

PROSPECTUS
2016

BURNSIDE HIGH SCHOOL *TE KURA O WAIMAIRI-IRI*
LEADERS IN LEARNING



LEADERS IN LEARNING

Thank you for considering this, the Burnside High School Prospectus. Your interest in and support for the school is appreciated.

The Prospectus aims to provide a sample of what the school has to offer each student during their important secondary school years. Our aim is to have each student reach their potential in a safe and caring environment. We do this in several ways.

Firstly, we place an emphasis on individuals. Students are known, in person, by those who work with them in their Divisions. Our aim is to meet each student's needs.

Secondly, we place an emphasis on achievement. Our record is outstanding. Students are encouraged to achieve personal goals, and to reach the highest achievement levels possible.

Thirdly, Burnside High School has much to offer outside of the classroom. Our achievements in music are a feature of the school whilst the Performing Arts in general and our sporting successes are recognised nationally.

This prospectus provides an overview of the school: its national standing in terms of examination results and academic endeavour; its environment; and the large number of extra curricular opportunities it provides. You are welcome to contact the school if you wish to seek further information.



P. M. Holstein

P M Holstein
Principal

a message
from the
principal



emphasis on individuals and achievement

At Burnside High School, we place an emphasis on individuals, and on achievement.

We give students many opportunities, and encourage them to take full advantage of what is offered.

Parental support is a vital element of any school's identity, and we are fortunate to enjoy a strong and close working relationship with the community.

The Board of Trustees has a very positive relationship with the staff and wider community.

We have an active Parent-Teacher Association which aims to forge links between parents and the school. All parents are encouraged to support the Parent-Teacher Association.

Our Mission

To provide a safe, positive inclusive learning environment where students attain the knowledge, skills and personal qualities to choose the right pathway in life.



Burnside High School is committed to the delivery of the 'New' New Zealand Curriculum implemented in 2010. We are supportive of the curriculum's stated vision, which is:

To educate and help develop young New Zealanders:

- who will be creative, energetic, and enterprising;
- who will seize the opportunities offered by new knowledge and technologies to secure a sustainable social, cultural, economic and environmental future for our country;
- who will work to create an Aotearoa New Zealand in which Maori and Pakeha recognise each other as full Treaty partners, and in which all cultures are valued for the contributions they bring;
- who, in their school years, will continue to develop the values, knowledge, and competencies that will enable them to live full and satisfying lives;
- who will be confident, connected, actively involved, and lifelong learners.

Beyond this, the school is committed to the principles, values and key competencies seen as essential elements in helping teachers and students to reach their potential.

The eight essential learning areas, which all students in Year 9 must have the opportunity to study from, are listed over the page.



curriculum

Subject Areas

All students study subjects from the Eight Essential learning areas for all or part of the year.

The following subjects in Year 9 are studied throughout the year and have been traditionally called core subjects – English, Mathematics, Science, Social Science, Health and Physical Education.

The following subjects in Year 9 are studied for part of the year and students must select which ones they want to study. They have traditionally been called option subjects – Art, Dance, Drama, Music, Electronics Technology, Food Technology, Materials (Wood/Metal) Technology/Design & Visual Communication, Textiles Technology, Digital Technology, Te Reo Maori, Japanese, French, German and Spanish.

For more information regarding the New Zealand Curriculum visit www.minedu.govt.nz

Year-level course books are available which detail the complete curriculum offered at Burnside High School. These can be viewed on our website: learn.burnside.school.nz

Learning Support

Individual learning support is provided for those students who have special needs. The Learning Centre can provide students with specialist reading tuition, assistance with correspondence courses, tutoring in a range of subjects, catch-up opportunities for students who have been off school for a period of time, provision for special assessment conditions and a myriad of other opportunities. Gifted and talented students are catered for within subject departments but are also supported within the Learning Support Centre when appropriate.

IT Facilities

The high level of resourcing throughout the school ensures that students benefit from the opportunity to use computers in many of their subjects. The school is equipped with 15 fully networked computer suites to satisfy needs across all curriculum levels. The school has over 100 laptops and netbooks available for booking in a specially equipped and staffed service area. This allows teachers and students to incorporate ICT into their curriculum subjects without leaving their rooms. The Library and Research Centre is also well-equipped with computer technology, including a computer learning suite. Programming, problem-solving, word processing, spread sheets, internet research skills, and graphics applications are just some of the uses for these comprehensive computing facilities.

The school is continuing to implement cross-curricular blended e-learning classrooms at Year 9 and 10. Staff are delivering their curriculum specific content and students are able to use their own devices to enhance their learning opportunities.

