

The BUSY School Ltd

Educational Program

Context

The BUSY School Ltd (TBS) was founded in 2019 as an independent Queensland senior 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. Specifically, TBS was established for the public charitable purposes of providing benevolent relief to youth, students, and other people in need arising from disadvantage, poverty, sickness, distress, suffering, misfortune, disability, destitution, and helplessness.

TBS aim to:

- 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 by commitment to regular attendance and continuing participation in a program of learning and development,
- develop the skills and knowledge 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; and
- develop an ability to understand and empathise with others and maintain healthy and rewarding relationships with a diverse range of individuals and groups.

Aligned to the Alice Springs (Mparntwe) Education Declaration, TBS aim to provide for a diverse student population which allows individuals to develop confidence and re-engage in learning to complete senior schooling. Students at TBS have been previously disengaged from schooling or at high risk of disengagement due to a number of reasons often arising from disadvantaged backgrounds, but many have suffered from trauma.

The typical demographic of students at TBS are: aged 16-19 years, 57% male, 41.5% female and 1.5% non-specified, 49% living at home with both parents, 4.6% of students are independent. Indigenous representation in 2022 varies according to location: 24% in Cairns, 12% in Shailer Park, 9% in Salisbury, and 13% in Coolangatta. Over 50% of students require some form of adjustment for their education program to enable them to overcome disabilities or social and emotional wellbeing challenges. All students at TBS have been referred for their enrolment by their previous school, a community youth services group, medical or other health practitioner, or Youth Justice Service.

For over 1.2 million young Australians this cycle of disadvantage continues to negatively impact – without accessing alternative educational opportunities, they are unlikely to complete senior school which lessens their likelihood of entering the workforce (The Smith Family, 2020). In turn their life outcomes become limited and the disadvantage is passed to the next generation. 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 unemployment (Access Economics Pty Ltd, 2005).

TBS understands that disengaged young people are motivated to learn but need extra support to do so successfully. Hence, its investment in providing vulnerable young people with a positive and structured alternative to mainstream schooling will minimise the risk of our young people experiencing poverty, homelessness or a lack of safety in their adult lives.

TBS aim to provide timely and targeted support leading to strong levels of school attendance, improved levels of literacy and numeracy and completion of Year 12. TBS provide high quality “no cost to the student” educational programs based on a healthy mix of “hard work and fun”. The school is the “hub and centre point” of the student's senior school years, providing direction and purpose throughout their journey.

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

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

Values

INCLUSIVE – 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

Culture

TBS provides a supportive and safe learning environment for young people by providing them with holistic support that increases their sense of wellbeing, self-esteem, self-worth, resilience, belonging, academic achievement and an employment pathway. TBS' culture of building trusting and respectful relationships with students allows them to flourish and fulfil their potential surrounded by all the support they need.

Social Issues

At TBS, many students are expected to require some form of adjustment for their education program to enable them to overcome social and emotional wellbeing challenges or disabilities. Enrolment at TBS is expected to be a life-changing experience for previously disengaged students who will be provided more personalised support and individualised learning plans. The flexibility offered by a timetable balanced between academic study and work placements is also expected to be inherently motivating for students.

Individualised learning and support plans embrace the welfare of the young person as a priority in conjunction with implementing the students' learning goals and needs. Many students are likely to join the school in a vulnerable state, having experienced early-life trauma, family breakdown, mental health issues, negative school experiences, violence and neglect. These issues will be addressed as a matter of urgency, so the young person feels safe in their new learning environment and feels confident they are being supported and encouraged to learn.

Education Program Overview

Engaged learning

Successful, engaged learners are responsible for their own learning. They are also energised by their joy of learning which generally leads to a lifelong passion for solving problems, understanding, and taking the next step in their thinking.

To have engaged learning, tasks need to be challenging, authentic, and multidisciplinary. They are authentic in that they are relevant to current and future workplaces and communities. Collaboration around authentic tasks often takes place with peers and mentors within the school as well as with family members and others in the world outside of school. Collaborative work will require small groups or teams of students.

Flexible grouping, which allows staff to reconfigure small groups according to the purposes of instruction and incorporates frequent heterogeneous groups, is one of the most equitable means of grouping and ensuring increased learning opportunities.

