

The BUSY Schools Ltd

Curriculum Plan: Years 11 and 12

1. School information and data

Campuses complete and annually update the school information and data summary in Term 1.

Year levels	Year 11 and 12	
Student information		
Staff information		

2. Curriculum Priorities

The curriculum priorities for The BUSY Schools are:

- Ensuring that the educational program aligns 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 courses to accrue credit towards a Queensland Certificate of Education (QCE) and 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 Schools is a senior secondary school offering a vocational and career focussed education supported by a deliberate wellbeing program for young people in Years 11 and 12.

Through literacy, numeracy, and life skills, The BUSY Schools 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 Schools 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 (VET) courses and, where suitable, school-based apprenticeships/traineeships 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 senior education and training (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 • Differentiation and Intervention • Social and Emotional Learning • Health and wellbeing awareness • Senior Schooling: QCAA approved subjects 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 program for all staff • Focus on supporting the health and wellbeing of staff
Catering for all learners	<ul style="list-style-type: none"> • Differentiation and educational adjustments • Promotion of Social Emotional Learning • Individual Learning Plans or Individual Educations Plans

What we will do to build staff capacity through continuing professional development.	
School leaders	<ul style="list-style-type: none"> • Campus Principal – Educational Leaders Forums • QCAA / ISQ Principal Events • ISQ Supporting School Improvement Program • SAS School visits and networking • Specialised training in the areas, e.g., 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 wellbeing training • Technology • Industry engagement to support VET
Support staff	<ul style="list-style-type: none"> • Teacher Aide Training • Trauma and wellbeing 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 [Sample activities and events]	<p>Term 1:</p> <ul style="list-style-type: none"> • Parent/Community Orientation • Local school Industry Liaison and Guidance Officer engagement days • Parent/Teacher Interviews • Mentor induction program Term <p>Term 2:</p> <ul style="list-style-type: none"> • Parent/community Orientation • Local school Industry Liaison and Guidance Officer engagement days • Parent/Teacher Interviews • End of semester event • Community Project event Term <p>Term 3:</p> <ul style="list-style-type: none"> • Parent Teacher Interviews • Parent/Community Open Forum Night • Mentors/students event Term <p>Term 4:</p> <ul style="list-style-type: none"> • Parent/Community Orientation • Local school Industry Liaison and Guidance Officer engagement days • Challenge Events – sport/arts/music • Graduation Ceremony • New student orientation
Activities / Events	<ul style="list-style-type: none"> • Community Social & Fundraising events • 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"> WHS websites WHS hazards, risks, and controls workplace signage work-related legislation policy documents company mission statements 	<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 different occupations. Students will assume the role of the 'employer' and respond to a complaint made to the Fair Work Ombudsman. Students will need to read workplace legislation and respond to the complaint, demonstrating they have been reasonable in their response to the complaint.</p> <p>Students will explore a variety of texts including:</p> <ul style="list-style-type: none"> procedural documents workplace legislation documents workplace language, culture, and branding. a range of digital texts (e.g., websites, online articles). 	<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: <ul style="list-style-type: none"> inspirational people and stories of overcoming adversity contemporary heroes or role models people from diverse cultures and places. 	<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
		Formative Assessment 1- Extended Response-Multimodal	Formative Assessment 2- Extended Response Written	Formative Assessment 3- Short Response- Examination	Formative Assessment 4- Extended Response- Written
	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>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>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>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>
		Summative internal assessment 1: Extended response—spoken/signed response	Summative internal assessment 2: Common Internal Assessment (Short Response Examination)	Summative internal assessment 3: Multimodal	Summative internal assessment 4: Extended response Written
