or straight in to a visual arts/design job with on-site training. Many career pathways outside the obvious artist or 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.</p> <p>Possible careers: animator, illustrator, web designer, graphic designer, artistic director, photographer, reviewer/critic, interior designer, hair dresser, landscape architect, industrial designer, film and television, textile designer, sign maker, jeweller, artist/craftsperson, potter, screen printer, cartoonist</p>

Pursuit of Excellence Studies: Volleyball

Code:	HVO
Description:	<p>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-curricular element within the school (which it has been since 1991). This has given students the opportunity to pursue Sporting Excellence within a school environment.</p> <p>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.</p>
Prerequisites:	Students enrolled in the Year 9 Pursuit of Excellence Studies: Volleyball class have usually completed the Year 8 Pursuit of Excellence Studies course the previous year. Students can apply for entry to the Year 9 class if they have shown a commitment to the sport through prior extra curricula involvement.
Learning Experiences:	<p>Learning experiences to be undertaken will be designed to enhance learning within the following units:</p> <ul style="list-style-type: none"> • Level 1 Referee's Course • Team Tactics and Training in Volleyball 1 • Volleyball and Sports Injuries • Volleyball Skills 2 • Team Tactics and Training in Volleyball 2 • Volleyball and the Mind • Volleyball: A Team Sport • Team Training in Volleyball 1
Assessment:	Assessment involves observation of physical performance as well as written exams, assignment activities and booklet completion.
Significant Recent Results:	<ul style="list-style-type: none"> • 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)

Sport at Burnside State High School

Sport Education is an integral part of the School Curriculum and a logical extension of the Health and Physical Education Key Learning Area. Sport Education at Burnside State High School encompasses:

- Sporting/recreational activities that exist as part of the school's regular timetable.
- Carnivals and events that operate as annual inter-house competitions.
- Activities occurring as part of inter-school sporting competitions or systems.
- Student involvement in District/Regional/State/National trials and carnivals.

Sport Education at Burnside State High School is structured to provide a wide range of opportunities in individual pursuits and team sports on both a competitive and recreational basis. Examples of specific offerings are detailed below.

Inter-House Carnivals

All students are encouraged to participate in our annual Swimming Carnival, Cross Country run and Athletics Carnival.

School-Based Sporting Teams

Year 7, 8, 9 and 10 students have the opportunity to represent the school in the sports of Basketball, Soccer, Touch Football and Volleyball through the North District Interschool Competition which is conducted during school time during Terms 1, 2 and 3.

Burnside State High School is also involved in a large array of school-based sporting competitions conducted after school hours. Teams are fielded in sports including Rugby League, Futsal, Cricket and AFL.

Special mention must be made of the school's Volleyball program, which now operates both as part of the Year 7, 8, 9 and 10 Curriculum as well as being an extremely successful extra-curricular activity.

Secondary School Sport Representative System

All students are eligible to nominate for involvement in the various sporting trials conducted at the District level. Burnside State High School students regularly gain Regional sporting representation in their chosen sports, with many progressing on to earn State/National honours.

Student achievements in sport are recognised through a comprehensive system of sports awards that are presented during our Awards Night celebrations.

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 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 9 and 10 - 2 hours |
| • Year 8 - 1½ hours | • Year 12 - 3+ hours |
| • Year 11 - 2½ - 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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. ○ 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. ○ Copying or paraphrasing another student's work in part or its entirety. ○ Copying from other group members and presenting the work as your own individual creation. ○ Contributing little or less to a group project and claiming an equal share of marks. ○ Collusion – students have exceeded an acceptable level of collaboration on an assignment with identical layout, mistakes, presentation or arguments.

Burnside State High School Expectations Matrix

	Whole School	Classroom	School Grounds	To and From School/Off Campus
Care	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Be polite to all members of the school community. • Treat all members of the school community with respect. • Use appropriate language at all times. <p>Use technology only as per Computer Use Agreement.</p>	<ul style="list-style-type: none"> • Allow the teachers to manage the learning environment. • Bring the correct equipment to class, including school diary. • Attend the class on time. <p>Ensure you meet all assessment deadlines</p>	<ul style="list-style-type: none"> • Use toilets appropriately. 	<ul style="list-style-type: none"> • Respect other road and footpath users. • Follow all traffic laws.
Co-operation	<ul style="list-style-type: none"> • 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. <p>Be in the right place at the right time.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Follow canteen procedures. • Report injuries/incidents to staff immediately. 	<ul style="list-style-type: none"> • 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.