Targeted teaching

Literacy and numeracy are foundational skills for lifelong learning. They underpin the acquisition of more complex skills, particularly critical and creative thinking. The skills that young people will require to be flourishing lifelong participants in education, employment and the community are changing. Today's students need a strong foundation in literacy and numeracy to be innovative, adaptable and responsive, and to develop the knowledge and skills the future will require of them. A large proportion of the young people who will attend TBS will have difficulty engaging with many of the learning areas within the senior curriculum until they have sufficient literacy and numeracy skills to cope with the demands at this level of education, let alone undertake vocational education and training programs to prepare them for the world after school.

Educational adjustments for differentiation are included for all units across the curriculum. Units are differentiated to the complexity and process demands identified in the specific learning areas. Differentiation will be made in accordance with the individual learning needs through rigorous unit planning and educational adjustments, as required. Staff attend regular meetings to ensure students' needs are being met, both academically, socially and emotionally. Baseline data and diagnostic testing will inform student class groupings, smaller group settings and targeted intervention.

Queensland Certificate of Education (QCE) Pathways

TBS recognises the importance of providing the opportunity to improve the social, educational and employment outcomes of young people, including, those who have effectively disengaged from education and training. All senior students will develop a Senior Education and Training (SET) plan in consultation with the Learning Support Teachers, Employment Pathways Officers, teaching staff and parents, in line with students' interests, strengths and abilities. Students are given the opportunity to guide their own learning journeys and career plans. Student pathways will provide students with the opportunity to work towards achieving a Queensland Certificate of Education (QCE) or have been identified to receive a Queensland Certificate of Individual Achievement (QCIA).

Students will complete three core Applied senior subjects, endorsed through the Queensland Curriculum and Assessment Authority (QCAA). All students will complete Essential English, Essential Mathematics and Social & Community Studies, and may have the option to complete Short Courses; for example, Literacy, Numeracy Career Education and/or Aboriginal and Torres Strait Islander Languages, and additional electives/courses from a range of vocational education and training (VET) courses under the Australian Qualifications Framework to achieve a minimum of 20 credit towards a QCE. Students also have access to compliance-based certification courses such as, First Aid, CPR and White Card, and school-based programs, e.g. a work readiness program to improve transferability and employability skills.

Study plans for Applied subjects (excluding Essential English and Essential Mathematics) will be submitted for approval by the QCAA, mapping the teaching and learning plan over the two-year course of study. Year 12 assessments for Essential English and Essential Mathematics will be submitted for endorsement. For all other assessment areas, students will be required to undertake the compulsory Academic Integrity course, and complete assignment cover sheets on submission.

An example of a 'typical' QCE pathway for a student at TBS is outlined in Table 1.

Table 1: Example QCE Pathway

| Course | Credits | Explanatory Notes |
|---|---------|--|
| Essential English (Mandatory) | 4 | Core |
| Essential Maths (Mandatory) | 4 | Core |
| Social & Community Services (Mandatory) | 4 | Core |
| Hospitality – Certificate II | 4 | Core |
| Construction – Certificate I | 3 | Preparatory |
| Business – Certificate II | 4 | Core |
| School-based apprenticeship | Up to 6 | Core |
| Predicted credit toward a QCE | 22 | Depending on student course of study Minimum 20 credit required |

Note: The QCAA determines eligibility for a QCE. To be eligible for a QCE, students must complete learning to the set amount, at the set standard, in a set pattern, that meets the literacy and numeracy requirements.

Senior Curriculum

Essential English

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. In studying Essential English, students will learn about:

- Language that works;
- Texts and human experiences;
- Language that influences; and
- Representations and popular culture texts.

Students will complete the following types of assessment:

- Extended response — spoken/signed response
- Common internal assessment
- Extended response — multimodal response
- Extended response — written response

Essential Mathematics

Essential Mathematics' major domains are number, data, location and time, measurement and finance. In studying Essential Mathematics, students will learn about:

- Numbers, data and graphs
- Money, travel and data
- Measurement, scales and data
- Graphs, chance and loans.

Students will complete the following types of assessment:

- problem-solving and modelling tasks
- common internal assessment
- examination

Social and Community Studies

Social and Community Studies focuses on personal development and social skills that lead to self-reliance, self-management and concern for others. In studying Social and Community Studies, students will learn about:

- Arts in the community (social investigations and artistic expression)
- Foundation money management (financial literacy and society)
- Out into the world – world of work
- Into relationships (personal and interpersonal skills)
- Health – recreation and leisure (personal hygiene, health and general wellbeing)
- Legally – it could be you (civic rights and obligations)

Students will complete the following types of assessment:

