

The BUSY School Ltd

Curriculum Plan: Years 11 and 12

1. School information and data

Total enrolments	TBD	
Year levels	Year 11 Year 12	
Student information	% male	% female
	% Indigenous students	% Students with disabilities
Staff information	TBD Teaching staff	TBD non-teaching staff

2. Curriculum Priorities

The top priorities for The BUSY School are:

- Aligned to the Alice Springs (Mparntwe) Education Declaration, to provide a supportive, inclusive learning environment through robust educational practices and policy that allows individuals to achieve academically, gain employment and contribute to their community;
- Develop and implement QCE/future employment pathways and/or further tertiary studies for senior students;
- Offer QCAA Senior Curriculum for a smooth transition pathway for our students;
- Continuously review and refine curriculum offerings that meet the needs of our diverse student cohort; and
- Review and modify whole school data collection process and develop robust recording systems to inform future practice.

3. Purpose Statement

The BUSY School is a senior secondary school offering a vocational and career focussed education supported by a deliberate well-being program for young people in Years 11 and 12.

Through solid literacy, numeracy, and life skills, The BUSY School educational program identifies areas of interest/talent for which a career plan is developed, owned and actioned by students. A key feature of the program is the application of a wide range of programs and projects that focus on preparing students for life, work and further training.

The BUSY School focusses on promoting continuous engagement through a variety of education programs targeting individual student learning needs and interests.

4. Goals for Teaching and Learning

Our future goals for teaching and learning are:

1. Create a rigorous, flexible and innovative curriculum, supported by a pedagogical approach that will enable the young people to achieve the Queensland Certificate of Education (QCE) while ensuring alignment and consistency with the Alice Springs (Mparntwe) Education Declaration.
2. Nurture and encourage young people to follow their own learning journeys, while navigating the pathways provided within the QCE and promoting successful, independent learners.
3. Develop and create engaging and relevant learning programs and pathways that foster creativity and promote continuous engagement, through a range of interdisciplinary subjects and assessments. This goal will include the integration of Vocational Education and Training courses and, where suitable, School-based Traineeships/Apprenticeships or pathways to higher education to provide multiple QCE pathways and outcomes.
4. Implement and monitor literacy and numeracy intervention programs as required for the diverse needs and abilities of our students to ensure the pathways designed through the young person's SET Plans are achieved.

What we will do to continually improve teaching and learning.	
Pedagogy focus	<ul style="list-style-type: none"> • Targeted teaching of Literacy and Numeracy • Experiential Learning • Differentiation and Intervention • Social and Emotional Learning • Health and well-being awareness • Senior Schooling: QCAA approved including VET pathways
Teaching expertise to support pedagogy focus	<ul style="list-style-type: none"> • Expertise and continuous training in numeracy and literacy • Rigorous and targeted PD programming for all staff • Focus on supporting the health and well-being of staff
Catering for all learners	<ul style="list-style-type: none"> • Differentiation- modified curriculum/adjustments • Promotion of Social Emotional Learning • Individual Support Plans Individual Curriculum Plans

What we will do to build staff capacity through continuing professional development.	
School leaders	<ul style="list-style-type: none"> • Principal – Educational Leaders Forums • QCAA / ISQ Principal Events • ISQ Supporting School Improvement Program • SAS School visits and networking • Specialised training in the areas i.e. ASD, Mental Health • Connection with local industry leaders
Teaching staff	<ul style="list-style-type: none"> • Growth Mindset Training • Curriculum design and implementation PD • Trauma and Well-being training • Technology • Industry engagement to support VET
Support staff	<ul style="list-style-type: none"> • Teacher Aide Training • Trauma and Well-being training • Technology • Industry engagement to support VET

What we will do to manage our resources effectively.	
Human resources	<ul style="list-style-type: none"> • Provide opportunities for relevant professional development • Determine recruitment requirements in-line with skills • Establish peer mentoring program • Develop comprehensive review process
Financial resources	<ul style="list-style-type: none"> • Utilise funds to support areas of need • Evaluate budget spends to determine areas of best spend • Implement processes for approval of payments and budgets • Engage professional advice and support in budget planning
Physical resources	<ul style="list-style-type: none"> • Implement maintenance program • Implement goods purchase process • Buy quality products where practical • Utilise community facilities where possible