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	11	<p>Unit 1: Relationships and work environments (Option C)</p> <p>In this unit, students investigate relationship skills and work environments. They explore social contexts, issues and perspectives related to work and relationships.</p> <p>Topic One: Relationships.</p> <p>Students also examine social contexts, issues and perspectives related to effective relationships, including those at work. They might consider:</p> <ul style="list-style-type: none"> • appropriate forms of conduct when engaging with others in-person and online • strategies for managing stress and anger and coping with change • acknowledging diversity and negotiating difference • balancing the interests of self and others • the impact of technology and media on the nature and conduct of relationships <p>Assessment C1: Project- Relationships</p>	<p>Unit 1: Relationships and work environments (Option C)</p> <p>In this unit, students investigate relationship skills and work environments. They explore social contexts, issues and perspectives related to work and relationships.</p> <p>Topic Two: Work Environments</p> <p>Students might consider</p> <ul style="list-style-type: none"> • pathways into work, e.g., job search websites, job network centres, recruitment agencies, apprenticeships, career expos • ongoing learning and education for work, e.g., vocational education and training • different types of employment, e.g., full-time, part-time, casual, temporary • workplace organisation, e.g., organisational structure, lines of accountability, decision-making processes • personal rights and responsibilities related to work, workplace conditions and protections • the changing nature of work and the workplace, e.g., automation, casualisation. <p>Assessment C2: Investigation: World of Work</p>	<p>Unit 2: Lifestyle and Financial choices (Option A)</p> <p>In this unit, students investigate making choices for their lifestyles, considering how to enact positive change for the present and the future. They explore money management for the purpose of informing their choices.</p> <p>Topic One: Lifestyle</p> <p>Students undertake practical activities that enable them to consider how needs, wants and resources are central to the decision-making of individuals and communities. Students can consider ways to bring about meaningful change through their choices, for example with forms of personal and social action and behavioral change that have environmental, social, cultural and/or financial impacts.</p> <p>Students may explore case studies of contemporary issues that have a local or personal connection, for example fast fashion, technology obsolescence, local habitat degradation, waste recycling, renewable energy opportunities and challenges, and barriers to sustainability that result from different community and personal behaviours.</p> <p>Assessment A1: Project- Contemporary lifestyles</p>
12		<p>Unit 3: Australia and its place in the world (Option E)</p> <p>In this unit, students explore features of contemporary Australian society, including how Australia's international involvement continually shapes our society's composition and outlook.</p> <p>Topic One: Contemporary Society</p> <p>Students examine social contexts, issues and perspectives related to contemporary Australian society.</p> <p>They might consider:</p> <ul style="list-style-type: none"> • the changing nature of family and kinship structures • representations of groups in society, e.g., religious, ethnic, political • strategies to promote inclusivity and social cohesion 	<p>Unit 3: Australia and its place in the world (Option E)</p> <p>In this unit, students explore features of contemporary Australian society, including how Australia's international involvement continually shapes our society's composition and outlook.</p> <p>Topic Two: Australia as a global citizen</p> <p>Students also examine social contexts, issues and perspectives related to Australia's international involvement.</p> <p>They may consider.</p> <ul style="list-style-type: none"> • implications of engaging in international trade and relations • benefits and consequences of tourism, immigration, and multiculturalism • Australia's relationships with other nations 	<p>Unit 4: Healthy choices for mind and body (Option B)</p> <p>In this unit, students investigate choices related to recreation, leisure, food, and nutrition from both a personal and society perspective, considering the implications of their choices.</p> <p>Topic One: Recreation and leisure</p> <p>Students could explore recreation, leisure, food, and nutrition by considering, for example:</p> <ul style="list-style-type: none"> • recreation, leisure, food, and nutrition as markers of cultural identity and expression, e.g., dietary practices, sport, and recreation as a link to cultural communities • recreation, leisure, food, and nutrition as social and cultural activities, e.g., communal eating, celebrations, sporting activities • the changing nature of recreation and leisure, e.g., 	<p>Unit 4: Healthy choices for mind and body (Option B)</p> <p>In this unit, students investigate choices related to recreation, leisure, food, and nutrition from both a personal and society perspective, considering the implications of their choices.</p> <p>Topic Two: Food and Nutrition</p> <p>Students may also study a range of factors that affect recreation, leisure, food, and nutrition choices, for example:</p> <ul style="list-style-type: none"> • the influence of media and advertising on attitudes toward food and nutrition • the influence of factors on diet • food and sustainability, e.g., ecological impacts of production and distribution, food waste • the role of governments in regulating food products and information, e.g., advertising restrictions, nutritional

