Burnside State High School
Smaller Smarter Safer

Year 7 Curriculum Guide 2023

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.

Kerri Dunn
Principal

Year 7 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 BSHS 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 7, 8 and 9 Curriculum is structured.

These Learning Areas are:

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

The subjects within each Learning Area in Year 7 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	Humanities and Social Sciences, Economics and Business
Languages	Indonesian, Japanese
Mathematics	Mathematics, Numeracy
Science	Science
Technologies	Design and Technologies, Digital Technologies, Food and Fibre Production
The Arts	Dance, Drama, Music, Visual Art

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.

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 computer 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 all 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 maximum payment plan of $1,650.00 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.
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 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.
Transition Program:	A Transition Program is offered in term 4 to assist students with their move from Year 6 into high school.

	Diverse Learning Hub
	Learning Support for Non-Verified Students
Aim:	To engender academic success in all students who attend the Learning Support Unit by: • Supporting growth in reading comprehension, spelling and writing skills identified in low level learners • Supporting growth in numeracy skills identified in low level learners • Identifying, accelerating and differentiating curriculum to maximise student learning outcomes and experiences • Supporting class teachers' ability to differentiate the curriculum and adjust assessments to cater for individual needs in the classroom Students with *learning difficulties* are supported through a whole school intervention approach which focuses on our school community providing intensive intervention based on State standards and school-based expectations. Intensive intervention involves classroom teachers, Learning Support teachers and teacher aides working together to ensure curriculum design, teaching practices and quality assessment is provided to students who are experiencing difficulty with the literacy and numeracy demands of the curriculum. Students with learning difficulties participate in classes with their same aged peers and have access to 'reasonable adjustments' to the curriculum in line with Education Queensland policy. Reasonable adjustments for students with learning difficulties are planned and negotiated as early as possible so that students can be provided with appropriate support in order to commence, participate and complete course study requirements. Each case must be considered on an individual basis and decisions reached through consultation. This consultation process involves the student and/or parent/guardian, class teachers and Learning Support teachers.
Model:	A whole school intervention approach which focuses on school communities providing evidence based instruction, continuous data monitoring, timely identification of struggling students and use of response data to change the intensity or type of intervention. The whole school approach focuses on all students who do not meet national, state and school based literacy and numeracy achievement standards and expectations. Strategies for support include: • Use of NAPLAN and state standards as well as school-based expectations in determining the need for intervention • Use of classroom based assessment tools in targeting areas for intervention • Provision of support to teachers and teacher aides in making intervention decisions • Use of student achievement data to measure the effectiveness of intervention • Working collaboratively with Head of Special Education Services to coordinate human and physical resources • Conceptualising literacy and numeracy intervention within three layers (whole school intervention, targeted group interventions, intensive interventions)

Dance	
Code:	DAN
Description:	Dance is expressive movement with purpose and form. Through dance, students represent, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication. Like all art forms, dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Dance enables students to develop a movement vocabulary with which to explore and refine imaginative ways of moving individually and collaboratively. Students choreograph, rehearse, perform and respond as they engage with dance practice and practitioners in their own and other cultures and communities. Students use the elements of dance to explore choreography and performance and to practice choreographic, technical and expressive skills. They respond to their own and other dances using physical and verbal communication. Active participation as dancers, choreographers and audiences promotes students' wellbeing and social inclusion. Learning in and through dance enhances students' knowledge and understanding of diverse cultures and contexts and develops their personal, social and cultural identity.
Learning Experiences:	Learning in Dance involves students exploring elements, skills and processes through the integrated practices of choreography, performance and appreciation. The body is the instrument of expression and uses combinations of the elements of dance (space, time, dynamics and relationships) to communicate and express meaning through expressive and purposeful movement. Dance involves improvising, choreographing, comparing and contrasting, refining, interpreting, practicing, rehearsing and performing. Students work safely with the elements of dance (space, time, dynamics and relationships), in combination, to create and communicate meaning through dance.
Assessment:	• Partake in dance workshops • Perform a choreographed group dance
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 Industrial Technology and Design in Year 7 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 term long and the students are involved in three projects.
Learning Experiences:	**Photo Frame (Plastic)** Marking Out Procedures, Cutting Out Procedures, Shaping Procedures, Finishing procedures. **Ornamental Dolphin (Wood)** Marking Out Procedures, Cutting Out Procedures, Joining and Assembly Procedures, Finishing procedures. **Dog Tags (Metal)** Marking Out Procedures, Finishing Procedures **Computer Aided Drafting** Sketching/Drawing by hand, Using the Inventor Program on the Computer Aided Drafting Package, Third Angle Projection, and Pictorial Views.
Assessment:	Students will be assessed on their practical work and workbook assessment.
Career Pathways:	In Year 7, Industrial Technology and Design readies students for the other courses in Years 8, 9, 10, 11 and 12. This will provide students with the knowledge and skills towards the following careers: • Engineering: Trades, apprenticeships and traineeships in metal fabrication, fitting and turning, boiler making, panel beating, machining, designing and mining • Carpentry Construction: Trades, apprenticeships and traineeships in building, joinery, cabinetmaking, furnishing, machining, designing, picture framing and forestry • Computer Aided Drafting: Trades, designers, engineering and architecture

