STEAM ACADEMY

MANUAL

ASPIRATION KINDNESS RESILIENCE COMMUNITY

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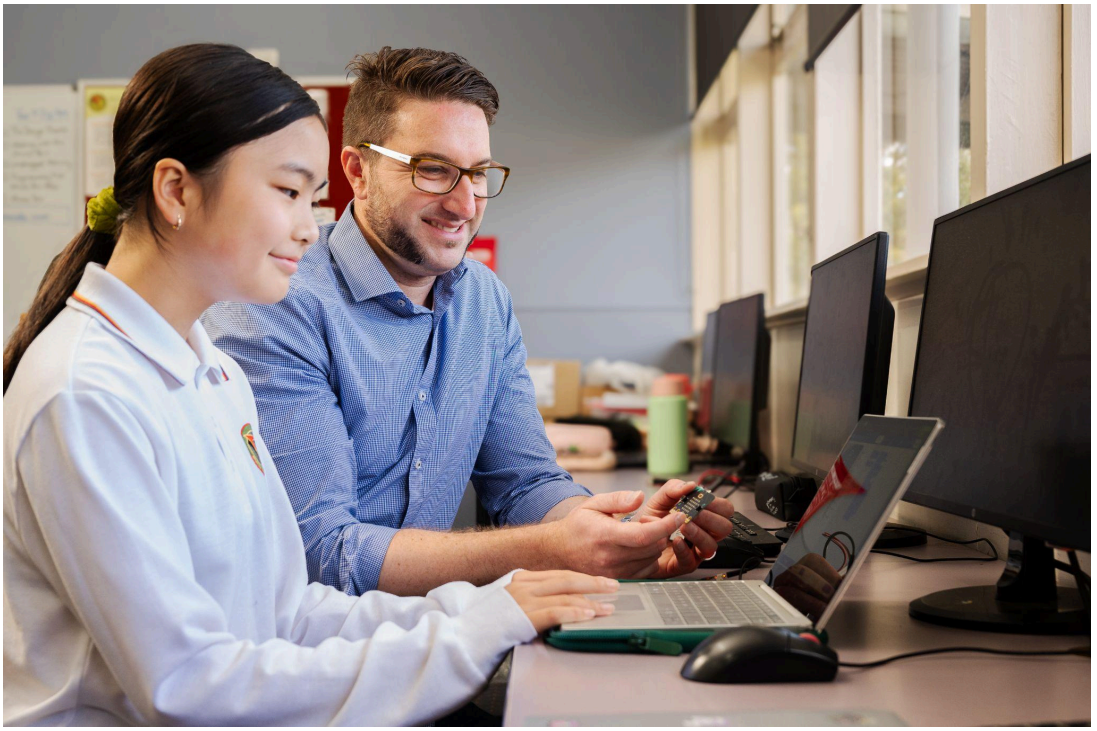


About the STEAM Academy

Point of Difference for our Community

Buckley Park College is proud to offer its community a point of difference by providing a select-entry program for students who are passionate about: Science, Technology, Engineering, Arts, and Mathematics (STEAM). The STEAM Academy will provide families with options for accelerated learning to increase academic achievement and build skills for future career pathways. Buckley Park College is the only school in the zone offering a comprehensive academy approach. Other schools offer STEAM-based subjects, however, it is not common to have a holistic STEAM Academy approach.

The STEAM Academy will have dedicated classes and resources where the focus for teaching will be on:

- Developing employability skills
- Project Based Learning
- Critical thinking
- Solving real-world problems

Guiding principles will drive the STEAM Academy:

- **Innovation**: Students learn to think differently, solving problems creatively and working collaboratively to solve problems
- **Collaboration**: Students work effectively in groups to think, design, build and evaluate solutions.
- **Curiosity**: Students think critically about the solutions towards solving real world problems and can respectfully challenge each other's ideas and solutions.
- **Community**: Students work together as a team, share ideas and solve problems related to their own community.

Adding Arts into STEM

Unlike other STEM programs, Buckley Park College is incorporating the Arts into its STEAM Academy curriculum which will promote a higher level of creativity and innovation. The Arts also provide students an opportunity to learn employability skills that will help them through the engineering process, and in future career pathways:

- Computer Aided Design (CAD)
- Adobe Suite
- 3D technical drawing and modelling

Languages

STEAM Academy students will study Coding and Computational Programming Languages instead of traditional languages, eg: German or Japanese. The STEAM Academy students have an exemption to studying a traditional language like German/Japanese.

Structure of Program

Students will study the below topics throughout their STEAM Academy four-year journey. These overarching topics will be taught through a STEAM pedagogical lens where students will participate in project-based learning and will have the opportunity to work alongside industry professionals as well as specialised excursions, incursions and camps.

Students will be taught these skills through each of the following subjects: Science, Digital Technology, English, Art, Humanities and Mathematics and an exclusive STEAM subject “Future Thinkers”.

Four-year STEAM Journey

	Year 7	Year 8	Year 9	Year 10
Semester 1	Conservation	Space	Aviation	Accelerated VCE / VET Certified Outcome
Semester 2	Sustainability	Transportation	AI & Robotics	

Conservation - Students will learn about current conservation efforts through partnering with Zoos Victoria experts. Students will learn about emerging technologies and will have the opportunity to design and develop their own technology based conservation solution.

Sustainability - Students will learn about different types of sustainability such as energy and food sustainability. Students will study data and statistics as well as the United Nations Sustainability Goals. Students will take part in innovative solutions for both energy and food sustainability using current technology applications and hardware.

Space - Students will study and discover how Space transportation works as well as current and future endeavours into space discovery. Students will have the opportunity to take part in their own Mission to Mars through an excursion to the Space Centre VSSEC. Students will create solutions to space discovery and space robotics.

Transportation - Students will study different types of transportation that are available around the world. Students will be able to visit the Metro Tunnel in order to learn from experts in the field of transportation. Students will study transportation networks and be able to build solutions and applications to further develop the future of transportation systems and the sustainability of transportation systems into the future.

Aviation - Students will take part in learning about the history of aviation and the forces of flight. Students will be able to take part in a series of practical activities and will have the opportunity to take part in collaborating with professionals in the field of Aviation.

AI & Robotics - Students will be able to use their knowledge of programming in order to study the current and future uses of AI and Robotics in all aspects of life. Students will study and use AI ethics when designing and creating solutions. Students will be able to create an innovative solution using AI and Robotics to assist / help people in a targeted field.

Accelerated VCE / VET Certified Outcome - Students will have the opportunity to take on an accelerated VCE subject in year 10. The subject that students will study will be related to a field of study that they have studied throughout their STEAM Academy journey. Students will be expected to continue with a full study load in Year 11 and 12. An example of a VCE Subject that might be explored could include General Mathematics or Product Design and Technologies.