- Project
- Investigation
- Extended response
- Examination

Vocational Education and Training (VET) Pathways

The BUSY Schools is not a school registered training organisation. To support Year 11 and Year 12 student's career pathways and meaningful completion of VET courses, TBS accesses and creates partnerships with local registered training organisations (RTOs) that will provide nationally recognised qualifications subsidised through the VET in Schools (VETiS) program. Completion of VET courses accrues credit towards a Queensland Certificate of Education (QCE),

TBS's commitment to students is to provide each of them with an individual senior education and training (SET) Plan which meets their defined career plan. The BUSY Schools aims to find vocational education and training (VET) solutions to meet each of these individual pathways. Typically, in existing BUSY Schools campuses, a range of Registered Training Organisations (RTO) have been engaged, depending on the needs of the students. Delivery of VET courses is conducted on the campus of the school, or on-site at the RTO, depending on the course and the facilities required.

Due to the diverse nature of the student cohorts at The BUSY Schools, it is difficult to predict the VET course requirements of the student population at each campus. However, a consistent approach will be taken across campuses, such as each student will undergo preliminary assessments and engagement with The BUSY Schools staff to establish a career and SET Plan. VET course options will then be sourced accordingly. TBS staff then engage in preliminary discussions with the predominant RTO's expected to service the school needs. Typically, preliminary discussion occur with the RTOs as listed below.

TAFE Queensland

The BUSY Schools has an existing relationship with TAFE Queensland, including TAFE SkillsTech and TAFE Far North Queensland.

TAFE have a broad range of VET in Schools (VETiS) programs and is likely to be the predominant delivery RTO for many campuses, due to the diversity of courses on scope. TBS will consult with the appropriate Coordinator for TAFE at School and make arrangements for information sessions, enrolment processes and course delivery and the needs of the students. Including:

- Initial visit by TAFE School Liaison Officers to speak to The BUSY Schools students about course options.
- Access to and eligibility for Trade Taster programs for Year 11 students.
- Single subscriber enrolments into TAFE at School options held at TAFE through an online application. Students would attend TAFE on the scheduled day/s as determined by TAFE, and this becomes part of The BUSY Schools student timetable.
- Custom programs for more popular courses where TAFE would provide a program specifically for The BUSY Schools, either on the school site or at a TAFE campus (depending on facilities/equipment requirements). Based on historical enrolments, it is expected that in-demand courses may include: Certificate II in Automotive Vocational Preparation; Certificate II in Community Services; Certificate II in Electrotechnology; and Certificate II in Engineering Pathways.

Skill360 Australia Ltd

Skill360 Australia is a community based, not for profit workforce solutions provider and RTO with scope in business, community services, hospitality, electrotechnology, furnishing, construction, plumbing and services. Subject to The BUSY Schools enrolment and comparison to other RTO offerings, Skill360 may be engaged to provide preparation and prevocational courses to The BUSY Schools students on the school campus for courses including: Certificate I in Construction; Certificate II in Workplace Skills; Certificate II in Skills for Work and Vocational Pathways; Certificate III in Business. Other courses may become an option for students as they become on scope for Skill360, such as Certificate II in Automotive Preparation and Certificate II in Hospitality. The RTO also offers qualifications in supply chain and manufacturing which may be of interest to The BUSY Schools students in future years.

Skill360 Australia is a related party due to it being part of The BUSY Group, therefore, any proposed training services to The BUSY Schools are outlined in the same manner as any other RTO. Agreement for the provision of training by Skill360 is formalised in a proposal and service agreement with commercial terms that are assessed against the market to ensure they represent reasonable value. This demonstrates a fair and just approach to this process between both entities and also mitigates any perceived or actual conflict of interest issues.

Other RTOs

The BUSY Schools build relationships with other bespoke RTOs who provide flexible training options to students. These options have incorporated a blended delivery whereby students can undertake courses online while attending The BUSY Schools campus, supplemented with RTO visits for practical components, or service delivery at the campus. Providers have included:

- Aurora Training Institute: hospitality and health services
- Fit Education: fitness, sport, coaching and recreation
- The Learning Collaborative: fitness and other courses
- DGT Training and Employment: construction, business, horticulture and other courses.

Access and Transport

Where possible, The BUSY Schools' preference is to have VET course delivery on-site at the school campus, while also meeting RTO requirements for minimum class numbers. This can be achieved where the campus facilities allow, or for courses without specific equipment or facility needs. Where more specialised facilities are needed, students will attend relevant RTO campuses.

Students will be required to travel to RTO campuses when attending VET courses. Each TBS campus will review the demographic profile of the initial student cohorts of the school for additional consideration of whether a dedicated transport service is required to facilitate student's access to RTO campuses for their VET courses. This has been considered in the financial model of the school sites and, if warranted, TBS will provide the service, if possible.