What we will do to ensure parent and community engagement.	
Parent / Community engagement	<p>Term 1:</p> <ul style="list-style-type: none"> • Parent/Community Orientation Evening • Campus opening Ceremony and Welcome to Country delivered by local indigenous elders • Parent/Teacher Interviews • End of Term Celebration Event • Mentor induction program <p>Term 2:</p> <ul style="list-style-type: none"> • Parent Orientation Evening • Parent/Community Open Forum Night • Community Project event <p>Term 3:</p> <ul style="list-style-type: none"> • Parent Teacher Interviews • Parent/Community Open Forum Night • Mentors/students event <p>Term 4:</p> <ul style="list-style-type: none"> • Parent/Community Open Forum Night • Local school Industry Liaison and Guidance Officer engagement days • Challenge Events – sport/arts/music • Graduation Ceremony
Activities / Events	<ul style="list-style-type: none"> • Community Social & Fundraising events • Culture & Charities Festival • Mental Health Awareness Programs • Community BBQ's and Employer Events

		SENIOR CURRICULUM			
		Term 1	Term 2	Term 3	Term 4
ESSENTIAL ENGLISH	11	<p>Language That Works</p> <p>In Unit 1, students explore how meaning is communicated in contemporary texts developed for and used in a work context. Students develop and use a range of strategies and skills to comprehend and interpret these texts.</p> <p>Students will explore a variety of texts including:</p> <ul style="list-style-type: none"> • job-search websites • résumés and cover letters • workplace signage • work-related legislation • policy documents • company mission statements <p>Formative Assessment 1- Multimodal</p>	<p>Language That Works</p> <p>Students use their knowledge and understanding of how meaning is communicated in work related texts to explore texts relevant to and used by a particular occupation. Students will research a career pathway of their interest and map out the steps in order to achieve this goal.</p> <ul style="list-style-type: none"> • Students will create a promotional video, highlighting the significance of their chosen company. • Students will explore a variety of texts including: • industry-specific texts (e.g. SOPs, lesson plans, fitness programs and dietary plans) • procedural documents • news articles (print or digital) relating to employment trends • a range of digital texts (e.g. websites, online articles). <p>Formative Assessment 2- Extended response- exam</p>	<p>Texts and Human Experiences</p> <p>In Unit 2, students explore individual and/or collective experiences and perspectives of the world. Students explore how different perspectives, ideas, cultural assumptions, attitudes, values and beliefs are communicated through the textual representations of a range of human experiences.</p> <ul style="list-style-type: none"> • Students may read, listen to and view reflective and nonfiction texts from a range of contexts, not limited to: • • inspirational people and stories of overcoming adversity • • contemporary heroes or role models • • people from diverse cultures and places. <p>Formative Assessment 3- Multimodal</p>	<p>Texts and Human Experiences</p> <p>Students identify the patterns and conventions of reflective and nonfiction texts and consider how these vary for different purposes, audiences and contexts. They consider how different perspectives, ideas, attitudes and values are communicated in reflective and nonfiction texts through the exploration of human experiences and apply this knowledge when creating texts that reflect on their own life and experiences.</p> <p>Students will create texts that may include, but are not limited to:</p> <ul style="list-style-type: none"> • my educational journey and where to from here • my work/work experience journey — expectations vs. reality • coming to Australia • how my role model (or hero) has influenced me <p>Formative Assessment 4- Extended Response</p>
