

BUSY Schools

Strategic Intent 2021-25

EDUCATION
TRAINING
EMPLOYMENT



BUSYSchool
CAIRNS CAMPUS

Guiding Principles

Vision

Our vision is to have more young people completing school, more young people in meaningful employment and as a result, exposing more communities to positive change.

Mission

Really understand the needs of our students, our people and our community in doing so, build positive, respectful and productive relationships to maximise engagement, enhance educational achievement and open up a world of career opportunities.

Values

INCLUSIVITY

People of all communities coming as one team for common goals.

EXCELLENCE

We always strive to exceed.

RESILIENCE

Equipped to meet challenges and excel.

INTEGRITY

We act with honesty and sincerity.

INNOVATION

Embracing new ideas and technology to stay ahead of change.

BUSY Schools Philosophy

- Commitment to achieving high-quality formal and informal educational and employment outcomes with young people who have complex learning, social and emotional support needs;
- Helping young people who have disengaged from mainstream schooling to restore their sense of self-worth and dignity through meaningful engagement in learning, training, practical experience and recreational activities;
- Belief in the power of role modelling and mentoring to inculcate in students the good behaviours, qualities and values expected of young people; and
- Providing consistent values and a secure, stable, consistent environment will enable them to develop their capacities for trust, reliability and resilience in their personal lives, relationships, families and communities.



BUSY Schools Aims

- Restore a love of learning, personal growth and pride in achieving personal goals to those in need who may otherwise not have means of social support.
- Re-engage in structured learning, productivity and assessment through authentic participation in its education and training program;
- Develop the skills, knowledge and attitude necessary to positively participate in the workplace;
- Achieve formal recognition for the achievement of academic and vocational standards and awards;
- Develop positive attitudes and behaviours towards themselves, their families, others and the school community as well as an ability to regulate their emotions, thoughts and behaviours in different situations to maintain healthy and rewarding relationships.



Guiding Principles

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An Effective Learning Environment

In 2017, the Grattan Institute announced that as many as 40% of all Australian students were unproductive in a given year and almost one in four students are disengaged from their learning¹.

Overall, low socioeconomic areas have highest rates of disengagement which reflect problems at home. Other reasons for disengagement include²:

- a poor sense of autonomy (no say in how they learn);
- competence and confidence;
- relatedness and relationships (not feeling like they fit in or understand/like their teacher);
- quality and effectiveness of the learning environment;
- relevance (where content is going to be applied practically in their lives).

Learning environments and teaching practices need to accommodate more flexible, personalised approaches and facilitate³:

- **Adaptive, differentiated and innovative teaching approaches** – students want to be active learners and develop skills by testing ideas, solving problems and having practical application;
- **Productive relationships** - between students, school personnel and their overall attitude towards learning and education attainment;
- **Access and equity for a diverse student populations** - Australians speak over 300 languages and there are 150 ATSI languages.
- **Wellbeing and holistic student development** – understanding student life circumstances from a social, emotional and economic point of view and providing a safe, supportive space;
- **Advances in technology** - evolving with student's digital literacy;
- **Multiple pathways** – high quality alternatives for education, training, employment and further study.

1. Goss P and Sonnemann, 'Engaging students, creating classrooms that improve learning', The Grattan Institute, 2017

2. McGregor M and Mills Martin, 'Alternative education sites and marginalised young people: 'I wish there were more schools like this one'', International Journal of Inclusive Education, 2012

3. Bradley s, 'A new way of teaching is bringing bored Australian children back to learning - and stopping the educational waste', Sydney Morning Herald, November 2018

Guiding Principles

Breaking the Cycle – Foundations for Learning & Employment

Young people who are disengaged from education often come from disadvantaged backgrounds.

The likelihood of accessing educational opportunities are minimized if young people do not have:

- parents, mentors or role models with the skills or experience to support education;
- access to learning resources and learning materials;
- mentors and networks to build confidence, ambition and motivation¹.

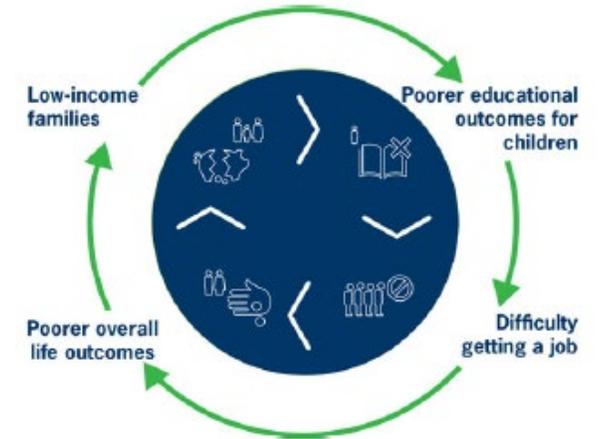
For over 1.2 million young Australians, the cycle of disadvantage continues. Their school life is negatively impacted, and they are unlikely to complete senior school which lessens their likelihood of entering the workforce. In turn their life outcomes become limited and the disadvantage is passed to the next generation¹.