Timetable Structure

An example of what a Year 7 STEAM Academy Timetable might look like:

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	PE / Sport	STEAM - Art	Elective: Drama / Food	English	STEAM - English
Period 2	Maths	Science	STEAM Coding	STEAM - Science	Maths
Period 3	STEAM - Coding	STEAM - Future Thinkers	Humanities	Elective: Music / Health	Home Group
Period 4	STEAM - Future Thinkers	English		STEAM - Maths	STEAM - Humanities

Note: Electives are semesterly

The 50:50 Timetable split is comprised of 19 Periods allocated in the following ways:

- 9 x STEAM specific Periods
- 10 x Periods for Core Subjects, delivered with a STEAM pedagogical lens

When students are scheduled for a STEAM related subject, they will engage with the semester's overarching theme using a STEAM focused approach within that subject area.

When not scheduled for a STEAM subject, students will receive explicit instruction focused on building skills and content knowledge, which they can later apply to their STEAM related subjects.

For example, students in STEAM Maths will work collaboratively to explore and solve problems through a STEAM lens, with a strong focus on real-world issues related to the semester's overarching topic, such as Conservation. In a timetabled Maths class, students will receive explicit instruction, where they will build content knowledge and develop skills through focused practice and fluency in mathematical concepts, assessed against the Victorian Curriculum 2.0 Framework.

Community Engagement & Partnerships

The STEAM Academy will collaborate with local, national and international institutions so that students have the opportunity to connect with and learn from industry innovators and leaders in various fields.

We are always looking for future opportunities to partner with local, national and international institutions to help broaden the educational opportunities available to our STEAM Academy students.

Our partnerships vary in nature, ranging from curriculum development, incursions/excursions and future educational/vocational pathways.

Pictured above: Oculus VR Headset

Student Connectedness to School

While students will take pride in having their own separate Academy within the school, we acknowledge that it will be important for students to remain connected with the rest of their cohort.

The 79-minute period structure will be the same for STEAM Academy students, enabling students to connect with their friends at recess and lunch, to access the canteen, library and connect in lunch time clubs and activities.

Students will have the opportunity to participate in a variety of school / community-wide extracurricular activities: camps, PE, inter-school sport, school production, debating club and more.

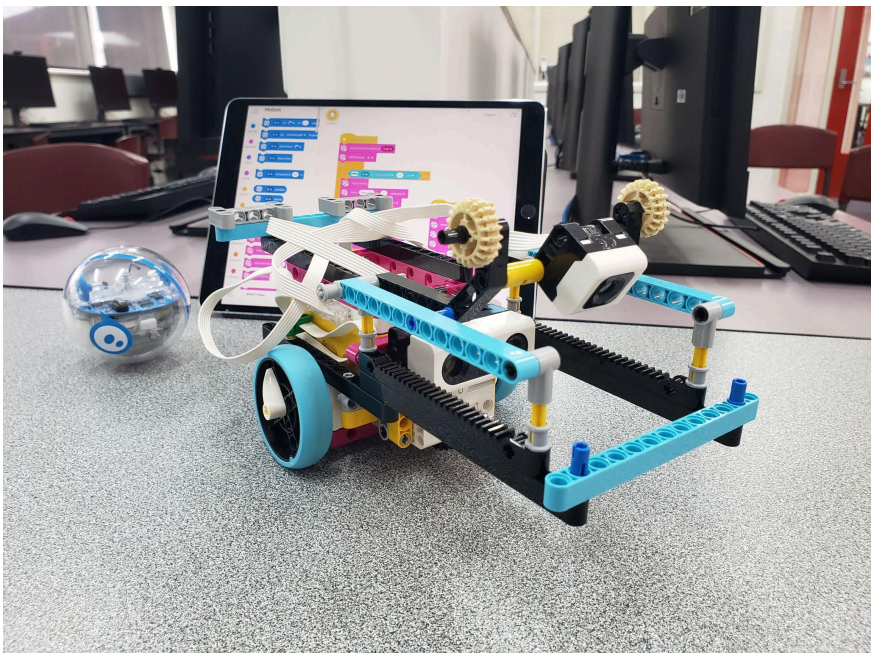
Students will also be placed into one of the four school House teams to build on their sense of school identity. Participation in the college swimming carnival at years 7, 8 and 12 is compulsory. At years 9, 10, and 11, participation is optional. The college athletics carnival, all students attend this event, making it a highly social and inclusive event for all.

Particularly at Year 7, students in the STEAM Academy will access cohort-wide transition programs such as the Year 10 Peer Support Program, year level assemblies, guest speakers, camps and excursions.

Year 7, 8, 9 and 10 school camps:

- Year 7 - ADANAC, Yarra Junction (3 days)
- Year 8 - Tasmania, (5 days)
- Year 9 - Rubicon, Yarra Valley (5 days)
- Year 10 - Ski Camp, Mt Buller (3 days)

Extra-curricular activities can be found on the college website:
https://www.buckleyparkco.vic.edu.au/wellbeing/extra-curricular-opportunities



Pictured above: LEGO Spike Prime

Parent and Carer Engagement

Keeping connected with the College

STEAM Academy will provide parents and carers college-wide methods for strengthening the home-school relationship and keeping parents and carers informed:

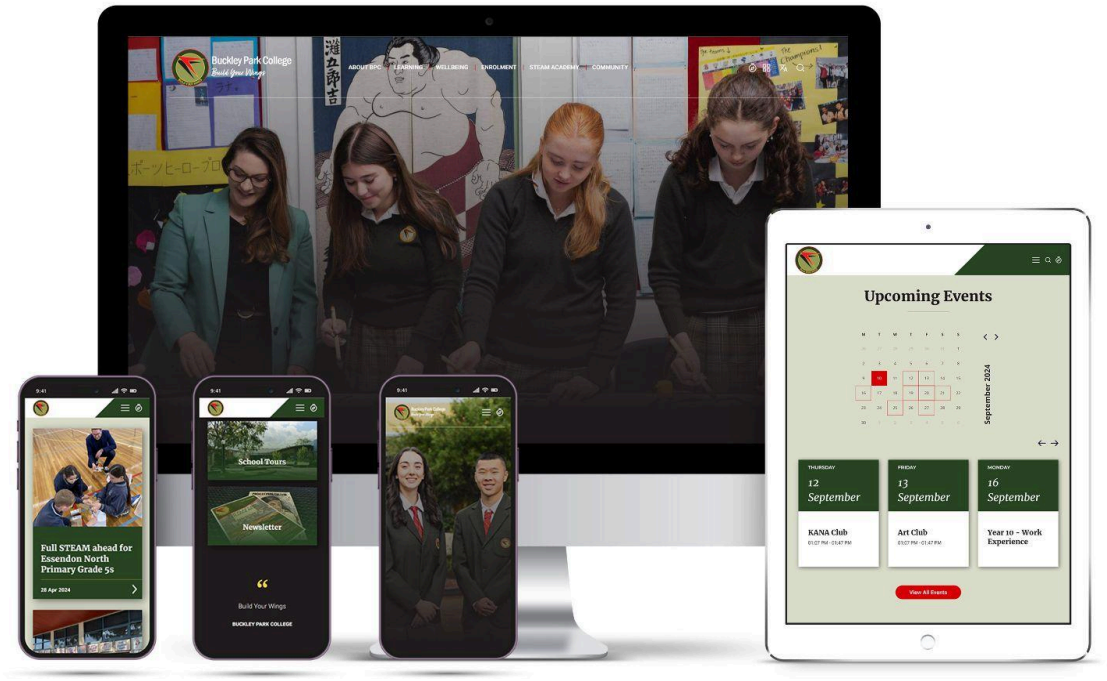
- Parent, Student, Teacher Conferences twice each year
- Compass Newsfeed
- Website, Newsletter, Social Media
- VCE Information Selection Information sessions

STEAM Exhibition evenings / showcases

Throughout the STEAM Academy journey, students will have the opportunity to showcase their practical designs by way of an exhibition where parents/carers will be invited in to interact with student prototypes and proposed solutions to real-world problems.