	12	<p>Language That Influences</p> <p>In Unit 3, students explore community, local and/or global issues and ideas presented in a range of texts that invite an audience to take up positions. Building on Units 1 and 2, students apply their understanding about how perspectives, ideas, attitudes and values are represented in texts to influence audiences to take up positions.</p> <p>Students read, listen to and view a range of texts that invite audiences to take up positions on community, local and/or global issues. Students will select from the following issues and deliver oral presentation addressing their chosen issue:</p> <ul style="list-style-type: none"> • mental health • youth homelessness • employment opportunities • wildlife preservation • cultural heritage <p>Summative internal assessment 1: Extended response — spoken/signed response</p>	<p>Language That Influences</p> <p>Still exploring Unit 3 concepts, building on Topic 1, students use their knowledge of texts to explain how identities, places, events, concepts and issues are represented in media texts to influence an audience. Students explore comparable and conflicting representations of the same identity or identities, place, event, concept or issue in media texts, drawing on their understanding of how the relationships between context, purpose and audience create meaning.</p> <p>Students respond to media texts by producing a range of texts of their own, and this unit will culminate in a common internal assessment (CIA) that is a short-response examination.</p> <p>Summative internal assessment 2: Common Internal Assessment</p>	<p>Representation and Popular Text Cultures</p> <p>In Topic 1, students focus on understanding how structure, language features and language choices shape meaning and purpose in a range of popular culture texts. Students use this knowledge to explore how structure, language features and language choices vary for different purposes, audiences and contexts.</p> <p>Students respond to popular culture texts in a variety of genres. They construct responses explaining the ways in which popular culture texts convey meaning and various points of view</p> <p>Students will focus on music/film and social commentary and will be required to create a mock interview with an artist from their chosen industry.</p> <p>Summative internal assessment 3: Extended response</p>	<p>Representation and Popular Text Cultures</p> <p>Creating representations of Australian identities, places, events and concepts.</p> <p>Building on Topic 1, students use their understanding of how meaning is shaped by the structures, language features and language of popular culture texts, and apply this knowledge when exploring texts about Australian social groups (which may be defined by gender, power, race, religion, age and/or class).</p> <p>Students are required to develop a 'now and then' ad campaign, comparing:</p> <p>Then-Traditional Australian Values- British, white Australia Now- Multicultural, celebrating Indigenous Peoples</p> <p>Summative internal assessment 4: Multimodal</p>
ESSENTIAL MATHEMATICS	11	<p>Number, data and graphs</p> <p>In Unit 1, students will develop the mathematical understanding and skills to solve problems relating to the topics:</p> <ul style="list-style-type: none"> • Fundamental topic: Calculations • Topic 1: Number • Topic 2: Representing data • Topic 3: Graphs <p>Students will calculate the cost for a dinner party, and submit a presentation highlighting, cost, formulas used and data.</p> <p>Formative Assessment 1: Exam- short response</p>	<p>Number, data and graphs</p> <p>Students will build on knowledge from topics 1,2,3, developing skills to solve problems. There will be particular focus on graphs.</p> <ul style="list-style-type: none"> • Topic 1: Number • Topic 2: Representing data • Topic 3: Graphs <p>Students will read and interpret graphs, draw graphs, use graphs</p> <p>Formative Assessment 2 problem-solving and modelling task- Presentation</p>	<p>Money, travel and data</p> <p>In Unit 2, students will develop the mathematical understanding and skills to solve problems relating to:</p> <ul style="list-style-type: none"> • Fundamental topic: Calculations • Topic 1: Managing money • Topic 2: Time and motion • Topic 3: Data collection. <p>Students will complete a series of tasks relating to time, travel and money. Students will be required to plan a trip to America including the cost, data (popular tourist destinations) and time.</p> <p>Formative Assessment 3: problem-solving and modelling.</p>	<p>Money, travel and data</p> <p>Students will build on knowledge from topics 1,2,3, developing skills to solve problems. Students will develop the mathematical understanding and skills to solve problems relating to:</p> <ul style="list-style-type: none"> • Topic 1: Managing money • Topic 2: Time and motion • Topic 3: Data collection <p>Students will be required to complete a series of tasks related to travel. End of term exam.</p> <p>Formative Assessment 4: Exam- short response</p>