For Australia's society, reduced educational outcomes lead to increased crime and poorer health outcomes; nationally lower levels of productivity; reduced quality of the labour force, and; increased unemployment².

Timely and targeted support leading to strong levels of school attendance and satisfactory achievement in English and Maths have shown to influence the likelihood of completing Year 12 and progressing to work or study post-school³.

When young people become reengaged with education and complete senior schooling, there are greater community and economic benefits, including:

- less welfare;
- less criminal offending;
- less drain on public health;
- more people in employment, higher earnings and more payment of taxes⁴.



“Education attainment is an important predictor of future employment, welfare and health prospects – and it improves (a person’s) ability to contribute socially and economically in the community.”¹

1. The Smith Family, 2020, 'Poverty in Australia', <https://www.thesmithfamily.com.au/poverty-in-australia>

2. Access Economics Pty Ltd, 2005, 'The economic benefit of increased participation in education and training', Dusseldorp Skills Forum and Business Council of Australia, Sydney.

3. Hampshire A, 2018, 'New evidence to break the cycle of educational disadvantage', Committees for Economic Development of Australia (CEDA), <https://www.ceda.com.au/NewsAndResources/Opinion/Education/New-evidence-to-break-the-cycle-of-educational-dis>

4. Chandler J, 2021, 'The value of alternative schools', Impact, Australian Catholic University, <https://www.impact.acu.edu.au/community/the-value-of-alternative-schools>

BUSY Schools Overarching Value Propositions

Our goal is that all students will:

- have their individuality embraced and be provided personalised support;
- establish a sense of self-worth and confidence;
- gain employment or progress to further training or education on completion of our program;
- leave with the knowledge and skills to succeed in life and to be positive contributors to their communities;
- establish lifelong relationships – an ongoing connection with the school; with each other; their communities and different cultures.

Where we have come from

The BUSY School Limited was founded in 2020 as an independent Queensland Special Assistance School to support the social, educational and employment outcomes of young people with a specific focus on those students who are at risk and disengaged from the traditional education model.

The BUSY Schools represent an alternative to mainstream schooling and often a last chance for students to reengage in secondary education. The school is a coeducational senior secondary school offering a unique program combining academic studies, vocational training and personal development. The BUSY Schools campuses aim to provide a supportive, inclusive learning environment that combine learning, training, practical experience and recreational activities.

Our onward journey centres on growth to support more people in need – but equally we will focus on continuous improvement, as we evolve and mature.

CAIRNS

Students: 118 (76 Yr11 + 42 Yr12)

Opened: April 2020



SHAILER PARK

Opened: January 2021

Students: 35 (Yr11)



SALISBURY

Opening: May 2021

Brand Visual Identity

- The BUSY Schools is unique in its approach and in its appeal. Its not a school that is for everyone – it's not a traditional school and nor is the approach to the brand positioning.
- The visual identity ensures that the brand is relatable to the youth market and appealing to those who have otherwise disengaged with mainstream education.
- Student centric and personalised in its approach the brand is contemporary using black and white imagery merged with a graffiti spray paint element to bring in colour and movement.



BUSY Schools Culture

Students First

At BUSY Schools our actions are driven by an unwavering consideration of our students.

We ask ourselves:

How does this benefit the student?



Fundamentals

SAFETY | TRUST | RESPECT | DIGNITY

INVEST IN RELATIONSHIPS

Breakdown barriers
Put the past behind us
Create networks of trust

EMBRACE INDIVIDUALITY

Celebrate diversity
(authentic self)
Understand differences
Provide hope
Establish confidence

BUILD COMMUNITY

Create sense of
belonging
Common purpose
Share the commitment

Student First Culture

Our Staff

- Passionate - driven by common beliefs and seeing outcomes for students
- Typically early-mid teaching career
- Committed to delivering more than just the curriculum
- Provide support beyond the classroom
- See education as way to break the cycle

Approach

- Informal but supportive; friendly but firm
 - Less focus on hierarchy/titles
 - Personal in interactions
 - Known by first names
 - Involve students in decisions
 - Considered more as coaches than 'teachers'
 - Working collectively as a team across the BUSY Schools network



“I love working with the students to realise their dreams.”