Community and Industry Links

We continually seek input from our parents and carers who either work in STEAM industry-specific sectors as a way of continually broadening our educational and/or partnership opportunities.



Stay connected via our school website and Compass via any device

Approaches to Teaching & Learning in STEAM

The STEAM Academy uses the college's agreed Lesson Structure which provides a framework for effective Teaching and Learning. A fundamental belief underpinning the teaching and learning in the STEAM Academy is that students have access to practical learning experiences. To enable this, we use the Engineering Design Process and Building Thinking Classrooms approaches.

Engineering Design Process

The **Engineering Design Process** is a step-by-step method that engineers, designers, and problem-solvers use to create solutions to real-world problems. This is an iterative process that encourages students to reflect upon ideas and make adjustments. This helps guide thinking from the first idea to a finished product or system.

Why use an Engineering Design Process?
The Engineering Design Process encourages critical thinking, problem solving and creativity. By students following this structured approach it helps to hone the way that students think and also how they collaborate with each other and other professionals. It also teaches perseverance and resilience as students iterate through designs based on feedback and learn from failure.

The steps of the Engineering Design Process are:

Ask – Students will identify the problem and understand the needs and constraints. What is the problem they are trying to solve? Who is it for? What are the limits or requirements?

Imagine – Students will brainstorm possible solutions, think creatively and explore different ideas. This could be done individually or in collaboration with others. In the STEAM Academy this could be through teachers, peers or industry professionals.

Plan – Students choose the best idea and plan how to build it. This includes drawing diagrams, gathering materials, and making a list of steps involved as well as using project management skills to manage their time.

Create – Students will build a prototype or model of their designed solution. It doesn't have to be perfect, but it should show how the idea works.

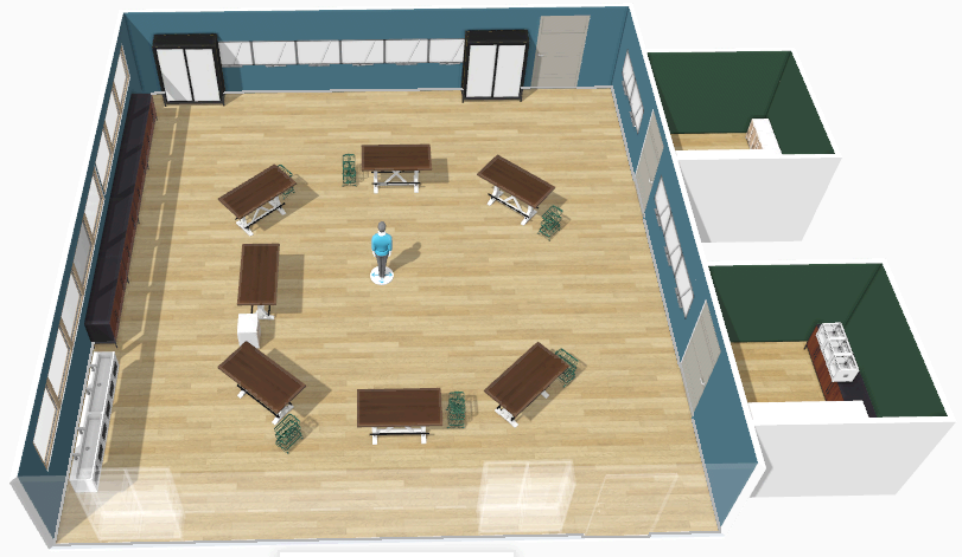
Test – Students will then try out their prototype to see how well it works. Identify what works and what doesn't. This is also a collaborative step in the process that could be done through teachers, peers or industry professionals.

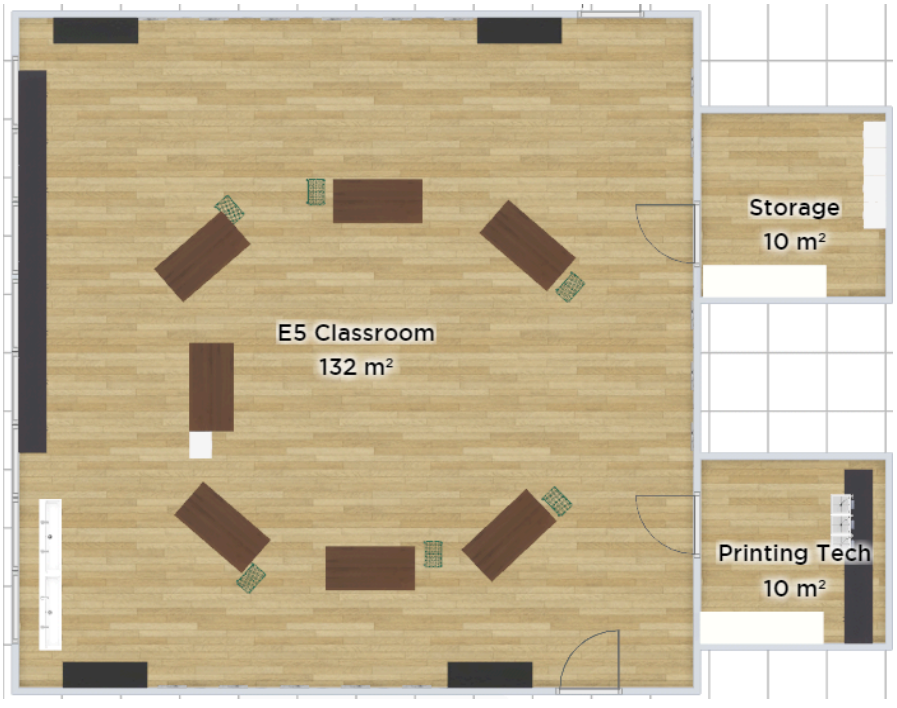
Improve – Students use what they have learned during testing to make their designs and solutions better / improved. They will then go back and repeat steps to refine their ideas.