	<ul style="list-style-type: none"> the boundaries of acceptable and unacceptable behaviours balancing conformity and diversity strategies to discern reliable information. <p>Assessment E1: Extended Response- Contemporary Society</p>	<ul style="list-style-type: none"> Australia as a participant in global affairs, e.g., provision of aid, refugee resettlement, peacekeeping, rights of indigenous peoples, obligations, and participation in international agreements how Australia is perceived by others in the world. <p>Assessment E2: Project: Australia as a global citizen</p>	<p>impacts of technology.</p> <p>Assessment B1: Project- Recreation and leisure</p>	<p>guidelines, and labelling requirements</p> <ul style="list-style-type: none"> technological developments in recreation and food. <p>Assessment B2: Extended Response: Food and nutrition</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Visual Arts in Practice (Campus Elective)</p>	<p>11</p> <p>Unit 1: Transform and Extend (Option D)</p> <p>In this unit, students respond to an artist or artisan’s ways of working by collating and analysing artworks of a chosen practitioner. They evaluate features that communicate the artist or artisan’s style through recognisable or characteristic visual language, media, technologies and/or skills.</p> <p>Students consider context and purpose when making and responding to artworks. By investigating their chosen artist or artisan’s style or art practice, students discover inspired ways of using visual language, media, technologies, and skills. Students plan and make artworks inspired by their practitioner of choice, transforming and extending their outcomes by altering the media or meaning, and by adding elements or features to personalise the work. They demonstrate creative thinking skills as they innovate and resolve their own artwork.</p> <p>Authentic contexts are used to provide learning experiences and generate purposes for making. Through engaging with practitioners and/or peers (online, virtually, or face-to-face), students have opportunities to refine ways of working and to give and gather feedback, enriching their learning.</p> <p>Assessment D1: Project- Collage using Surrealism</p> <p>Assessment D2: Resolved artwork: Painting</p>		<p>Unit 2 Looking Outwards – Others (Option B)</p> <p>In this unit, students respond to issues or concerns that take place locally, nationally and/or globally, and investigate how artists or artisans respond to these in their artworks. In the role of artists or artisans, students explore issues and concerns within times, places and spaces, and the impact these have on themselves and others in the community.</p> <p>Students provide their own commentary on the world around them through art-making processes. Students consider context and purpose when making and responding to artworks. Students work individually and/or collaboratively to experiment with and explore emotive and persuasive visual language, media, technologies, and skills used to communicate issues and concerns. They plan an artwork and demonstrate creative thinking skills as they innovate and resolve the planned artwork.</p> <p>Authentic contexts are used to provide learning experiences and generate purposes for making. Through engaging with various perspectives and/or cultural or social contexts, students have opportunities to learn ways of working and to give and gather feedback, enriching their learning.</p> <p>Assessment B1: Diorama</p> <p>Assessment B2: Resolved artwork: Assemblage sculpture</p>	
	<p>12</p> <p>Unit 3: Looking inwards - self (Option A)</p> <p>In this unit, students explore and respond to ideas about self. They think creatively about their own and others’ cultures and convey ideas in concise and engaging ways to make artworks. Students identify figurative and non-figurative ways to create representations of self. Figurative visual language may communicate explicit likeness, whereas non-figurative visual language is coded or symbolic.</p> <p>Students consider context and purpose when making and responding to artworks. By investigating how other artists or artisans communicate ideas about self, they discover ways of using visual language, media, technologies, and skills. Students work individually to experiment with and explore representations of self and to plan an artwork. They demonstrate creative thinking skills as they innovate and resolve the planned artwork.</p> <p>Authentic contexts are used to provide learning experiences and generate purposes for making. Through engaging with various perspectives and/or cultural or social contexts, students have opportunities to learn ways of working and to give and gather feedback, enriching their learning.</p> <p>Assessment A1: Project- Drawing</p> <p>Assessment A2: Resolved artwork: Skateboard reflecting self</p>		<p>Unit 4: Clients (Option C)</p> <p>In this unit, students work collaboratively with a client to develop criteria and designs for artworks that meet clients’ needs and expectations, and agree on essential visual language, media, technologies and/or skills. Students communicate to clarify expectations and generate ideas to test with clients before implementing them into a resolved artwork. They manage client expectations through organisation of resources and timelines to see projects realised.</p> <p>Students consider context and purpose when making and responding to artworks. By investigating how other artists or artisans fulfil design briefs, they discover ways of using visual language, media, technologies, and skills. Students work individually to generate artwork prototypes and test client response. They demonstrate creative thinking skills as they innovate and resolve the artwork based on the needs and expectations of the client.</p> <p>Community and school contexts are used to provide authentic learning experiences and generate purposes for making. Through engaging with authentic or real-life clients, students will have opportunities to develop their own style as an artist or artisan, and to give and gather feedback to refine outcomes.</p> <p>Assessment A1: Project- Jewellery</p> <p>Assessment A2: Resolved artwork: Printmaking for clients</p>	