English for Speakers of Other Languages

Students with English as a second language receive personal care in the ESOL Department, where English language tuition is offered. Trained language teachers help students develop the skills they need to adapt to the school community and the New Zealand way of life.



subjects



music programmes

Burnside High School has a well-deserved reputation for excellence in music. Music is an option for students from Year 9. As well as full-time staff, there are itinerant tutors who give specialist tuition in a variety of instruments. Students do not need to have had prior experience on an instrument in order to take up this opportunity.

Specialist Music Programme (SMP)

The SMP is designed to cater for students with considerable experience and talent as musicians. These students will maintain music as a focus throughout their time at secondary school. This programme is unique within New Zealand. Entry to the course is by audition and is open to all instruments and voice.

In 2015 several members of SMP were awarded prestigious scholarships to institutions including Yong Siew Toh Conservatory of Music Singapore and New Zealand School of Music.

Note: Students who are accepted into the school's SMP programme do not need to live in zone to be accepted into the school.

A photograph of a classroom where students are seated at desks, working on laptops. The students are wearing school uniforms. The classroom has blue walls with various posters and notices. The lighting is bright, and the atmosphere appears to be a typical school environment.

**bring your
own device
to school**

The rationale for e-Learning

Burnside High School believes that there are a number of valid reasons for adopting a blended e-learning approach to teaching and learning and many of these are supported by the findings of prominent educational researchers. They are:

- it enables students to collaborate and connect with each other and the wider world to a much greater extent than currently;
- it encourages critical thinking and allows greater access to information and resources;
- learning can take place anywhere and at any time, and student motivation and engagement are improved;
- it supports the way that an increasing number of our students learn and therefore it improves student outcomes;
- it allows for more personalised learning that meets the cultural, individual and developmental needs and interests of each student;
- the New Zealand Curriculum values of innovation, inquiry and curiosity can be fostered through e-learning.

In addition:

- NZQA are already preparing to trial online NCEA assessment for senior students and we will disadvantage our students if we do not give them access to e-learning in junior school;
- many schools are adopting an e-learning approach and so primary and intermediate students will increasingly have experience of an e-learning environment when they start at Burnside High School.

The advantages of students using their own digital devices

If students have their own digital device, as opposed to borrowing a school one for the period, they:

- are familiar with it, log on to the network faster and have less trouble using it;
- can customise their own device to suit their needs and preferences;
- have access to anytime, anywhere learning opportunities and resources;
- can communicate and share their learning on-line as well as transferring that learning across subjects and between school and home;
- can take greater ownership of their own learning by deciding how and when to use their devices.



focus on
achievement
and success
in academic
programmes



Dingcheng Luo
2014 Dux



Emma Ziyang Sun
2014 Proxime Accessit



Muse Ye
2014 Musician of the Year

At Burnside High School students are taught to strive for Excellence, not just an Achieved grade. This is evident in the statistics from 2014 NCEA results where a high number of our students have received a merit or excellence endorsement.

The 68 Scholarships gained, 5 at outstanding level, are not a reflection of the size of the school. They represent an outstanding achievement when compared with any school in New Zealand.

The statistics below are representative of a school culture which teaches and encourages academic excellence.

	Burnside High School	National	Burnside Merit	National Merit	Burnside Excellence	National Excellence
NCEA Level 1	87%	83%	48%	36%	22%	18%
NCEA Level 2	90%	87%	34%	27%	20%	14%
NCEA Level 3	82%	79%	38%	30%	20%	13%
Scholarships	68		Outstanding Scholarships		5	

Burnside High School attracts many students who are academically very able. The school has a focus on achievement and success in academic programmes.

A major advantage of being a large school is that we are able to offer a wide variety of subject options.

Our innovative subject programmes lead, progressively, to senior levels where students are prepared for national examinations. At the same time, we also cater for students with talents in other areas. We encourage all students to discover their talents, and to develop them to their full potential.



Cultural

Burnside High School has an unequalled reputation in the performing arts, with a very high number of students participating in a broad programme of music, dance and drama. For many years, our students have achieved a remarkable level of success in music.

In the last two years, Big Band won best ensemble at the New Zealand School of Music Jazz Camp.

Bel Canto and Senior Chorale both have won gold at NZCF Big Sing Competition across many years.

Drama and Dance, provide opportunities for academic success in the classroom and in a wide variety of extra curricular performances, including Stage Challenge and school productions.