Building Thinking Classrooms

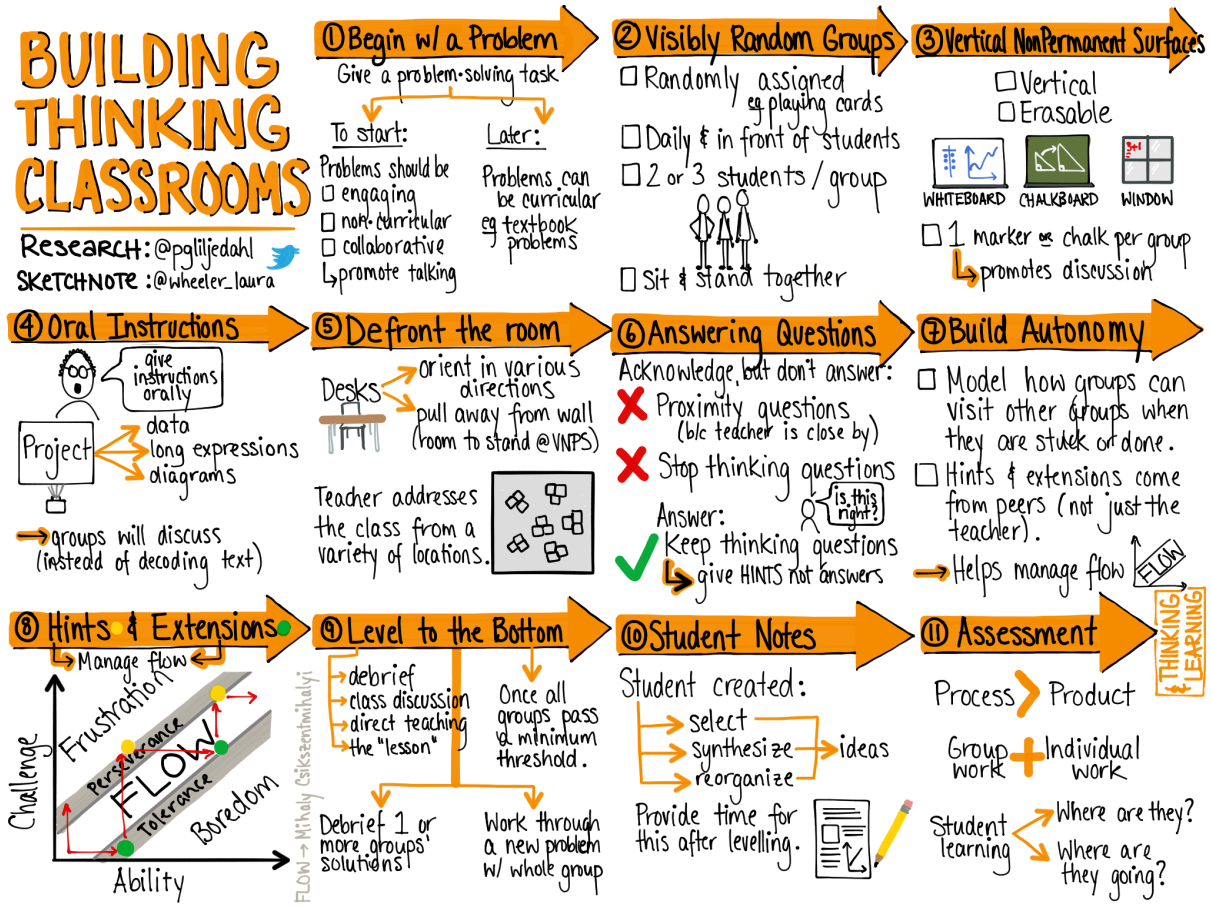
The BTC Teaching and Learning Model is intended to create dynamic learning environments. BTC fosters a classroom atmosphere where active participation, problem-solving, and critical thinking are prioritized. This approach not only engages students but also encourages a deeper understanding of the material, making learning a more meaningful and interactive experience.

The STEAM classroom environment lends itself to the BTC pedagogical approach and as a result the STEAM classroom will also be arranged to foster this type of learning as shown below. The STEAM classroom will be arranged so that the classroom teacher is not the focal point of the class and the classroom does not have a central 'front of the classroom'. This helps to foster a more collaborative classroom experience and also helps to foster agency within the classroom.





The core pillars of the BTC are designed to facilitate a practical and engaging learning environment. These key pillars are: Problem-based learning, Check Your Understanding opportunities (CYUs), Collaborative learning, Vertical Non-Permanent Surfaces (VNPS), Random and flexible grouping, Oral and written communication, Teacher as facilitator, Classroom environment adaptability, Autonomy and accountability, Assessing for learning.



An overview of the Building Thinking Classrooms Pedagogical Model

Student Voice, Agency & Leadership

The very nature of the curriculum, and the approaches to teaching and learning at the STEAM Academy promotes Student Voice, Agency and Leadership. Utilising the Engineering Design Process, students will be required to take full responsibility for their own learning, engaging in rigorous design and evaluation processes to identify the next steps in their learning. An iterative process to innovation and design will further strengthen student resilience in learning, and seeing failures as opportunities for learning growth.

STEAM Academy students will be advocates for continuous improvement and become leaders within the broader community. Formal Student Leadership roles will be available for students to be involved with both in the STEAM Academy and across the wider college.

Curriculum

STEAM Academy students will access the Victorian Curriculum 2.0 and meet the minimum requirements through core subjects. The curriculum will use a STEAM lens to ensure students meet the requirements of each subject achievement standard.

STEAM Academy students will study a range of programming languages which will be in place of the standard languages curriculum. The programming languages that students will be studying will target the skills of algorithmic thinking and problem solving. Students will use these skills across all curriculum areas to assist in solving problems in an innovative and creative way with the use of current and emerging technologies.

Examples of programming languages that students will be exposed to include but are not limited to:

Year 7	Year 8	Year 9	Year 10
Language: Block / Python **Skill**: Students define and decompose problems in terms of functional requirements and constraints. They design user experiences and algorithms incorporating branching and iterations, and develop, test, and modify digital solutions. 	**Language**: HTML and CSS / Javascript **Skill**: Students will develop solutions with user interfaces which involve control structures and data structures using a combination of programming languages to produce an output for a specified user.   	**Language**: C# / C++ **Skill**: Students develop modular programming solutions by applying algorithms and data structures using an object oriented programming language.  	**Language**: A mix of languages that are relevant to each problem that is being solved **Skill**: Students define and decompose complex problems in terms of functional and non-functional requirements. They design and evaluate user experiences and algorithms, and develop and test modular programs, including an object-oriented program. 

Academic support for students

Students will feel supported throughout their STEAM Academy journey. While the expectations for academic and vocational success will be high, targeted monitoring and support will be in place to ensure students have the best chance of success. We also expect parents/carers to take an active role in their child's learning journey and to communicate with the college if they feel additional support is needed in relation to managing workload related stress.