Summary

A broad summary of VET qualifications and expected courses delivered by an RTO include:

- Certificate I in Construction
- Certificate II in Sport & Recreation
- Certificate II in Hospitality
- Certificate II in Plumbing
- Certificate II in Horticulture
- Certificate II in Automotive Pre-Vocational Preparation
- Certificate II & III in Business
- Certificate II in Engineering
- Certificate II in Beauty/Salon Assistant
- Certificate II in Logistics
- Certificate II in Retail

Senior Timetable

For all Applied, Applied (Essential) and General subjects, a minimum of 55 hours teaching and learning time will be allocated per subject, per semester. Typically, senior courses will be undertaken over a two-year duration with students completing summative and formative assessments. Students will have individual timetables indicative of their chosen pathways.

Students in Years 11 and 12 will attend their allocated subjects for three hours per week, including catch-up lessons for those students who have low attendance or enrol during the year and need to repeat or catch up on work missed. It is an expectation across TBS that students aim to maintain a minimum of 85% attendance unless an alternative flexible learning arrangement has been approved. Students who do not meet the minimum teaching and learning hours required for individual subjects, may be required to attend intervention meetings and work towards an individualised plan to complete the required teaching, learning and assessment. At times, students may not meet the requirements to achieve credit towards a QCE for that subject.

The BUSY Schools may vary the timetable to support the needs of the students at the school. Typically, this variation impacts the timing of a break and an elective lesson. Variations of the timetable do not impact the duration of lessons and total time for breaks.

Table 2: Sample daily timetable

| Campus A | | Campus B | | Campus C | |
|---------------|-----------------|---------------|-----------------|---------------|-----------------|
| 8:30 – 8:45 | BUSY Connect | 8:30 – 8.35 | BUSY Connect | 8:30 – 8.35 | BUSY Connect |
| 8:45 – 10:15 | Lesson 1 | 8.35 – 10.00 | Lesson 1 | 8.35 – 10.00 | Lesson 1 |
| 10:15-10:30 | BREAK | 10:00 - 10:30 | BREAK | 10:00 - 10:30 | BREAK |
| 10:30 –12:00 | Lesson 2 | 10:30 – 12:00 | Lesson 2 | 10:30 – 12:00 | Lesson 2 |
| 12:00 – 12:30 | BREAK | 12:00 – 12:30 | BREAK | 12:00 – 12:30 | BREAK |
| 12:30 – 2:00 | Lesson 3 | 12:30 – 2:00 | Lesson 3 | 12.30 – 1.30 | Elective Lesson |
| 2:00 – 2:15 | BREAK | | | | |
| 2:15 – 3:00 | Elective Lesson | 2:00 - 3:00 | Elective Lesson | 1.30 – 3.00 | Lesson 3 |

Table 3: Sample weekly timetable

Students are placed in Group A or Group B.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------|------------------------------|---------|-----------------------------|------------------------------|--------|
| Group A | School subjects | | Vocational and industry day | Vocational and industry days | |
| Group B | Vocational and industry days | | | School subjects | |

School subject days

- **Group A** students attend campus for school subjects on **Monday and Tuesday**.
- **Group B** students attend campus for school subjects on **Thursday and Friday**.

Vocational and Industry days

Vocational and industry days are individualised for each student and may include:

- structured work placement
 - work experience (WEX)
 - school-based apprenticeship or traineeship (SAT)
- vocational education and training (VET) qualification
- flexible day to complete
 - theory work for VET qualification
 - part-time/casual work to support employability skills goals
 - driving lessons
 - private/professional appointments
- academic tutorials, as requested by The BUSY Schools staff.

Social and Emotional Learning (SEL) program

TBS promotes Social and Emotional Learning (SEL) as a core component of its educational program. Students who feel connected, safe and secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Educators who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community (Education Council: Australian Student Wellbeing Framework, 2018).

TBS has a focus on the school wide integration of SEL that has a strong emphasis on the five key interconnected elements of identified in the Australian Student Wellbeing Framework (ASWF):

- Leadership to inspire a positive school community
- Inclusive and connected school culture
- Student voice and authentic student participation
- Effective family and community partnerships
- Wellbeing and support for positive behaviour.