Digital Technologies

Code:	DIG
Description:	Students will undertake an introduction to digital technologies, in particular the emerging world of robotics and drones. Students will look at how sensors and motors work together with programming to achieve a task. Students will investigate how these emerging technologies can be used to help solve real world problems.
Learning Experiences:	During this elective, students will develop their previous knowledge and skills in the area of **digital technologies**. This may include: • Robotics • Drones • Sensors and motors • Computational thinking • Functional requirements and constraints • Flow charts • General programming • User Interface design
Assessment:	Students will design an emerging technology which solves an element of one of the United Nations' sustainability goals.
Career Pathways:	Students who enjoy this course should consider choosing Digital Technologies electives in future levels.

	Drama
Code:	DRA
Description:	Drama is an art form that explores human conflict and tension. • Drama 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. • 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 the roles of the actor, writer, and audience member. They will engage with a variety of dramatic styles. Drama education encompasses related disciplines and art forms such as clowning, storytelling, melodrama, improvisation, and play productions. Learning experiences will include: • Elements of drama • Dramatic conventions • Role-play • Audience interaction • Character development
Assessment:	• Partake in improvisation work in groups • Perform scripted and collaboratively devised theatre
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.

Economics and Business

Code:	ECB
Description:	Students will be taken on an interactive journey exploring the characteristics of successful businesses and will consider how entrepreneurial behaviour contributes to business success. Students will develop an understanding of the importance of setting goals and planning to achieve these goals, which are vital for individual and business success. Students consider approaches to planning in different contexts, while also considering different ways to derive an income. The emphasis in on personal, community, national or regional issues or events, with opportunities for concepts to also be considered in the global context where appropriate.
Learning Experiences:	During this elective, students will develop their previous knowledge and skills in the area of **basic business**. This may include: - Word processing - Questioning and research - Analysis and interpretation - Setting financial goals - Why we work - Becoming a successful entrepreneur - Consumers and producers
Assessment:	To assess the student's understanding of what has been covered in the course, students will: Conduct a feasibility study on a future product
Career Pathways:	Students who enjoy this course should consider choosing Business in future levels.

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 which was launched in 2012 across Queensland.
Learning Experiences:	There are four main units of study as outlined below: **Shorty Shorts** This unit encourages students to examine the narrative. Students examine and experiment with text structures, language features, and visual forms to create a short story of their own. **The Power of the Poem** In this unit students investigate and interpret poems and short stories from a range of cultures that reflect on and challenge the values of an individual or group and influence emotions and opinions. **Get on Your High Horse** Public speaking is an essential life skill. In this unit students will learn how to be persuasive in a public speech. **Comic Adventures** In this unit students continue their study of the narrative by examining comics, graphic novels and animated stories. Students will produce their own animated adventure. **Note:** The curriculum in the Horizons 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 year, 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:	Students will focus on environmentally friendly practices. They will be encouraged to develop independent skills to incorporate and promote a sustainable environment.
Learning Experiences:	During this unit students will be exposed to knowledge of eco-friendly practices. They will develop practical textile skills using equipment and techniques. This will include: • Eco-friendly solutions • Safe work practices • Introduction to cooking • Basic nutrition • Basic design principles and sewing techniques
Assessment:	Knowledge and understanding • Design challenge • Investigating and Designing, Producing, Evaluating and Reflecting • Practical skills • Design challenge
Career Pathways:	Students who enjoy this unit will be exposed to practical skills in the kitchen in Year 8 where the focus is food and nutrition and can lead to the hospitality subject in Years 10 - 12.

Health and Physical Education

Code:	HPE	
Description:	Health and Physical Education teaches students how to enhance their own and others' health, wellbeing and physical activity participation in varied and changing contexts. It offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable, and physically active.	
Strands:	Personal, Social and Community Health	Movement and Physical Activity
Key Ideas:	• Being healthy, safe and active • Communicating and interacting for health and wellbeing • Contributing to healthy and active communities	• Moving our body • Understanding movement • Learning through movement
Learning Experiences:	• Alcohol and drugs • Food and nutrition • Health benefits of physical activity • Mental health and wellbeing • Relationships and sexuality • Safety	• Active play and minor games • Challenge and adventure activities • Fundamental movement skills • Games and sports • Health-related physical activities • Rhythmic and expressive movement
Assessment:	Assessment techniques will include: • Written exams • Assignments • Project completion • Observed physical performance	