ESSENTIAL MATHEMATICS	12	<p>Measurement, Scales and Data</p> <p>In Unit 3, students will develop the mathematical understanding and skills to solve problems relating to:</p> <p>Fundamental topic: Calculations</p> <ul style="list-style-type: none"> • Topic 1: Measurement • Topic 2: Scales, plans and models • Topic 3: Summarising and comparing data <p>Students will work towards completing set hours for individual topics over a semester.</p> <p>Summative Assessment 1 (IA1): Problem-solving and modelling task</p>	<p>Measurement, Scales and Data</p> <p>Building on topics 1, 2, students will have particular focus on topic 2, in summarising and comparing data. Students will interpret scaled drawings of popular buildings in the local area and add their own design features. Students will explore real estate data and growth across the greater local region with a particular focus on new unit developments</p> <ul style="list-style-type: none"> • Topic 1: Measurement • Topic 2: Scales, plans and models • Topic 3: Summarising and comparing data <p>Summative internal assessment 2 (IA2): Common internal assessment</p>	<p>Graphs, Chance and Loans</p> <p>In Unit 4, students will develop the mathematical understanding and skills to solve problems relating to:</p> <ul style="list-style-type: none"> • Fundamental topic: Calculations • Topic 1: Bivariate graphs • Topic 2: Probability and relative frequencies <p>Summative assessment 3 (IA3): Problem solving and modelling task. The task will explore a variety of mathematical concepts and ideas that can be used to achieve financial goals.</p>	<p>Graphs, Chance and Loans</p> <p>Students will build on previous knowledge, however with have particular focus on loans and compound interest. Students will be given a budget and will need to invest into property.</p> <ul style="list-style-type: none"> • Fundamental topic: Calculations • Topic 1: Bivariate graphs • Topic 2: Probability and relative frequencies • Topic 3: Loans and compound interest. <p>Summative assessment 4 (IA4): Examination. This examination assesses the application of a range of cognitions to a number of items that focus on Topics 1, 2 and 3.</p>
	SOCIAL AND COMMUNITY STUDIES ELECTIVE	11	<p>Module 1: The Arts in the Community</p> <p>This module introduces the skills and processes used to conduct social investigations. It explores different modes of artistic expression, and how members of society imagine, dream, think, feel and communicate through Arts. This module also explores the role Arts play in integrating people from diverse backgrounds into the community.</p> <p>Formative Assessment 1: Investigation: The role of Body Art as cultural and sub-cultural expression. Students will research traditional Body Art techniques from different cultures and look at the way it is used to communicate meaning. Multimodal Response.</p>	<p>Module 2: Foundation Money Management</p> <p>This module introduces the skills and processes used in social investigations. It focuses on two financial literacy scenario-based inquiries: personal budgeting and the broader implications of financial literacy for society, e.g. the impact of e-commerce or the impact of consumer behaviour on the environment.</p> <p>Formative Assessment 2: Examination - short answer responses.</p>	<p>Module 3: Out into the world - World of work</p> <p>This module investigates how we use technology to connect in and to the world of work. Students connect with local business and industry, and explore how interpersonal skills transfer to employability skills, e.g. teamwork, collaboration and the ability to resolve conflict.</p> <p>Formative Assessment 3: Project: Students research current job vacancies and choose a job of interest. They will then practice interview skills and techniques in a mock scenario.</p>
12		<p>Module 4: Into Relationships</p> <p>This module focuses on five main concepts: the development of personal skills helps an individual to grow and develop; personal identity is shaped by critically reflecting on factors that influence our lives e.g. gender, cultural, racial and economic status; a person's relationships with others differ depending on roles, experiences and values; effective communities rely on positive relationships between their members and for Aboriginal communities and Torres Strait Islander communities, cross-generational resonance comes from a shared understanding or movement of knowledge from one generation to another.</p> <p>Summative Assessment 1:</p> <ul style="list-style-type: none"> • Examination: Students will respond to questions relating to their understanding how managing stress, anger; managing difficult conversations and manners/ and etiquette impacts society (60–90 minutes) • Short response test: Students will respond to a number of short scenarios and stimulus (50–250 words per item) 	<p>Module 5: Health - recreation and leisure</p> <p>This module focuses on maintaining and improving personal hygiene, health and general wellbeing will contribute to a healthy life. Students will identify the role of recreation and leisure in physical and mental well-being. Recreation and leisure activities are important aspects of cultural expression and integration and students will identify the role of recreation and leisure in the broader community and investigate the role of government policy in encouraging healthy and active communities.</p> <p>Student will be required to investigate how physical fitness can support both physical and mental health well-being and develop an infographic on the value of recreation and leisure.</p> <p>Summative Assessment 2: Project</p> <p>Students will investigate the role health choices and fitness effect well-being</p> <ul style="list-style-type: none"> • Product component: Students will produce an infographic/ brochure • Multimodal component : Students will investigate current information and research on the implications of how physical fitness and health choices impact on wellbeing. 	<p>Module 6: Legally - it could be you</p> <p>This module examines the civic rights and obligations of young school leavers. Students will conduct three social investigations: rights and responsibilities in regard to voting and driving; the court system, with a focus on family law, available support services and crime; and rights and responsibilities when travelling overseas.</p> <p>Summative Assessment 3:</p> <ul style="list-style-type: none"> • Examination: Respond to questions about short legal and citizenship scenarios (60–90 minutes) • Short response test: Responses to unseen questions and a combination of seen and unseen stimulus (50–250 words per item) <p>Summative Assessment 4:</p> <ul style="list-style-type: none"> • Investigation: Investigate legal roles and responsibilities when driving : Multimodal response 	

VET CERTIFICATE COURSES	11 / 12	<p style="text-align: center;">Potential Course offerings for 2021 (RTO providers to be determined along with scope of courses available)</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 33%;"> <i>Certificate I</i> in: Construction </td> <td style="vertical-align: top; width: 33%;"> <i>Certificate II</i> in: Business: Workplace Skills Sport & Recreation Plumbing Engineering Automotive Pre Voc Horticulture Beauty/Salon Assistant Logistics Retail </td> <td style="vertical-align: top; width: 33%;"> <i>Certificates II & III</i> in: Business Hospitality </td> </tr> </table>	<i>Certificate I</i> in: Construction	<i>Certificate II</i> in: Business: Workplace Skills Sport & Recreation Plumbing Engineering Automotive Pre Voc Horticulture Beauty/Salon Assistant Logistics Retail	<i>Certificates II & III</i> in: Business Hospitality
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School Based Traineeships	11 / 12	<p style="text-align: center;">The World Of Work program</p> <p style="text-align: center;">Consists of two components:</p> <ol style="list-style-type: none"> 1. Introduction and familiarisation with the world of work – work placement/experience 2. If successful, the commencement of School-based Traineeship and/or Apprenticeship 			