Figure 1: The five key interconnected elements of the Australian Student Wellbeing Framework



| LEADERSHIP | INCLUSION | STUDENT VOICE | PARTNERSHIPS | SUPPORT |
|--|---|--|--|---|
| Campus Principals and school leaders play an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected. | All members of the school community are active participants in building a welcoming school culture that values diversity, and fosters positive, respectful relationships. | Students are active participants in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe. | Families and communities collaborate as partners with the school to support student learning, safety and wellbeing | School staff, students and families share and cultivate an understanding of wellbeing and support for positive behaviour and how this supports effective teaching and learning. |

Each element has a set of core principles to support TBS in implementing effective practices for a whole-school approach. The Australian Student Wellbeing Framework supports Australian schools to be safe, inclusive and connected learning communities that promote positive relationships and wellbeing as foundation for students to work towards their potential.

The Collaborative for Academic, Social and Emotional Learning (CASEL) defines these five core competency areas as:

- **Self-awareness:** The ability to accurately recognise one’s own emotions, thoughts, and values and how they influence behaviour. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset”.
- **Self-management:** The ability to successfully regulate one’s emotions, thoughts, and behaviours in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.
- **Social awareness:** The ability to take the perspective of and empathise with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behaviour and to recognise family, school, and community resources and supports.
- **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
- **Responsible decision making:** The ability to make constructive choices about personal behaviour and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the wellbeing of oneself and others.

Through the quality implementation of the SEL program, TBS aims to achieve several objectives:

- Promoting knowledge or skills relating to the five core competency clusters;
- Creating positive learning environments that are safe, caring, engaging and participatory; and
- Improving students' attitudes about self, others and the school.

This document outlines the guiding principles of the program, implementation guidelines, assessment of SEL, scope and sequence of learning and core components of TBS's SEL program.

TBS's SEL program recognises key initiatives including the Australian Student Wellbeing Framework, the National Education Initiative (NEI) Be You program, the Collaborative for Academic, Social and Emotional Learning (CASEL), the Queensland Curriculum and Assessment Authority.

In addition to SEL, health and wellbeing activities, such as fitness, gym training, or yoga/pilates, are included in the education program. These programs are delivered by qualified and experienced trainers and instructors.

Individual Support Plans

Students at TBS will undertake short- and long-term goal setting to encourage and support their engagement and participation in TBS education program. This will be aided by their individual learning plan or support plan, which will inform individual curriculum support needs and track specific goal progress for academic subjects and personal development. Individualised plans will be rolled over/begun in Term 1 and will be revised in Term 3 (or more often if needed) to ensure it is relevant to how the young person learns and includes curriculum choice that continues to be relevant to the young person and their future goals. Students who commence at other points throughout the year (beginning of Term 2 or mid-term), will have a support plan developed accordingly.

Students with Disabilities

TBS aims to provide all students with opportunities for participation in learning activities by making reasonable adjustments. The provision of additional support services, such as, alternative curriculum programs and mentor/teacher aide support is delivered within a safe and supportive learning environment for all students, including those with a disability.

TBS adheres to the [Disability Discrimination Act 1992](#) and the [Disability Standards for Education 2005](#). TBS will therefore make reasonable adjustments to ensure students with disability are able to participate in education on the same basis as students without disability.

TBS will create an individual learning plan (ILP) for each student or an individual education plan (IEP) for identified students who are working more than two years below their expected curriculum program or who require more significant educational adjustments that impact their learning. These documents detail relevant information about the student, including diagnosis, age, curriculum adjustments, wellbeing, social, communication and learning space modifications. Individualised plans are created in collaboration with the student, parent/carer, teacher, Learning Support Teacher and other relevant professionals. Relevant Education Adjustment Program (EAP) and National Consistent Collection of Data on School Students with a Disability (NCCD) information will also be included in these plans.

Homework at The BUSY Schools

According to research, home learning is proven to be more effective with older students than their younger counterparts (Dylan William, Research Ed 2014). This is typically because they are more able to self-regulate their learning and they have more background knowledge to draw upon. For similar reasons, high-ability students typically benefit more from home learning than low-ability students.

Due to their previous disengagement from mainstream schooling, some of the students who will attend TBS may be working below their age-appropriate curriculum and will be in an early stage of development of self-regulated learning.

Students who will attend TBS will therefore not be given regular set homework as part of the curriculum program. Students who wish to work at home will have the opportunity to continue set tasks for their projects if negotiated with their teachers.