	Term 1	Term 2	Term 3	Term 4	
Sport & Recreation (Campus Elective)	11	<p>Unit 1: Community Recreation (Unit Option E)</p> <p>Community Recreation includes a wide variety of activities, including recreation at the local level, at neighbourhood facilities and in community programs. Community recreation contributes to the wellbeing of Australians.</p> <p>In this unit, students investigate community recreation activities and analyse contextual factors, including resources, barriers, and enablers, that affect outcomes.</p> <p>Students plan and implement strategies to enhance participation outcomes for a target group. They evaluate the effectiveness of their strategies and justify recommendations to enhance outcomes for themselves or a specific target group.</p> <p>Formative Assessment 1: PERFORMANCE: (up to 4 minutes)</p>	<p>Unit 1: Community Recreation (Unit Option E)</p> <p>Over the course of this unit, students are engaged in learning experiences to develop their knowledge, understanding and skills in recreational activities within local Australian communities.</p> <p>The importance of volunteers and officials has been highlighted and it is evident that they are at the heart of community recreation.</p> <p>Students will develop an extended written response that explores the strengths and weaknesses of the current approaches to training and development opportunities for volunteers and officials and makes recommendations for improvement of change</p> <p>Formative Assessment 2: PROJECT: Written Response (up to 500 words) and Multimodal (up to 3 minutes)</p>	<p>Unit 2: Fitness for Sport and Recreation (Unit Option H)</p> <p>Fitness and training require a range of specific skills and specialist knowledge about how to organise, structure and schedule programs in sport and recreation activities. These experiences, skills and knowledge linked to fitness and training can also transfer to a broad range of settings, including elite sport, community sport, personal training, and group exercise in community fitness sectors.</p> <p>In this unit, students investigate a range of fitness and training activities and strategies. They analyse contextual factors, including resources, barriers, and enablers, that affect outcomes.</p> <p>Students plan fitness and training sessions and implement strategies to enhance specific outcomes for target groups. They then evaluate the effectiveness of their strategies and justify recommendations to enhance specific outcomes for themselves or a specific target group.</p> <p>Formative Assessment 3: PROJECT: Written response (up to 500 words) and Multimodal (up to 3 minutes)</p>	<p>Unit 2: Fitness for sport and recreation (Unit Option H)</p> <p>In this module, students have developed a range of skills for strength and conditioning, while utilising relevant subject matter related to the sport, recreation, and fitness industries.</p> <p>Students will investigate their bodies requirements, plan, and write their own individual resistance and strength training program and then demonstrate their physical performance in completing these training sessions.</p> <p>Formative Assessment 4: PERFORMANCE: (up to 4 minutes)</p>
	12	<p>Unit 3: Community Recreation (Unit Option E)</p> <p>Community Recreation includes a wide variety of activities, including recreation at the local level, at neighbourhood facilities and in community programs.</p> <p>Community recreation contributes to the wellbeing of Australians.</p> <p>In this unit, students investigate community recreation activities and analyse contextual factors, including resources, barriers, and enablers, that affect outcomes.</p> <p>Students plan and implement strategies to enhance participation outcomes for a target group. They evaluate the effectiveness of their strategies and justify recommendations to enhance outcomes for themselves or a specific target group.</p> <p>Summative Assessment 1: PERFORMANCE: (up to 4 minutes)</p>	<p>Unit 3: Community Recreation (Unit Option E)</p> <p>Over the course of this unit, students are engaged in learning experiences to develop their knowledge, understanding and skills in recreational activities within local Australian communities.</p> <p>The importance of volunteers and officials has been highlighted and it is evident that they are at the heart of community recreation.</p> <p>Students will develop an extended written response that explores the strengths and weaknesses of the current approaches to training and development opportunities for volunteers and officials and makes recommendations for improvement of change.</p> <p>Summative Assessment 2: PROJECT: Written Response (up to 500 words) and Multimodal (up to 3 minutes)</p>	<p>Unit 4: Fitness for Sport and Recreation (Unit Option H)</p> <p>Fitness and training require a range of specific skills and specialist knowledge about how to organise, structure and schedule programs in sport and recreation activities. These experiences, skills and knowledge linked to fitness and training can also transfer to a broad range of settings, including elite sport, community sport, personal training, and group exercise in community fitness sectors.</p> <p>In this unit, students investigate a range of fitness and training activities and strategies. They analyse contextual factors, including resources, barriers, and enablers, that affect outcomes.</p> <p>Students plan fitness and training sessions and implement strategies to enhance specific outcomes for target groups. They then evaluate the effectiveness of their strategies and justify recommendations to enhance specific outcomes for themselves or a specific target group.</p> <p>Summative Assessment 3: PROJECT: Written response (up to 500 words) and Multimodal (up to 3 minutes)</p>	<p>Unit 4: Fitness for sport and recreation (Unit Option H)</p> <p>In this module, students have developed a range of skills for strength and conditioning, while utilising relevant subject matter related to the sport, recreation, and fitness industries.</p> <p>Students will investigate their bodies requirements, plan, and write their own individual resistance and strength training program and then demonstrate their physical performance in completing these training sessions.</p> <p>Summative Assessment 4: PERFORMANCE: (up to 4 minutes)</p>

