

## The BUSY School Ltd

### Special Assistance School Standard of Service

The BUSY School Ltd (TBS) was founded in 2019 as an independent Queensland Special Assistance School to support the social, educational and employment outcomes of young people with a specific focus on those students who are at risk and disengaged from the traditional education model.

TBS represent an alternative to mainstream schooling and will often be a last chance for students to reengage in secondary education. Offering senior secondary schooling, TBS has a unique program combining academic studies, vocational education and training (VET) and personal development.

Aligned to the Alice Springs (Mparntwe) Education Declaration, TBS aim to provide for a diverse student population which allows individuals to develop confidence and realise their full potential. Students at TBS have been previously disengaged from schooling due to a number of reasons often arising from disadvantaged backgrounds, but many have suffered from trauma.

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

To maintain a high level standard of service, TBS considers:

#### The learning environment

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

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

#### A consistent teaching approach

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

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

## Strategies for engaging the students in secondary education.

TBS maximise the engagement of students in the educational program through:

- a personalised approach for students with individual learning and/or education plans, as appropriate, for students negotiated, recorded and reported on a semester basis
- contextualising the curriculum to keep students focused and interested in relevant and relative content, achieved through regular curriculum reflection and feedback between students, curriculum and teaching staff
- fostering resiliency by building on student's strengths and developing capabilities and confidence
- create a 'sense of belonging' with an informal approach where teachers are facilitators/coaches working collaboratively with the non-teaching support staff to ensure a holistic approach to academic, personal and professional development
- teaching and learning in small group and individual settings to cater for differentiation and supporting specific needs
- seeking regular student feedback through reflective processes which inform reviews of engagement.

## Regular monitoring of students' attendance, achievement and participation

### Attendance

TBS follow a robust Managing Student Absences and Enforcing Enrolment and Attendance Policy. TBS ensures each student is marked as either present or absent from their educational program during both "school" and "vocational training" days.

TBS attempts to notify parents/carers on the same day when a student is absent from school without explanation. TBS administration and support staff contact each student each morning to ascertain their whereabouts when possible. Parents/carers are informed if students are not at school and have not been contactable. At a specified time, primary caregivers are informed of unexplained absences.

TBS administration produce lists of enrolled or registered students in class or session groupings for the purpose of collecting information about attendance and absence. The information collected about attendances and absences for TBS students will be recorded into the student management system (Compass). This is the official complete record of information the school holds on the student's attendance and absences and must be maintained with current information. It includes data gathered from lists such as registers, class rolls, excursion rolls, records of alterations to a student's educational program, flexible arrangements, suspensions and vocational education and training. Compass also includes current contact details of parents/carers, and advice from parents/carers about student attendance via letters, text messages, emails or records of conversations.

Authorised officers in schools (Campus Principal, Youth Worker, Administration Officer) will endeavour to:

- inform parents/carers of their legal obligations about enrolment and attendance
- monitor student absences and implement strategies to manage student enrolment and absences
- contact each student/parent/carer each morning to determine student non-attendance for the day
- document contacts for non-attenders in Compass
- notify parents/carers of an unexplained absence of their young person as soon as practicable on the day of the student's absence (allowing time for parents/carers to respond prior to the end of that school day)
- if notifications are sent using an automated process (e.g. through an external electronic attendance management or text messaging system), ensure transmission reports are checked to confirm notifications have been successfully sent to parents/carers and there are no errors in transmission
- if notifications sent to parents/carers (as part of the same day student absence notification process), ensure they are retained in an external electronic attendance management system.
- continue to follow up unexplained absences as practicable with parents/carers
- work with support services and other local resources to engage with the student and their family with the aim of returning the student to school
- manage processes for enforcing parental obligations regarding attendance and compulsory participation.

## Achievement

Students at TBS will undertake short- and long-term goal setting to encourage and support their engagement and participation in TBS education program. This will be aided by their individualised learning plan, which will inform individual curriculum support needs and track specific goal progress for academic subjects and personal development. Students will also each have a Senior Education and Training Plan (SET) for the chosen career pathway and relevant vocational education and training needs.

## Participation

Due to the personalised approach at TBS, students will have individualised timetables developed for their chosen pathways based on their learning, support and SET plans. Students' participation in the education program will be encouraged by a variety of positive involvement in classroom activities, excursions, co-curricular offerings and community service activities. TBS will also encourage student participation by:

- ensuring all students' emotional needs are met through the inclusion of social/emotional sessions timetabled and supported by non-teaching support staff and other allied health professionals
- maximising the voice of the student and their involvement in learning by encouraging them to participate in scoping and designing learning activities
- allowing for self-expression through the creation of innovative projects and practical application in their teaching and learning, including in VET courses
- meeting literacy and numeracy needs through pre-assessments and targeting specific needs through differentiated teaching and additional tutorials.

## Regular tracking and assessment of student work

Over the two-year period of senior school, students will undertake a variety of formative and summative assessments in their academic subjects. Teachers will track program progression for their class through records of student achievement from regular in-class tasks and assessments. Teachers will track and review academic progress via:

- regular observations of students
- student work collected or observed (as applicable) by teaching staff, assessed, and feedback provided to each student regularly in all areas of study
- monitoring of assessments on at least two occasions prior to due dates to ensure progress or intervention, if required
- grading of assessments using an instrument-specific standards matrix
- all student assessments' results recorded in the school's student management system (Compass Education Pty Ltd) on completion
- student output in all curriculum areas tracked and reviewed by the teacher responsible for coordinating academic progress of the student
- meetings held between the teachers and their students at least once each semester to review academic progress
- review of individual results and feedback to students and parents/carers, including adjustments to planning and goal setting as required
- cross-marking and moderation of assessments internally and externally, according to the processes of Queensland Curriculum and Assessment Authority (QCAA)
- analysis of subject and cohort grade distributions internally and benchmarked against external data
- documented reviews of the aggregated grades for improvements of student achievements, across all subjects, by year level, at the end of each semester.