Humanities and Social Sciences

Code:	HUM
Description:	Humanities is a study of the Earth and its people. In Year 7 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 Horizon's 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. **Digging up the Past** Students will take a step back in time to discover the world of Ancient Egypt, Rome, Greece and China. **From Barton to Morrison** Students will study the government of Australia. **Places and Liveability** Why do people live where they live? Students will look at the geography of human living conditions. **India Yesterday** Students are introduced to the ancient world of India. **Water World** In this Geography unit, students learn about water and how it impacts on our world.
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:	The ability to communicate in another language has long been regarded as an essential element of a well-rounded education. Language and communication are at the heart of the human experience. Indonesian is the official language of the Republic of Indonesia. There are over 300 million speakers of Indonesian, making it the seventh most widely spoken language in the world. Students in Year 7 will have the opportunity to discover the language and culture of our close neighbours. There are many significant social and cultural benefits to be had from broadening and deepening our people-to-people links across the region. Students will develop the skills and understanding needed to be successful, well-rounded citizens in our ever-changing world.
Learning Experiences:	During the unit titled 'Tentang Saya' (About Me), students will study topics including Greetings, Family and Self, Likes and Dislikes, Food and Drink, Time and Place, Numbers, Indonesian Culture and Indonesian Geography. Students have the opportunity to host International students from a range of countries and maintain an e-pal.
Assessment:	Students will be assessed through comprehension and composing tasks on all four macro skills: • Listening • Reading • Writing • Speaking This unit will be studied by all Year 7 students. At the completion of the unit, it is then optional for students to continue to study Indonesian further into high school.
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:	JPS
Description:	Japanese is an exciting and challenging language, with a rich and diverse culture filled with incredible customs and history. By studying Japanese students will be able to: • Understand more about their own language • Engage with the global community • Widen their cultural understanding and experiences • Develop new perspectives and opportunities • 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 applied to develop students' skills in using Japanese language in realistic situations. Topics include Family, Food, Hobbies and Sports, and Daily Life. Learning is enriched by the study of Japanese Etiquette and have practical classes of cooking, eating and origami. Students have the opportunity to host a Japanese student from one of the study tours that visit our school each year and maintain an e-pal. At the completion of the unit, students have the option to continue their study of Japanese in Grades 8, 9, 10, 11 and 12.
Assessment:	The student's ability to communicate in Japanese and their cultural, historical and social knowledge of Japan is assessed. All elements of the learning experiences are assessed each term through a range of assessments focusing on the four Language Macroskills of Listening, Speaking, Reading and Writing.
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 7, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two parallel lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays.
	Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel line. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots.
	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 • Shape • Location and Transformation • 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.

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:	Possible assessment may 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.

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 7 students will have the opportunity to apply and then trial for a place in the Year 7 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:	• Silver Medal Intermediate Girls Pairs – QBVSC 2020 • Silver Medal Intermediate Boys Pairs Div. 1 – QBVSC 2020 • Silver Medal Intermediate Boys Pairs Div. 2 – QBVSC 2020 • Bronze Medal Intermediate Boys Pairs Div. 2 – QBVSC 2020 • Bronze Medal Year 9 Boys Div. 1 – QVSC 2020 • Silver Medal Senior Girls Pairs Div. 2 – QBVSC 2021 • Sunshine Coast Volleyball Champions – Senior 2021 • Sunshine Coast Volleyball Champions – Senior 2022

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 6 subjects over the course of one year and include Working Scientifically, Water, Force, Machines, Organisms and Living Places. By the end of Year 7, 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 • Consider the importance of water and the water cycle. Students will investigate the application of filtration systems in water treatment • Investigate the effects of applying different forces to familiar objects and common situations where forces are balanced and unbalanced • Describe how simple machines and magnets can be used to construct more complicated machines • Classify organisms based on their physical characteristics. Analyse the effectiveness of dichotomous keys and suggest improvements • Explore feeding relationships between organisms in an environment using food chains and food webs
Assessment:	Students will do six assessment items in Year 7. These will take the form of Written Tests and Experimental Investigations followed by a written report.
Significant Recent Results:	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:	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 a 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, Hair Dresser, Landscape Architect, Industrial Designer, Film and Television, Textile Designer, Sign Maker, Jeweller, Artist/Craftsperson, Potter, Screen Printer, Cartoonist.

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, and 9.
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 9:   2 hours
- Year 10:   2 hours
- Year 11:   2½ - 3 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.
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/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 detention and withdrawal from class to complete the assessment. • If the student still fails to submit the assessment item then parents will be informed.

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.

Burnside State High School Expectations Matrix

	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.