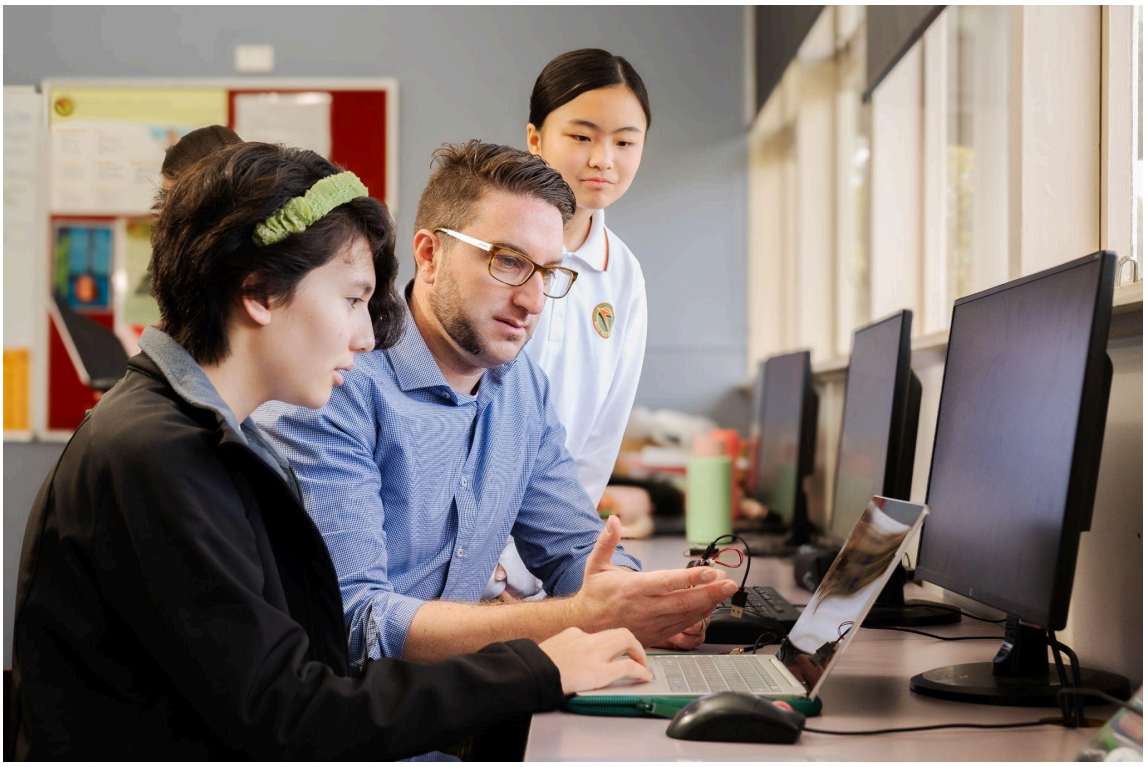
Differentiated teaching

All students learn at different rates. The pedagogical model used in the STEAM Academy allows students to work collaboratively with a greater sense of agency and autonomy. This allows students to express their ideas and level of thinking using a variety of techniques.

Professional Learning Communities at the College will use student learning data to monitor and track student progress to design effective formative and summative assessments to help inform targeted support and extension for academic success.

Mentoring & Career Guidance

We want students to see authentic purpose in what they're learning, and how it is going to benefit their further education and/or vocational pathways. STEAM Students will have access to tailored learning and career education mentoring so that they can begin to think about what their future might look like.



Pictured above: Students using the BBC Micro:Bit

Student Device for Learning

At Buckley Park College, all students are required to have their own laptop (not iPad). As a BYOD school, students will be connected to a secure Department of Education network and have an EduStar Image placed on their device which will provide students with the necessary DET-approved programs.

The recommended device is a PC with minimum specifications below. Students in the STEAM Academy will be requiring a PC in order to access certain programming applications which will be required for the curriculum. In addition the battery must last the full school day. Students are not permitted to be charging their device in the classroom as leads can cause tripping hazards.

To assist families in purchasing the right device, please visit:
https://www.buckleyparkco.vic.edu.au/student-life/digital-learning-byod

The minimum specifications that STEAM Students will need for their four year STEAM Academy journey include:

Type	PC
Screen Size	11.3”
Operating System	Windows 10 / Windows 11
Battery Life	8 hours
Storage	512 GB Minimum
Memory (RAM)	8GB (minimum), 16GB (recommended)
USB capacity	1x USB slot or adapter for USB use
Other	Identification of student details clearly labelled on the device for all students carrying their device to school.

Swinburne University Emotional Intelligence Program

Students in the STEAM Academy will benefit from a partnership with Swinburne's Aristotle Emotional Intelligence program which will be delivered through the STEAM Home Group program.

Students learn life skills in:

- Healthy Friendships
- Emotional Recognition
- Emotional Expression
- Understanding the emotions of others
- Managing complex emotions
- Overcoming sense of stress and failure
- Developing personal and academic resilience
- Accessing help and support
- Conflict resolution

Why is Emotional Intelligence important for STEAM?

Collaborating with others to innovate solutions to community real-world problems will require students to be able to identify a variety of emotions when they are challenged with complex problem-solving.

To support students working effectively together when engaging in complex problem solving, we will take a holistic approach to developing strong emotional intelligence.

There is a strong body of empirical evidence that demonstrates emotional intelligence is just as important, and in some instances, more important than IQ. We know that future careers demand applicants to have high emotional intelligence in order to stand out from other applicants. Employability Skills
Often referred to as "Soft Skills", STEAM Academy students will develop skills which future employers and industry need to help build our future infrastructure.

Skills	Year 7	Year 8	Year 9	Year 10
Problem Solving	Individually plan and conduct a range of investigations Think critically using reasonings	Individually and collaboratively plan and conduct a range of investigations Make judgements and decisions using reasonings	Independently plan and select appropriate investigation type Identify and ask significant questions using reasonings	Independently plan and select appropriate investigation type, and assess risks/issues Reflect critically
Questioning Skills	Identify questions, problems and claims that can be investigated scientifically Recall questions	Make predictions based on scientific knowledge to identify further questions that can be investigate scientifically Recall and process questions	Formulate questions and hypothesis that can be investigated scientifically Recall and process questions to formulate further questions	Use scientific knowledge and findings to identify and formulate questions and hypothesis Recall and process questions to formulate funnel questions
Share and Process Information	Share ideas to develop explanations and to identify relationships between cause-and-effect Use some scientific language in communication Construct and use a range of representations, including	Participate in discussions to share ideas, findings and solutions to develop explanations and to identify relationships between cause-and-effect, and limitations of conclusions Use appropriate scientific language Construct and use a range of representations including graphs, keys and models to	Participate in discussions to share scientific ideas and information, including constructing evidence-based arguments Consistently use appropriate scientific language Construct and use a range of representations, including graphs, keys, models and formulas, to record and summarise data from	Initiate discussions to share scientific ideas and information, including constructing evidence-based arguments Consistently use appropriate scientific language and conventions Construct and use a range of representations, including graphs, keys, models and