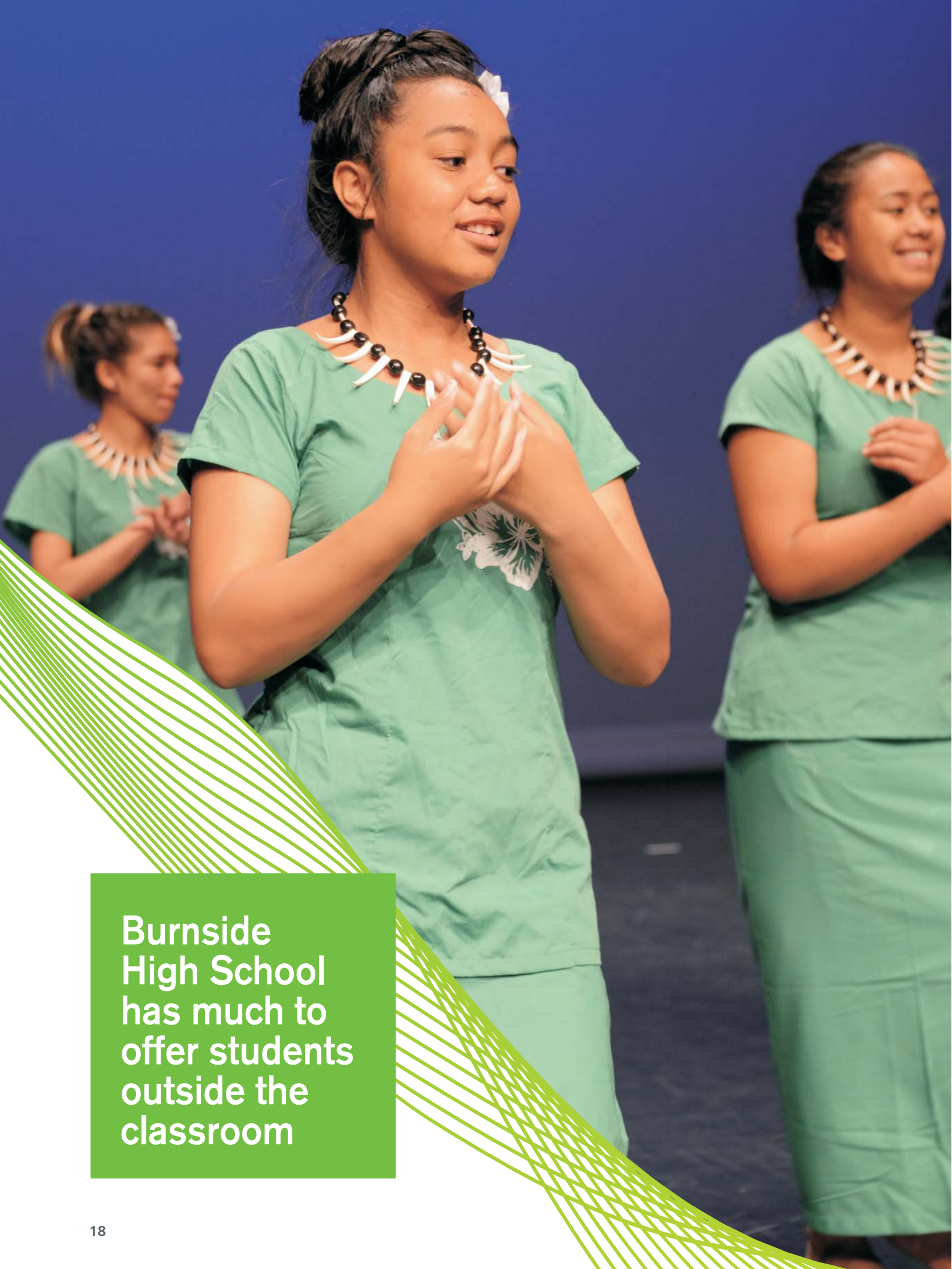
Helping to make this possible is the Aurora Centre, a school facility purpose-built and unique to Burnside High School. It has a 700 seat air-conditioned auditorium, a green room, practice rooms, a large foyer, a kitchen and state-of-the art, computer-controlled, sound and lighting equipment. The Centre also boasts a Steinway piano.

Sports

Our students compete with distinction locally and nationally. In 2014, numerous Burnside High School students competed in national teams in a diverse range of sports.

sporting and cultural achievements





**Burnside
High School
has much to
offer students
outside the
classroom**



Musical Activities

Adagio Strings
Beginner Brass Class
Junior Jazz Band
Junior Concert Band
Junior Performance Choir
Junior String Orchestra
Junior Guitar Group
Senior Guitar Group
Big Band
Symphonic Band
Malestrom
Percussion Ensemble
Rock Bands
Magna Voce Choir (Years 11–13)
Jazz Combos

Auditioned Groups

Aurora Voices
(Year 9 and 10 treble voices)

Barbershop Quartets

Bel Canto
(Years 11–13 girls' voices)

Senior Chorale

Chamber Music Ensemble
(Specialist Music Programme)

Orchestra

Clubs

Amnesty International Club
Project Christian Group
Computer Club
Debating Club
Robotics Club
Film Club
Radio Club
Tech Crew
Theatresports
Chess

Young New Zealanders'
Challenge (The Duke of
Edinburgh Award)

This list was correct at
the time of printing, but
students need to be aware
that the range offered can
vary from year to year.

