



**TSA Independent School
YOS Lawnton and YOS Lawnton (Riverview)**

Written Standard of Service

Code: WSS2024

Purpose:	The purpose of this document is to provide all school stakeholders and community with a documented Standard of Service for the TSA Independent School's – Special Assistance Schooling. This document will demonstrate ways in which the school engages and support our students to achieve relevant courses and qualifications offered to the student cohort.	
Scope:	Students, parents, carers, schools, guidance officers, youth agencies,volunteers and people undertaking work experience or vocational placements	
Status:	Approved	Supersedes: WSS2022
Authorised by:	Helen Boardman, Principal	Date of Authorisation: February 2024
Review Date:	Every 2 years	Next Review Date: March 2026
Policy Owner:	Independent School's Advisory Group (ISAG)	
Filing Instructions		
Related Policies	<ul style="list-style-type: none">• <i>Education (General Provisions) Act 2006 (Qld)</i>• <i>Education (General Provisions) Regulation 2017 (Qld)</i>• <i>Education (Accreditation of Non-State Schools) Act 2017 (Qld)</i>• <i>Education (Accreditation of Non-State Schools) Regulation 2017 (Qld)</i>	

TSA Independent School delivers a quality education program that is individual, trauma informed and restorative. It encourages individual aspirations and a life of purpose, through:

- a supportive community,
- a positive individualised learning environment,
- social, spiritual and emotional development
- moral and social justice values
- TSA Youth Services, Model of Care Framework

The guiding principles TSA Independent school embrace is the foundation of working alongside the students to develop their strengths and continue with their education to work towards their life goals. This in turn has an impact on the student's engagement, attendance, participation and achieving the learning standards required.

Guiding Principles

The guiding principles are:

Develop an enthusiasm for learning: We aim to deliver the best social, emotional and educational outcomes for our students

The right to self-determination and cultural expression: We recognise and advocate for the rights of all Indigenous people, CALD and LGBTIQA+ communities.

Social Inclusion: We recognize complex social issues require holistic community response.

Decision Making: Students and parents/carers should be involved in decision making that actively affects them, to achieve the best outcomes for students.

Independence: We aim to create pathways towards independence that lead to a life of quality and purpose.

Partnerships and Collaboration: We will work with other programs, Salvation Army expressions, community groups, schools and all levels of government to maximise opportunities for students to achieve their goals.

Restorative Justice Practices: That educates students in positive, peaceful but accountable ways of resolving conflict and relationship breakdowns.

Unswerving Commitment: We display unswerving commitment to students by;

- Involving members of the community and community organisations in the developing education and training opportunities for students
- Re-engaging students in education and training
- Developing ways to promote social outcomes for students
- Encouraging and sustaining young people in education, training and employment pathways

In addition to the above guiding principles, the foundation of the TSA Independent School's education program is developed in line with;

- [The Alice Springs \(Mpartwe\) Declaration on Educational Goals for Young Australians](#)
- [ACARA - Australian Curriculum v 9, Assessment and Reporting Authority](#)
- [QCAA - Qld Curriculum Assessment and Authority](#)

To ensure that the standard of service for the students attending TSA Independent School is consistent and their learning outcomes are being achieved, the following areas provide further processes that have been implemented.

(a) the regular tracking and assessment of work submitted by the relevant students to their teachers

TSA Independent School's education program is a flexible integrated model, which supports students to manage their work-load and deliver assessments on time, in line with ACARA (Australian Curriculum, Assessment and Reporting Authority), QCAA (Qld Curriculum and Assessment Authority) and Vocational Assessment in line with the Australian Qualification Framework

- Students are given assessment schedules and due dates, which they are supported to reach
- Students level of Numeracy and Literacy through LLN Robot and PAT Assessment is addressed at enrolment and through ongoing assessments and monitoring
- On enrolment, students are registered with QCAA (if relevant) and outcomes are recorded on this database. Reports can be accessed if required
- Assessments, marks, adjustments are all recorded in the student reports. All hard copy of assessments are retained for 7 years
- Teachers are currently being supported to achieve their TAE (Certificate IV qualification in Training and Assessment) for our Vocational programs
- End of semester reports are given at the end of term 2 and 4 outlining marks and progress and interim reports are given out at the end of term 1 and 3 outlining general progress and student social and emotional wellbeing development
- Individual Learning Plans are developed for each student, and reviewed each semester. Clearly outlining what the student's needs are and adjustments required

(b) the regular monitoring of;

(i) attendance by the relevant students at an accredited special assistance site for the school

Students attending TSA Independent School are required to be at school, Monday to Friday 9.15am to 2.15pm. Due to TSA Independent School being recognised as a special assistance school, there is further support offered and/or decreased contact hours if approved by the assistant principal teaching and learning so that a more flexible/individualised timetable can be developed as needed.

Each morning attendance records are completed. If a student has not arrived or made contact, a staff member is required to contact the student and discuss what the cause of absence and if there are barriers that need to be addressed in accessing school.

All attendance data is recorded on hard copy attendance sheets daily and uploaded electronically onto the school's attendance spreadsheets at the end of each week. Attendance data is also included on SAMIS reporting system.

Further information re: the follow up process regarding attendance can be accessed in the Attendance Policy.

(ii) the relevant students' participation in the educational program

TSA Independent School student participation in the program is monitored by the Youth Worker and teachers involved in the classroom.

Due to small class sizes, the same teacher and youth worker assigned to a class, provide an opportunity for a community of learning to be established and allows staff the ability to pick up on trends and issues that may be affecting the student's learning.