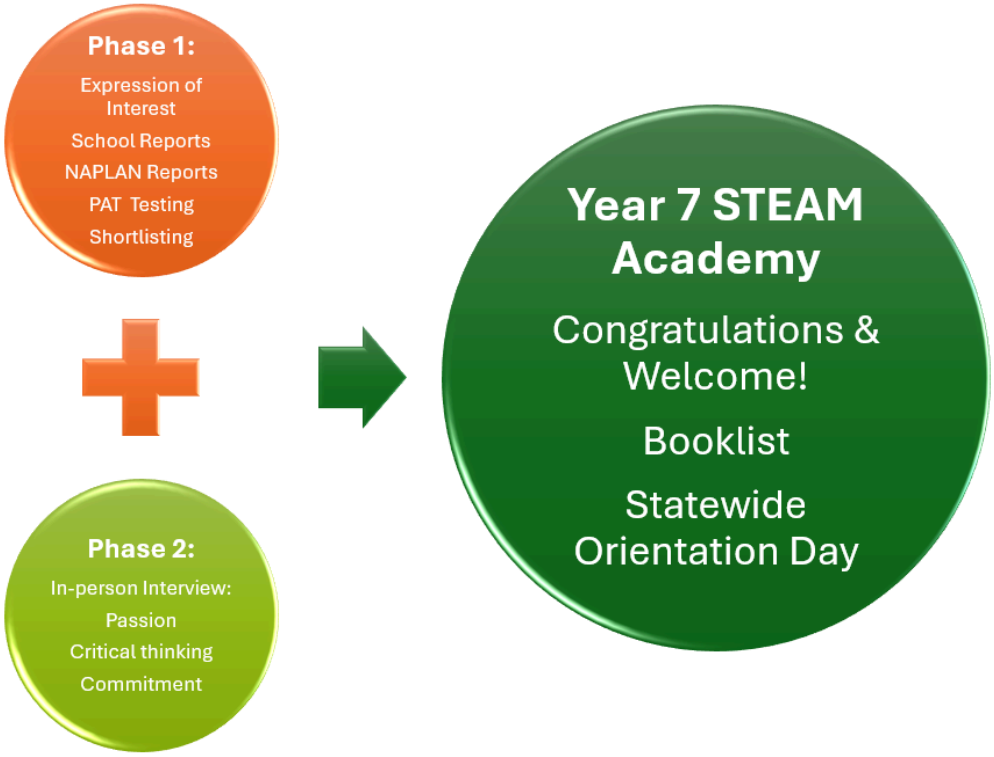
	tables and graphs, to record, represent and describe observations, patterns or relationships in data	record and summarise data from students' own investigations and secondary sources, and to represent and analyse patterns and relationships	students' own investigations and secondary sources, to represent qualitative and quantitative patterns or relationships, and distinguish between discrete and continuous data	formulas, to record and summarise data from students' own investigations and secondary sources, to represent qualitative and quantitative patterns or relationships, and distinguish between discrete and continuous data
Research Skills	Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments	Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed	Independently plan, select and use appropriate investigation types, including fieldwork and laboratory experimentation, to collect reliable data, and address risks associated with these investigation types	Independently plan, select and use appropriate investigation types, including fieldwork and laboratory experimentation, to collect reliable data, assess risk and address ethical issues associated with these investigation types
Learning from mistakes	Compare data with predictions and use as evidence in developing explanations Suggest improvements to the methods used to investigate a question or solve a problem	Compare data with predictions and use as evidence in drawing conclusions that are consistent with evidence Reflect on the method used to investigate a question or solve a problem, including evaluating the quality of the data collected, and identify improvements to the method	Analyse patterns and trends in data, including describing relationships between variables, and drawing conclusions that are consistent with evidence Use knowledge of scientific concepts to evaluate investigation conclusions, including assessing the approaches used to solve problems, suggesting possible alternative explanations and describing specific ways to improve the quality of data	Analyse patterns and trends in data, including describing relationships between variables, identifying inconsistencies in data and sources of uncertainty, and drawing conclusions that are consistent with evidence Use knowledge of scientific concepts to evaluate investigation conclusions, including assessing the approaches used to solve problems, critically analysing the validity of information obtained from primary and

				secondary sources, suggesting possible alternative explanations and describing specific ways to improve the quality of data
Finding solutions	Identify further questions to investigate based on data collected	Identify and develop a series of questions to investigate based on data collected	Use scientific knowledge to formulate questions to further investigate	Use scientific knowledge to formulate funnel questions to further investigate

Admissions Process

The selection process uses a two-phase process to determine which students are most likely to satisfy the requirements of the four-year STEAM program, including one accelerated VCE / VET subject in year 10.

Year 7 Entry



Year 7 students wishing to join the STEAM Academy at the start of the academic year, must first be enrolled at the College by being accepted through the Victorian Department of Education's Year 6 to 7 Secondary School Transition Placement process.

Phase 1

Expression of Interest

Once students have received confirmation of their placement at the College, they are then eligible to submit an Expression of Interest, via the College Website: https://www.buckleyparkco.vic.edu.au/steam-academy/entry-requirements

The Expression of Interest is received by the College, and the following information is reviewed:

- Student details
- Previous School (Primary school)
- Primary School Teacher contact / referee
- Parent / Carer Details
- Parent / Carer statement - what the parent/carer hopes the student to get out of being accepted into the STEAM Academy
- Student Personal Statement - shares a little about why the student wants to be part of the STEAM Academy

Academic Reports

Applicants will need to provide copies of:

- Most recent full school report
- Most recent NAPLAN Report

Applicants will be invited to attend the college to sit a diagnostic Literacy and Numeracy assessment - ACER PAT-Maths and PAT-Reading

Shortlisting

A triangulation of data will be used to determine whether students are shortlisted for the next phase. The college will review:

- Quantitative data from the Expression of Interest, Primary School referee, Parent/Student statements
- School Reports
- NAPLAN Reports
- ACER PAT-Maths and PAT-Reading results

Applicants are required to have a solid overall academic foundation so that they can access the accelerated STEAM curriculum. The college expects student academic proficiency levels to be between ‘slightly above standard’ to ‘well above standard’. The college accepts that students learn at different pace and will require differentiation. Literacy comprehension demands in STEAM are high. With strong comprehension skills, students are more likely to tackle accelerated programs more comfortably and take greater autonomy in their learning..

Successful applicants will be contacted and invited into a short semi-structured interview. Unsuccessful applicants will continue their enrollment in the mainstream program at the college.

Unsuccessful applicants will be contacted, outlining that they will not proceed to the interview phase. Applicants will be allocated to a home group in the mainstream cohort.

Phase 2

Shortlisted applicants will be invited to the College for a formal (but friendly), semi-structured interview. A parent/carer is welcome to attend the interview with the student if desired.

Interview

The interview will consist of some questions for the student to respond to which will help demonstrate their level of passion, critical thinking skills and commitment to the four-year STEAM Program.

Passion is essential to us. To help us understand what students are passionate about, and further determine whether or not an applicant will be selected for the STEAM Academy, students will have an opportunity to deliver a short five-minute presentation.