Schoolwide Pedagogy – a consistent teaching approach

TBS teachers accept accountability for each student's learning with a particular focus on the individual through a personalised approach which incorporates:

- use of data to inform teaching, monitor student learning and to meet minimum benchmarks
- consistent tracking of student growth and the use of individual learning plans
- implementation of individual support plans for identified students
- use of 'warm-ups' to consolidate learning and revision strategies to move student knowledge from short term to long term memory
- delivery of lessons using the explicit instruction model – 'model, practice, apply' where applicable
- use of differentiation strategies to cater for the diversity and student individual abilities
- planning collaboratively to ensure the consistent delivery of curriculum and assessment
- actively engaging in a trauma-informed and restorative approach to enhance pedagogical practice.

Learning environment

TBS campuses aim to provide a supportive, inclusive learning environment that combine learning, training, practical experience and recreational activities. Staff focus on:

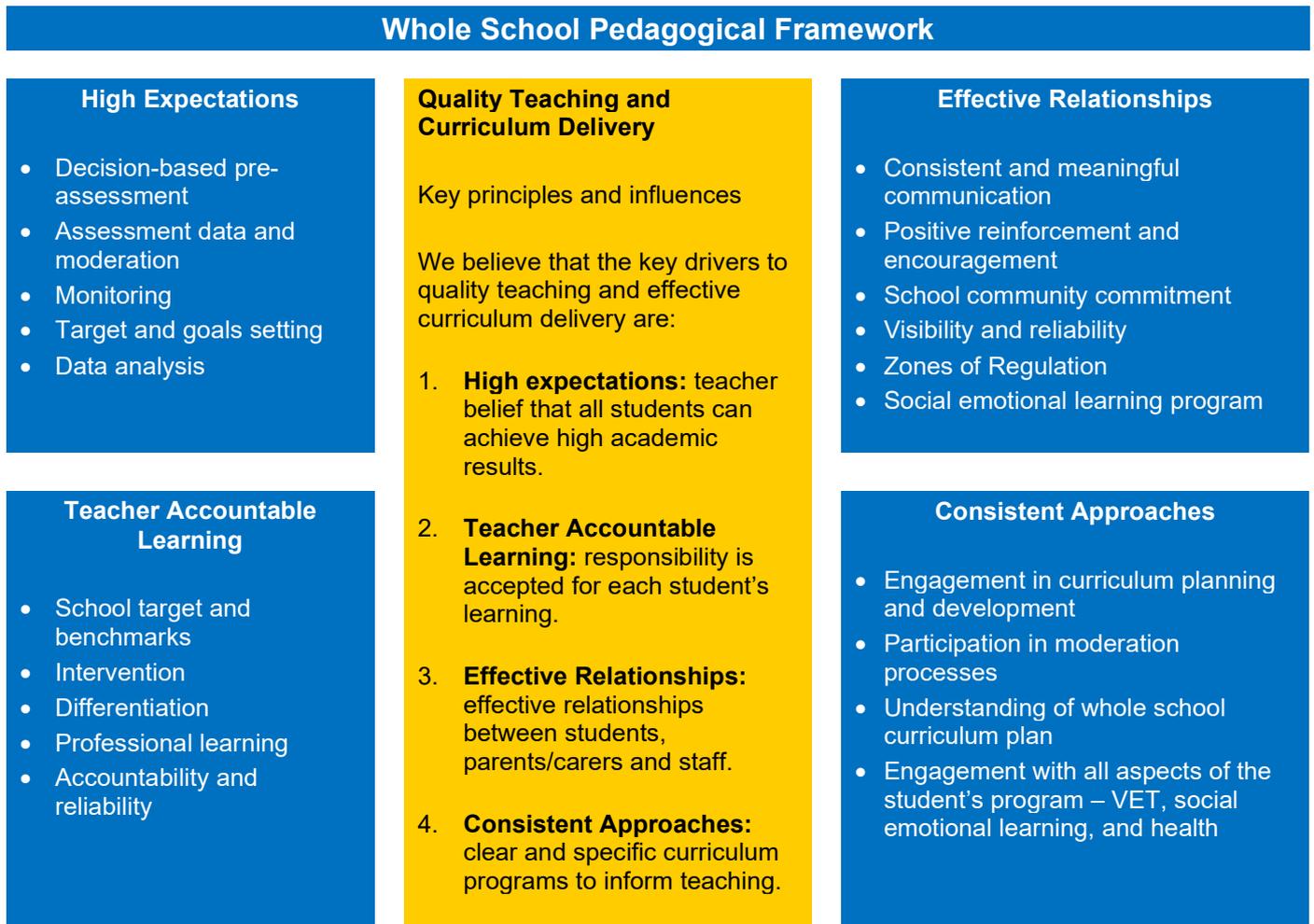
- establishing an atmosphere of high expectations
- a growth mindset for students to build self-efficacy and confidence
- regularly correcting student work and provide feedback to students
- having a high standard of classroom display
- setting a positive classroom tone
- providing access to real and simulated workplaces.