Student First Culture

Our Students

- 16 – 19 years
- Daunted by large school and classroom environments
- Require specialised support for their learning
- Disillusioned about school but not about education
- Willing but often disadvantaged by traditional education
- Personal and/or academic challenges
- Seeking a more personalised education experience
- VET focused career preferences



“It’s different but in a good way. The teachers are very providing and like to help, and the other students are friendly. The education here is good and for people looking for a future in trades it’s the best school.”



“Everyone’s nice, especially the teachers who help you find what you need. We also get free food, a uniform and stationary which is great too.”

Student First Culture

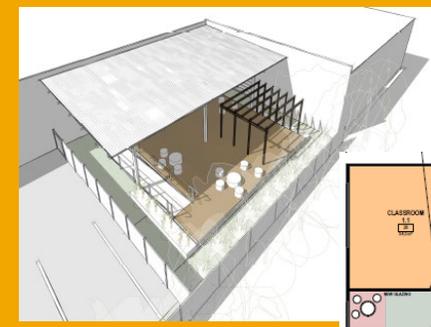
Learning Environments

Educational interfaces fundamental to engaging and retaining the interest and trust of students.

Flexible and inclusive environments founded upon supportiveness and respect.

Settings which bridge the gap between education and employment.

- Smaller classrooms than a typical school, intersected by private spaces to support consultation, learning support and health/wellbeing.
- Multipurpose spaces able to offer a mixed program of academic subjects and practical vocational education and training.
- Alternative environments including outdoor spaces for learning contexts, practical application and connection to culture.
- Recreational facilities for fitness, wellbeing, team building and fun.



BUSY Schools

Strategic Themes 2021 - 2025



Sustainable Growth



Engaged Learning



Supported and Enabled Students



Connected Community



Passionate People

Strategic Intent 2021-25



Sustainable Growth

Strategic Intent 2021-25

Initiative	Objectives
1. Establish new campuses - increase provision of alternative education to areas of need	<ul style="list-style-type: none">• Short term: within QLD• Long term: Interstate
2. Maximise enrolments – re-engage as many students as possible whilst maintaining a personalised model of support	<ul style="list-style-type: none">• Set and meet enrolment targets
3. Implement an infrastructure plan which caters for growth, optimised learning spaces and underpins school financial security	<ul style="list-style-type: none">• Shailer Park refurbishment – expanded capacity• Cairns – building allocation• Salisbury – initial fit-out and future expended capacity
4. Expand our reach through consideration of additional alternative models of education	<ul style="list-style-type: none">• Distance learning
5. Strengthen early intervention with consideration of introducing middle year levels	<ul style="list-style-type: none">• Additional year groups

Initiative	Objectives
1. Evolve our academic education program to meet the learning needs of our students and support high quality outcomes on their learning and development	<ul style="list-style-type: none">• Broaden the range of QCAA subjects• Structured short courses to supplement the main academic curriculum
2. Ready our students for ongoing employment through appropriate VET pathways and school-based employment and training.	<ul style="list-style-type: none">• Develop relationships with broad public and private VET providers• Maximise practical, engaging VET delivery onsite in school campuses for students.• Engage industry and VET providers to improve student awareness• Maximise student placements in school-based apprenticeship/traineeship placements
3. Support the personal development of our students for their wellbeing, educational success, employment and positive contribution to society	<ul style="list-style-type: none">• Structured and regular extra-curricular program for fitness, fun, wellbeing and teamwork• Fully funded driver education program• Health, wellbeing and personal development program
4. Develop teaching practices which reconnect students with a love of learning and caters for the individual	<ul style="list-style-type: none">• Establish a pedagogical improvement framework for active, engaged teaching practices.• Communication, positive relationships and constant feedback a strong focus on the voice of the student

Supported & Enabled Students

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Initiative	Objectives
<p>1. Build an inclusive culture which is underpinned by access and equity and breaks the cycle of disadvantage</p>	<ul style="list-style-type: none"> • Build consensus with staff, students and parents/carers on cultural standards • Student incentive, reward and recognition framework. • Maximise the voice of the student and active contribution and leadership • Establish a mentorship program within the local community, including cultural and industry associations.
<p>2. Improve our understanding of students to create safe spaces which support their complex learning, social and emotional support needs</p>	<ul style="list-style-type: none"> • Social-emotional assessments to supplement learning plans and adjustments • Individualized student learning and development plans. • Improve our recording of adjustments and reporting of NCCD
<p>3. Help our students to restore their confidence and sense of self-worth to overcome barriers and reach their potential</p>	<ul style="list-style-type: none"> • Allied health model of support in partnership with the BUSY Group
<p>4. Improve student work readiness and maximise employment outcomes</p>	<ul style="list-style-type: none"> • Provide students with access to short courses and compliance certificates which support them in the workplace e.g. first aid, white card, fire safety etc. • Comprehensive work experience program for students. • Regular industry and worksite visits • Match students with appropriate employers and school-based apprenticeships/traineeships.
<p>5. Promote lifelong learning through the implementation of further study pathways</p>	<ul style="list-style-type: none"> • Partner with tertiary education providers to establish bridging programs and pathways