Information & Communication Technology (Campus Elective)	11	<p>Unit 1: Layout and publishing (Option D)</p> <p>In this unit, students explore layout and publishing industry practices, standards, and processes. They use knowledge of industry practices and processes to demonstrate fundamental skills for producing layout and publishing products. They interpret client briefs, technical information, existing and emerging trends, and products to inform development of products to industry standards.</p> <p>Students evaluate and adapt processes and products based on the outcomes of testing and feedback to improve alignment with client briefs and product specifications. They use language and mode-appropriate forms of communication authentic to layout and publishing projects to document product development and communicate information.</p> <p>By the end of this unit, students will demonstrate layout and publishing industry practices, skills, and processes, interpret client briefs and technical information, select layout and publishing industry practices and processes, sequence layout and publishing processes, evaluate layout and publishing processes and products, and adapt layout and publishing processes and products.</p> <p>Summative Assessment D1: Product Proposal (4 weeks Assignment) Summative Assessment D1: ICT Project (4 weeks Assignment)</p>	<p>Unit 2: Digital imaging and modelling (Option E)</p> <p>In this unit, students explore digital imaging and modelling industry practices, standards, and processes. They use knowledge of industry practices and processes to demonstrate fundamental skills for producing digital imaging and modelling products. They interpret client briefs, technical information, trends and products to inform development of products to industry standards.</p> <p>Students evaluate and adapt processes and products based on the outcomes of testing and feedback to improve alignment with client briefs and product specifications. They use language and mode-appropriate forms of communication authentic to digital imaging and modelling projects to document product development and communicate information.</p> <p>By the end of this unit, students will demonstrate digital imaging and modelling industry practices, skills, and processes, interpret client briefs and technical information, select digital imaging and modelling industry practices and processes, sequence digital imaging and modelling processes, evaluate digital imaging and modelling processes and products, and adapt digital imaging and modelling processes and products.</p> <p>Summative Assessment E1: Product Proposal (4 weeks Assignment) Summative Assessment E1: ICT Project (4 weeks Assignment)</p>
	12	<p>Unit 3: Web development (Option F)</p> <p>In this unit, students explore web development industry practices, standards, and processes. They use knowledge of industry practices and processes to demonstrate fundamental skills for producing web applications. They interpret client briefs, technical information, existing and emerging concepts, and products to inform development of products to industry standards.</p> <p>Students evaluate and adapt processes and products based on the outcomes of testing and feedback to improve alignment with client briefs and product specifications. They use language and mode-appropriate forms of communication authentic to web development projects to document product development and communicate information.</p> <p>By the end of this unit, students will demonstrate web development industry practices, skills and processes, interpret client briefs and technical information, select web development industry practices and processes, sequence web development processes, evaluate web development processes and products and adapt web development processes and products.</p> <p>Summative Assessment F1: Product Proposal (4 weeks Assignment) Summative Assessment F1: ICT Project (4 weeks Assignment)</p>	<p>Unit 4: Audio and video production (Option C)</p> <p>In this unit, students explore audio and video production industry practices, standards and processes. They use knowledge of industry practices and processes to demonstrate fundamental skills for producing audiovisual products. They interpret client briefs, technical information, existing and emerging trends and products to inform development of products to industry standards.</p> <p>Students evaluate and adapt processes and products based on the outcomes of testing and feedback to improve alignment with client briefs and product specifications. They use language and mode-appropriate forms of communication authentic to audio and video production projects to document product development and communicate information.</p> <p>By the end of this unit, students will demonstrate audio and video production industry practices, skills and processes, interpret client briefs and technical information, select audio and video production industry practices and processes, sequence audio and video production processes, evaluate audio and video production processes and products and adapt audio and video production processes and products.</p> <p>Summative Assessment C1: Product Proposal (4 weeks Assignment) Summative Assessment C1: ICT Project (4 weeks Assignment)</p>