Student engagement

Each staff member is expected to:

- Ensure that every student in their classes feels valued and respected by them;
- Ensure that work given is appropriate for each student's ability level;
- Establish goals for, and support each student in their progress towards their learning goal/target;
- Explicitly teach TBS behaviour expectations; and
- Support each student to have an enjoyable school experience.

Figure 2: Whole School Pedagogical Framework



Student participation in programs

Table 4: Student participation in programs

| Participation Goal | What does this look like | Monitoring and measurement |
|---|--|--|
| Ensure all students' emotional needs are met | <ul style="list-style-type: none"> • Specific social and emotional sessions are embedded into curriculum • Individualised support for all students | <ul style="list-style-type: none"> • Mental health issues are positively supported for students • Self-esteem developed and use of strategies for regulation • Student builds relationships with peers/staff • Positive learning environment |
| Students are involved in shaping their learning to meet their needs | <ul style="list-style-type: none"> • Creating their own learning goals within the education program | <ul style="list-style-type: none"> • Development and review of individual learning plans |
| Allow self-expression | <ul style="list-style-type: none"> • Focus groups created • Student driven projects/events • Promote and support diversity across the whole School • Celebrate success | <ul style="list-style-type: none"> • Number of students attending TBS from a variety of backgrounds • Number of students receiving success awards |

| Participation Goal | What does this look like | Monitoring and measurement |
|--|---|---|
| Students' numeracy and literacy needs are met | <ul style="list-style-type: none"> Intervention programs Targeted teaching to fill in gaps and build foundational skills Extra tutoring sessions Differentiation in all unit delivery | <ul style="list-style-type: none"> Monitoring growth of individual students Number of students showing confidence and self-efficacy |
| Short- and long-term goals are created by each student for their needs/wants | <ul style="list-style-type: none"> Support students with goals regularly Embrace all student goals | <ul style="list-style-type: none"> Number of students achieving their goals Number of students graduating |

Engagement Strategies

Table 5: The BUSY Schools engagement strategies

| Engagement Strategy | Details |
|---|--|
| Foster resiliency by building on student's strengths | <ul style="list-style-type: none"> Follow a trauma-informed and strengths-based approach Understand student's strengths through strong relationships ILPs and IEPs, as appropriate, are created for individual students and inform teaching and learning programs |
| Create innovative projects/programs | <ul style="list-style-type: none"> Enrichment projects/programs used to engage and deliver curriculum based on student interest Collaboration with staff/students on types of projects/programs Utilise local community with projects/programs |
| Create a 'sense of belonging' | <ul style="list-style-type: none"> Small learning groups Prioritise student/staff relationships Student focus groups in their own interest Students create study agreements |
| Listen to the students & support their identified needs | <ul style="list-style-type: none"> Regular one-on-one time for all students with staff Welfare office/psychologist available to support emotional needs ILPs and ISPs are reviewed regularly Mentor assistance for students needing extra support |
| Engagement Strategy | Details |
| Involve students in the learning | <ul style="list-style-type: none"> Students have agency within the projects/programs Flexibility has been created for the students' pathway through teacher feedback and checkpoints throughout the units Student focus groups Student leader meetings |
| Teachers, youth workers, support staff and students are working collaboratively to ensure a holistic approach | <ul style="list-style-type: none"> Shared responsibility of community/campus events Student focus groups meet regularly with management team Student leaders |

Assessment Policy

The BUSY Schools has developed an Assessment Policy that is accessible for students and parents/carers via the school website. It is required that students enrolled in Year 11 and 12 subjects at TBS will satisfy the course requirements in each subject including the completion of all assessment tasks. The BUSY Schools adheres to requirements determined by the QCAA.

Assessment

Completion of assessment is monitored by teachers according to the check point system outlined in each assessment instrument. If sufficient progress of assessment completion is not evident, parents/carers will be informed.

Assessment is marked and graded on the work submitted or seen by the teacher by the due date, unless an extension has been approved. If insufficient work is presented (and parents have been notified following the monitoring process), work will be graded based on work that has been completed in class or presented at draft stage.

Senior Assessment, Data and Moderation

TBS will promote academic integrity by implementing a moderation process for all senior subjects to ensure comparability of school internal assessment items, school marks and grades. This will be done through the adhering of the processes of Queensland Curriculum and Assessment Authority (QCAA).