Initiative	Objectives
1. Reinforce productive relationships with local schools to maximise alternative pathway opportunities for students	<ul style="list-style-type: none">• Engage local schools to build brand awareness and create referral pathways
2. Encourage participation and partnership with parents, carers, supporters and influencers	<ul style="list-style-type: none">• Communicate regularly to our community to share the success of our students.• Receive and act on feedback from our students, parents/carers and community members.• Hold events which welcome parents/carers and community members onto campuses.
3. Keep connected with our students and support them even after they have graduated	<ul style="list-style-type: none">• Establish an alumni community
4. Engage local cultures and be active contributors to positive cross-cultural relations	<ul style="list-style-type: none">• Establish a regular cultural engagement program which includes local indigenous elders.
5. Have larger corporates and industry recognise our value and support our endeavours	<ul style="list-style-type: none">• Establish meaningful corporate partnerships and gain support of industry• Be awarded Public Benevolent Institution status
6. Drive advocacy through public engagement and strong market presence	<ul style="list-style-type: none">• Engage in public events which allow us to tell our story

Passionate People

Strategic Intent 2021-25

Initiative	Objectives
1. Support our teaching staff to be sector leaders in engaging teaching and learning practices	<ul style="list-style-type: none">• Unique teacher professional development program bespoke to the needs of our students• Senior Teacher framework.
2. Help our staff support the social and emotional wellbeing of our students and themselves	<ul style="list-style-type: none">• Mental health and wellbeing development program
3. Be accountable and focused on achieving our targets and expected outcomes	<ul style="list-style-type: none">• Adopt an entrepreneurial spirit and an innovative problem-solving approach• Campus specific schools improvement plan.• Qualitative and quantitative performance development framework for all staff around their relevant KPI's.
4. Recognise and reward the work of our individuals and teams	<ul style="list-style-type: none">• Reward and recognition program which celebrates achievement and success.
5. Retain common consistencies between campuses whilst maintaining customized approaches that suit local communities.	<ul style="list-style-type: none">• Relationships within and between campuses which promotes idea sharing and implementation of best practices.• Staff work in professional learning communities.

BUSY Schools Strategic Themes 2021-25

Strategic Intent 2021-25

SUSTAINABLE GROWTH



1. Establish new campuses - increase provision of alternative education to areas of need
2. Maximise enrolments – re-engage as many students as possible whilst maintaining a personalised model of support
3. Implement an infrastructure plan which caters for growth, optimised learning spaces and underpins school financial security
4. Expand our reach through consideration of additional alternative models of education
5. Strengthen early intervention with consideration of introducing middle year levels

ENGAGED LEARNING



1. Evolve our academic education program to meet the learning needs of our students and support high quality outcomes on their learning and development
2. Ready our students for ongoing employment through appropriate VET pathways and school-based employment and training.
3. Support the personal development of our students for their wellbeing, educational success, employment and positive contribution to society
4. Develop teaching practices which reconnect students with a love of learning and caters for the individual

SUPPORTED & ENABLED STUDENTS



1. Build an inclusive culture which is underpinned by access and equity and breaks the cycle of disadvantage
2. Improve our understanding of students to create safe spaces which support their complex learning, social and emotional support needs
3. Help our students to restore their confidence and sense of self-worth to overcome barriers and reach their potential
4. Improve student work readiness and maximise employment outcomes
5. Promote lifelong learning through the implementation of further study pathways

CONNECTED COMMUNITY



1. Reinforce productive relationships with local schools to maximise alternative pathway opportunities for students
2. Encourage participation and partnership with parents, carers, supporters and influencers
3. Keep connected with our students and support them even after they have graduated
4. Engage local cultures and be active contributors to positive cross-cultural relations
5. Have larger corporates and industry recognise our value and support our endeavours
6. Drive advocacy through public engagement and strong market presence

PASSIONATE PEOPLE



1. Support our teaching staff to be sector leaders in engaging teaching and learning practices
2. Help our staff support the social and emotional wellbeing of our students and themselves
3. Be accountable and focused on achieving our targets and expected outcomes
4. Recognise and reward the work of our individuals and teams
5. Retain common consistencies between campuses whilst maintaining customized approaches that suit local communities.

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