Sports

Aerobics
Archery
Athletics
Badminton
Basketball
Canoe Polo
Cricket
Cross Country/Road Racing
Cycling (Road)
Equestrian
Fencing
Football
Futsal
Golf
Hockey
Lawn Bowls
Netball
Pistol Shooting
Rowing
Rugby
Skiing/Snowboarding
Softball
Squash
Surfing
Swimming
Table Tennis
Tennis
Touch
Triathlon/Multisport
Volleyball
Water Polo
Weightlifting

Our unique 'Divisional Structure' and our extensive guidance network, ensure that Burnside High School provides a caring and nurturing environment for our students.

A Caring School

With over two thousand five hundred students, Burnside High School is one of the largest schools in New Zealand, yet each student is known and supported as an individual. Our unique 'Divisional Structure' and our extensive guidance network, as explained below, ensure that Burnside High School provides a caring and nurturing environment for our students.

Structure

The school is divided into four divisions: North, South, West and Senior. Each of the three junior divisions has its own divisional principal, deans, form teachers and a full time professionally trained guidance counsellor. These staff members get to know each of the approximately 700 students in their division quickly and well on their arrival in Year 9. As the students remain in the same division for four years, the relationship between the divisional staff members and the students in each division continues to grow stronger over the years.

In the junior school, core subjects are taught within the divisions. This, and the weekly divisional assemblies, ensure that each division

develops its own identity. Option classes are drawn from all divisions, so that students also get to know the other students in their year level.

At Year 13, the students all join the Senior Division. Under the guidance of the Senior Division staff, the senior students quickly form a strong identity and collegiality in the division.

Parent assistance and involvement is welcomed. The PTA meets regularly, and offers support and assistance in many ways.

During the year the school offers a series of workshops to help caregivers in their role of parenting teenagers. These cover topics such as parenting skills, study skills, parent effectiveness training, social education and career decisions.

Parents of Year 9 students have an opportunity early in the first term to meet their Divisional Principal, Deans and Guidance Counsellor, as well as the core subject teachers. It is also an opportunity to meet parents of other students in the class. These initial meetings are followed up with later report and career evenings for all year levels.

Guidance

Each student belongs to a form class which meets each day. The form teacher provides pastoral care on a daily basis, working with each division's deans and guidance counsellor. Guidance Counsellors meet students on an individual or group basis, and they may even work with families if this is appropriate. Sometimes specialist consultants and outside agencies are brought in as well.

Associated with the Guidance Department is the important area of Careers and Transitional Pathways. This specialist service helps junior students develop career related goals, while it assists senior students move towards further education, employment and independent living. Activities offered include social and job-seeking skills, work exploration, and individual employment counselling.



**Personal
excellence
and care for
others**



Board of Trustees

Mr R Carruthers MCom ACA
(Chairperson)

Mr C Breurkes
(Deputy Chairperson)

Mr B Mikaera LLB

Mr P Dean

Mrs B Shahtahmasebi
BA (Hons) PGCRM PhD ALIANZA

Mrs S McAuley BCom C.A.

Principal:
Mr P M Holstein BSc

Second Principal:
Mrs S M Sidaway BA
(Senior Division)

Divisional Principals:
Mr R R Barnett MA BA(Hons)
(South Division)

Mr T M Grocott MEd (Hons) BA
(North Division)

Ms S P Goodman MEd
(West Division)

Assistant Principal:
Mr A W Robertson BSc
(Senior Division)

Deans:
Mr J C Land BA(Hons)
(Senior Division)

Ms S M Reid BA
(Senior Division)

Mrs C J Veatupu ACTD
NZDipSpecSubjs(Sec)
(North Division)

Ms O Stanley BEdPE
(North Division)

Mrs N Cloughley BSc
(North Division)

Mrs K A Hunt BA
(West Division)

Mr D Bond BA
(West Division)

Ms P J Olds BA(Hons)
(West Division)

Mrs K E Aburn BA
(South Division)

Miss S Parker B.Spc BA
(South Division)

Ms C H Saunders BEd
(South Division)

Administration:
Principal's Secretary:
Mrs M van Vuuren

**International Student
Co-ordinator:**
TBA

Enrolment Officer:
Mrs B Shaw

How to Contact Us
For further information or to request
an enrolment pack contact the
Enrolment Officer on:
Telephone: +64 3 358 8383
Fax: +64 3 358 8380
Email: admin@burnside.school.nz
Website: learn.burnside.school.nz

Enrolments
Completed enrolment applications to
be sent to:
Enrolment Officer
Burnside High School
PO Box 29 677
CHRISTCHURCH 8540

**Board of
Trustees
and Staff**



Recte Sic Dirige Cursum
In this way direct your course correctly



2016

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