Passion Presentation

Applicants will be asked to present a STEAM-related issue, an every-day problem that they have an idea for, or may even choose to bring in an artefact or model that they have designed and built and share their thinking that went into its creation.

The purpose of the passion presentation, is to better understand the following:

- Level of curiosity from the student
- Ability to think critically
- Ability to reflect on what worked, and what could be improved

Interview & Presentation Criteria

Forming a merit-based decision on a student's application to join the STEAM Academy will weigh heavily on the student's interview and ability to demonstrate their **passion** and **commitment** to the program. The interview panel will use a consistent set of criteria to rank the applicant's interview. The panel will be composed of a Principal (or principal delegate), gender-balance, and at least one member who teaches in the STEAM Academy

Applicants will be asked a series of questions, some examples of which are below.

Interviews should not exceed 15 minutes.

Interview Question	**Comment**	**Score 1 - 5**
Curiosity The STEAM Academy is a Four-year commitment. Why do you want to be a student in our STEAM Academy?		
Community What are you looking forward to the most about being part of the BPC community?		
Collaboration Tell us about a time when you have worked in a group where members of the group had different opinions/beliefs. How did you work through any challenges or disagreements?		
Innovation Show 'n Tell - an example of something you have designed, built, created, or an idea you have, to help solve a real-world problem (5 mins)		
Q&A Do you have any questions for us?		

Successful Applicants

Successful applicants will receive written confirmation within one week after the interview period is completed. Students will receive the following:

- Welcome Pack and further information about the STEAM Academy
- Booklist relevant to STEAM Academy programs
- Information about upcoming camps / excursions which may have additional costs associated to them

- Year 7 Orientation information to attend the Statewide Orientation Day at the end of Term 4.
- Information about First Day of STEAM Academy

Unsuccessful Applicants:

Unfortunately, spaces are limited to 25 for each year level. For students who were not successful at the end of the application process, students will resume their enrollment in the mainstream program at the college.

Feedback will be offered to unsuccessful applicants who reach the second phase of the selection process to help them build confidence for future opportunities. Unsuccessful applicants will have their name added to a ‘waiting list’. If a space becomes available at the end of the year, there may be an opportunity to enter the Academy the following year.

Appeal Process

We understand that some students will be disappointed about not being selected to join the STEAM Academy. The college is transparent in relation to the selection process used to help determine which students are selected to participate in the STEAM Academy. As such, there is no appeal process to review the outcome of an unsuccessful application. Students are encouraged to apply again at the end of the year to see if there is availability in the following year.

Pictured above: Students using the BBC Micro:Bit

Timeline for STEAM Enrolments

Dates subject to change based on Statewide Transition Key Dates
By the end of Term 3, STEAM Class should be identified.

Date	Action	Comments
18 June 2025	Principal Welcome Letter to BPC sent to families Families will be eligible to lodge an EOI via the website	
13 July 2025 (end of school holidays)	EOI's Close	EOI Page on website to be hidden to stop further EOIs
28 July - 1 Aug (Week 2, Term 3)	PAT Testing	Students invited in to sit PAT R and PAT Maths test After school 3.30pm - 5.30pm ACER PAT Testing set up / review results
4 - 8 August (Week 3, Term 3)	**(Phase 1)** Shortlisting for interview	Shortlist top 30
11 August (week 4, Term 3)	Communication to applicants: - Invitation to interviews - Declined letters	Coordinate with any other interviews / activities taking place in Conference Room
18 - 29 August (week 5-6, Term 3)	**(Phase 2)** Conduct Interviews over 2 week period	Interviews to take 15 minutes - AP, LS, STEAM Teachers
1 - 5 September (Week 7, Term 3)	Panel Decision - Student Selection: - Communication to approve/decline	Declined students added to a waiting list in case space becomes available Unsuccessful students will be allocated into a mainstream class.
By end of Week 8	STEAM Class developed - Identified as 7S on Compass / Griddle	
By end of Week 9	STEAM Families are provided with a Welcome Pack / Orientation	

Parent Payments and Contributions

The STEAM Academy is a specialist program that requires parent / carer payments to ensure the specialised provision can be sustained over time, offering STEAM Academy students a broad range of engaging curriculum-based and enhanced learning opportunities. The college has flexible payment options to support families in meeting their financial commitments to the program. **Families who are unable to pay may result in the student transitioning to the mainstream college program.**

The table below represents two sections. The **Green** section represents the STEAM specialist program which parents / carers pay for. The **Yellow** section includes the school wide or year level programs that parents may contribute towards for the benefit of all students.

Specialist Program Fees and Voluntary Contributions

	Year 7	Year 8	Year 9	Year 10
STEAM Program: Specialised program, curriculum, resources	$2000	$2000	$1800	$1800
STEAM Extracurricular: Specialised learning opportunities / Camps	$500	Optional NZ Space Camp: $5800 $500	$200	$200
STEAM TOTAL:	**$2500**	**$2500**	**$2000**	**$2000**
School-wide Non-Curriculum & Extracurricular Activities	$265	$250	$250	$250
Year level Camps (non-STEAM)	ADANAC $420	Tasmania $1500	Rubicon $550	Ski Camp $1300
Optional: School Grounds / Building and Library Fund (proportion is tax-deductible)	$600	$600	$600	$600
Grand Total	**$3785**	**$4850**	**$3400**	**$4150**