All three summative internal assessments for general subjects, Social and Community Studies, Essential English and Essential Mathematics will be submitted to QCAA annually for endorsement. Assessment instruments in applied subjects (other than Essential English and Essential Mathematics) do not require endorsement. Instead, assessment will be quality assured through annual moderation meetings. These will include a review of judgments about student responses.

Teachers will mark all internal assessments using instrument specific standards (ISS) and the Common Internal Assessment marking guide, provided by QCAA. Staff members will cross-mark and moderate assessment pieces internally, prior to submitting provision student marks for the confirmation process. Assessment instruments in applied subjects (other than Essential English and Essential Mathematics) will not require endorsement. Instead, assessment will be quality assured through annual moderation meetings. These will include a review of judgments about student responses.

Students and parents/carers are provided with an assessment calendar to manage student and staff assessment loads and consider the timing of assessment.

Table 6: Sample Assessment Calendar

Year 11, Term 1

This assessment calendar provides an overview of assessments for Year 11. In general, the calendar shows which week the assessment is intended to be delivered. Conflicting events may cause the actual date of the assessment to be rescheduled and there may be a need for assessments to be added, deleted, or amended in some way. As much advance notice as possible of changes will be given in writing by the relevant classroom teacher.

| Term Week | Essential English | Essential Mathematics | Social & Community Studies |
|-----------|----------------------------------|-----------------------|----------------------------|
| Week 1 | | | |
| Week 2 | | | |
| Week 3 | | | |
| Week 4 | | | |
| Week 5 | | | |
| Week 6 | FA1 Extended Response Notice | | Module 1 Project starts |
| Week 7 | FA1 Extended Response Checkpoint | FA1 Practice test | Module 1 Checkpoint |
| Week 8 | FA1 Extended Response Draft Due | FA1 Examination | Module 1 Component 1 Draft |
| Week 9 | FA1 Extended Response Final Due | | Module 1 Component 1 Final |
| Week 10 | | | |

Year 12, Term 1

This calendar provides an overview of assessments for Year 12 students in 2021. In general, the calendar shows which week the assessment is intended to be run. Conflicting events may cause the actual date of the assessment to be rescheduled and there may be a need for assessments to be added, deleted, or amended in some way. As much advance notice as possible of changes will be given in writing by the relevant classroom teacher.

| Term Week | Essential English | Essential Mathematics | Social & Community Studies |
|-----------|----------------------------------|-----------------------|-----------------------------------|
| Week 1 | | | |
| Week 2 | | | |
| Week 3 | IA1 Extended Response starts | | |
| Week 4 | IA1 Extended Response Checkpoint | IA1 PSMT starts | |
| Week 5 | IA1 Extended Response Draft Due | IA1 PSMT Checkpoint | |
| Week 6 | IA1 Extended Response Final Due | IA1 PSMT Checkpoint | |
| Week 7 | | IA1 PSMT Checkpoint | |
| Week 8 | | IA1 PSMT Draft due | Module 4 Exam stimulus handed out |
| Week 9 | | IA1 PSMT Final Due | Module 4 Examination |
| Week 10 | | | |

End

Summary of revisions (June, 2022)

In 2022, The BUSY Schools is working with Independent Schools Queensland (ISQ) to develop a Teacher Performance and Development Framework for staged implementation in 2023 and beyond. The Educational Program has been reviewed to align with work being completed.

| Section | Revision |
|--|--|
| Throughout document | Grammatical adjustments and phrasing Some minor language rephrasing to align with Queensland Curriculum and Assessment Authority (QCAA) |
| Senior Curriculum: Vocational Education and Training (VET) courses | Updated information provided about the types of VET courses students may complete while at The BUSY Schools |
| Senior Timetable | Updated information and sample of daily timetable and weekly timetable |
| Pedagogical approach and engagement | Addition of the trauma-informed approach via Berry Street Education Model (BSEM) Addition of restorative approach Removal of experiential learning Adjust language of project-based learning to involvement in projects/programs. The QCAA senior subjects do not align fully with project-based learning. |
| Assessment | Adjust assignments to assessment |
| Assessment policy | A link has been provided to The BUSY Schools Assessment Policy. The previous version of the Educational Plan provided some information from the assessment policy. It is preferred to keep these documents as true versions rather than summarise information, as the Assessment Policy is a comprehensive document aligned to requirements for the QCAA. |
| Assessment Schedule has been renamed as Assessment Calendar | A sample Year 11 and Year 12 assessment calendar has been included |