OTHER CAMPUS ELECTIVES	11/12	<p>At times, students at The BUSY Schools require an adjusted program that offers an option to complete alternative courses of study that meets their educational needs and interests.</p> <p>Additional QCAA Applied subjects A BUSY Schools campus might implement another QCAA Applied subject, additional to Social & Community Studies, depending on the needs and context of the students. Students studying the extra subject are provided with more opportunity for QCE eligibility. Examples of subjects a campus might implement include but not limited to, Visual Arts in Practice, Media Arts in Practice, Aquatic Practices or Tourism</p> <p>QCAA Short Courses Some students may complete studies in QCAA Short Courses such as Literacy, Numeracy, Career Education, Aboriginal and Torres Strait Islander Languages.</p> <p>Queensland Certificate of Individual Achievement (QCIA) Some students with disability, in consultation with the student and parent/carers, may be identified and choose to complete a negotiated program outlined in a QCIA Curriculum Plan, to work towards a QCIA.</p>																								
VET CERTIFICATE	11/12	<p>Examples of vocational and education courses (RTO providers to be determined along with scope of courses available)</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Certificate I in:</td> <td style="width: 33%;">Certificate II in:</td> <td style="width: 33%;">Certificates III in:</td> </tr> <tr> <td>Construction</td> <td>Workplace Skills</td> <td>Automotive Pre Voc</td> </tr> <tr> <td></td> <td>Beauty/Salon Assistant</td> <td>Horticulture</td> </tr> <tr> <td></td> <td>Sport & Recreation</td> <td>Logistics</td> </tr> <tr> <td></td> <td>Plumbing</td> <td>Retail</td> </tr> <tr> <td></td> <td></td> <td>Business</td> </tr> <tr> <td></td> <td></td> <td>Hospitality</td> </tr> <tr> <td></td> <td></td> <td>Fitness</td> </tr> </table>	Certificate I in:	Certificate II in:	Certificates III in:	Construction	Workplace Skills	Automotive Pre Voc		Beauty/Salon Assistant	Horticulture		Sport & Recreation	Logistics		Plumbing	Retail			Business			Hospitality			Fitness
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		Students are expected to complete work experience as part of their education program in Year 11 and/or Year 12. Some students may be successful in being signed up for a school-based apprenticeship or traineeship.																								

Summary of revisions (February 2024)

In 2024, The BUSY Schools is implementing the revised version of QCAA Applied subjects (v 1.1,2024) to replace the outgoing 2019 versions. TBS campuses now have an option to include an extra Applied subject to the mandatory three QCAA subjects (Essential English, Essential Mathematics and Social & Community Studies). The Curriculum Plan has been reviewed and updated to align with these updates.

Section	Revision
Throughout document	Grammatical adjustments and phrasing Some minor language rephrasing to align with Queensland Curriculum and Assessment Authority (QCAA)
Senior Curriculum	<ul style="list-style-type: none"> Social & Community Studies content has been updated to align with specifications from the 2024 syllabus Summary plans for 3 extra Applied subjects (Visual Arts in Practice, Sport & Recreation, and Information & Communication Technology) have been added to reflect the current selection of campus electives being delivered in 2024.