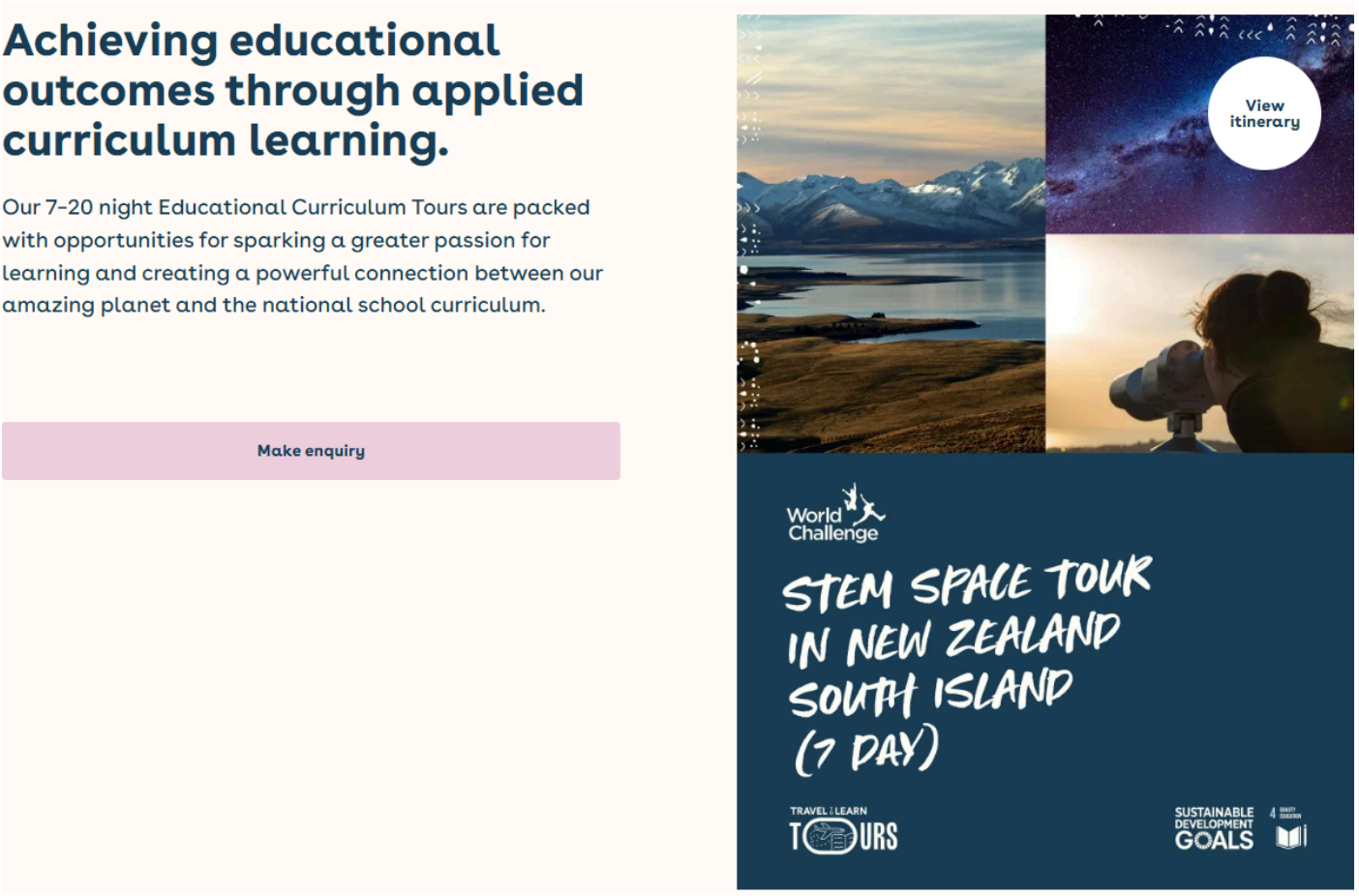
New Zealand Space Camp Tour

This 7-day Camp is optional for STEAM Academy students.

Students will fundraise for this camp in order to help to subsidise the cost of individuals going on the camp.

The purpose of this trip is to provide an immersive learning experience for our students, where they can apply their curriculum learning to the real world. Our intention is to inspire, drive engagement and empower students studying Science, Technology, Engineering, Arts and Mathematics to think beyond the classroom. Students will embark on a 7-day experience which will also include a 3-day intensive Space Camp experience where students will explore the role of STEAM in society, apply STEAM skills, critical and analytical thinking, design innovative solutions and make informed decisions through hands-on workshops, lectures and activities.

More information as well as a detailed itinerary on the camp and tour can be found here: https://weareworldchallenge.com/australasia/destinations/new-zealand/?type=tour,space



STEAM Academy Booklist

All parents/carers can find the Booklist along with other information relating to fees and contributions via: https://www.buckleyparkco.vic.edu.au/student-life/booklists-contributions

Financial Support for Families

Buckley Park College understands that some families may experience financial difficulty and offers a range of support options, including:

- The School Saving Bonus provides a one-off $400 to help Victorian families cover the costs of school uniforms, textbooks, excursions and activities for 2025.
- The Camps, Sports, and Excursions Fund - CSEF (Health care or Pension card required) - Application form available at Office and College Website under DOCUMENTS
- State Schools Relief (SSR)
- Payment plans for Extra-Curricular Items and Activities (via COMPASS)

For a confidential discussion about accessing these services, or if you would like to discuss alternative payment arrangements, contact: Paul Faci, Assistant Principal: buckley.park.co@education.vic.gov.au

Payment Methods

Parent fees for the STEAM Program and voluntary school-wide contributions are essential to maintain the quality of education and facilities that we provide at Buckley Park College. There will be further opportunity to contribute through Compass. Our preferred payment method is via the booklist or the compass portal, through the payment centre on your dashboard. We also accept EFTPOS and Cash payments at the office or over the phone.

Refunds

Parent requests for refunds are subject to the discretion of the school and made on a case-by-case basis. Refunds will be provided where the school deems it is reasonable and fair to do so, taking into consideration whether a cost has been incurred, the Department's Parent Payments Policy and Guidance, Financial Help for Families Policy, and any other relevant information. Full details available on college website – Documents/School Policy manual (pages 135 & 13)

Exiting from the STEAM Academy

Selection into the STEAM Academy is highly sought after and we hope that students and their families are committed to seeing the Year 7 - 10 STEAM Academy journey through to transitioning into VCE at Year 11 and 12.

However, the college understands that there may be some instances where students are unable to continue for a variety of reasons. Before a student is withdrawn, the college will require that the student has accessed the following support mechanisms:

- Provide mentoring and/or academic support
- Request a meeting with parents to discuss concerns
- Offer wellbeing support if required

Enrolment Review Panel

The College also reserves the right to determine grounds for removal of a student from the STEAM Academy where a student has engaged in the following, but not limited to:

- Academic breach of conduct, eg: plagiarising, cheating, submitting work that is not authentically theirs, this includes the misuse of Artificial Intelligence
- Breach of the College Engagement and Wellbeing and Bullying Prevention policies
- Breach of misuse of ICT Policy
- Poor attendance (less than 90%)
- Failure to complete work and homework

If a student is found to be at risk of being removed from the STEAM Academy, the college will use a staged response process to ensure that students continue to feel supported and heard while concerns are explored fairly. This process is also used in the Senior Years in VCE/VM.

The Enrolment Review Panel (ERP) convenes to discuss issues of school policy breacherauthentication, VCE redemptions, N results and attendance breaches. Students can write to the ERP asking for a decision to be reviewed due to extenuating circumstances. The ERP will include a member of the Principal Team, STEAM Learning Specialist and another teacher from the STEAM Academy. Once a decision has been made, the student will receive the outcome in writing.

Policies

The STEAM Academy uses the same policies and procedures in relation to the provision of Teaching and Learning, Student Engagement and Wellbeing

The following policies can be found on our website:

- Assessment and Reporting
- Attendance
- Bullying prevention
- Cybersafety Advice for Parents
- Homework
- Student Engagement and Wellbeing

Learning at BPC

STEAM Academy students will access a Guaranteed and Viable Curriculum (GVC) which uses a school-wide lesson structure. Further information regarding GVC, Timely Reporting of Learning Tasks and Reports can be found on our website

Wellbeing at BPC

All students at BPC are supported in their learning by ensuring that the school climate is safe, inclusive and promotes proactive wellbeing. STEAM Academy students will have access to a range of multi-tiered system of wellbeing support and can be found on our website

Pictured above: Students programming with the SPHERO SPRK+