If participation was decreasing or not at a reasonable capacity, discussions would occur with the teacher and youth worker, to discuss what is happening for the student and if reasonable adjustments may be made or further discussions conducted to overcome the obstacle the students are facing.

(iii) the relevant students' achievement of the learning standards under the educational program

Integrated learning will ensure that across all year levels, students receive a holistic education and cover the general capabilities and cross- curriculum priorities listed by ACARA. They are as follows:

General Capabilities	Cross-curriculum Priorities
Literacy	Aboriginal and Torres Strait Islander Histories and Cultures
Numeracy	Asia and Australia's Engagement with Asia
Information and Communication Technology (ICT)	Sustainability
Critical and Creative Thinking	
Personal and Social Capability	
Ethical Understanding	
Intercultural Understanding	

LLN Robot and PAT Testing are tools used to assess the level the student's literacy and numeracy levels.

Short Course Literacy (Studied over a year)	In studying Short Course Literacy, students develop literacy skills equivalent to ACSF Level 3. The course suits students who are interested in pathways beyond school that lead to vocational education and/or work
Short Course Numeracy (Studied over a year)	In studying Short Course Numeracy, students develop numeracy skills equivalent to ACSF Level 3. The course suits students who are interested in pathways beyond school that lead to vocational education and/or work
Short Course Career Education (Studied over a year)	In studying Short Course Career Education, students develop skills equivalent to ACSF Level 3. The course suits students who are interested in pathways beyond school that lead to vocational education and/or work
QCAA Essential Mathematics (Units 1 and 2 only)	In studying Essential Mathematics, students will learn about: <ul style="list-style-type: none"> · number, data and graphs · money, travel and data · measurement, scales and data

	<ul style="list-style-type: none"> · graphs, chance and loans <p>Studying Essential Mathematics can lead to trade, industry, business, community services</p>
QCAA Essential English (Units 1 and 2 only)	<p>In studying Essential English, students will learn about:</p> <ul style="list-style-type: none"> · language that works · texts and human experiences · language that influences · representations and popular culture texts <p>Studying Essential English supports lifelong learning across a wide range of contexts</p>
QCAA Science in Practice (Units 1 and 2 only)	<p>Science in Practice provides opportunities for students to explore, experience, and learn concepts and practical skills valued in multidisciplinary science, workplaces and other settings. Projects and investigations are key features of this course.</p>
QCAA Social and Community Studies	<p>Social & Community Studies focuses on personal development and social skills that lead to self-reliance, self-management and concern for others.</p>
Cert II in Hospitality	<p>This qualification has been designed for students who are interested in working in the Hospitality Industry at entry level (ACSF level 1 and 2) and who have aspirations to study hospitality at a higher level</p>
<p>Cert I in Access to Vocational Pathways</p> <p>(RTO is Eva Burrows College – a TSA College)</p>	<p>This qualification has been designed for students who need reading, writing, numeracy, oral communication and learning skills (ACSF level 1 and 2) in preparation for further foundations skills development or a vocational pathway qualification</p>
<p>Cert II in Skills for Work and Vocational Pathways</p> <p>(RTO is Eva Burrows College – a TSA College)</p>	<p>This qualification has been designed for students who need reading, writing, numeracy, oral communication and learning skills (ACSF Level 3) in preparation for further foundations skills development to prepare for workforce entry or vocational training pathways</p>
<p>Certificate II in Self Awareness and Development</p> <p>(Third Party Agreement with BluePrint RTO)</p>	<p>This Certificate course has been designed for those students who need to develop competencies in self-awareness, social awareness, self-management, responsible decision making and relationship skills</p>

LLN Robot	Language, Literacy and Numeracy Assessment Tool and skill builder
Harrisons Career Assessments	Program used to support students with Career Planning and Development
Social and Emotional Curriculum	Developing competencies in self-awareness, social awareness, self-management, responsible decision making and relationship skills (Most of these skills are mapped against our Vocational Learning Program: Cert II in Self Awareness and Development and via our school incursion program)
Year 10	<p>Australian Curriculum v9</p> <p>https://www.australiancurriculum.edu.au/</p> <p>At the Year Level appropriate to student capabilities</p> <p>Key Learning areas include:</p> <p>English</p> <p>Maths</p> <p>Science</p> <p>Humanities and Social Science: History and Economics and Business</p> <p>The Arts: Visual Art</p> <p>Technologies: Design and Technologies (focus on Food Technology)</p> <p>Health and Physical Education</p>

(c) Strategies for engaging the relevant students, and keeping the relevant students engaged, in primary education or secondary education

TSA Independent School's motto is "Overcoming Hardships and Building Independence" and are committed to "going out of the way to encourage and sustain young people in education, training and employment pathways". In doing this, TSA Independent School is committed to develop an enthusiasm for learning in a safe and secure environment and walk alongside the students throughout their engagement to deliver an education program that is individual, trauma informed and restorative.

A students' engagement consists of three areas¹:

1. Emotional engagement – How emotionally connected to the school is the student? The notion of students' emotional engagement with school is closely related to their attitude towards school and their motivation in school

¹ Sinan Gemici and Tham Lu. (2014) *Do schools influence student engagement in the high school years?*

2. Cognitive engagement - Refers to students' psychological investment in learning and their use of learning strategies. Psychological investment entails a willingness to engage in learning activities and to enhance one's knowledge and skills
3. Behavioural engagement – How much the student participates in the classroom and school life

Many factors influence the student's engagement, including, teachers, principals, parents, peers and other outside distractions, previous experiences and resources available.

While attending TSA Independent School, there is a strong focus on the wellbeing of the student through the curriculum, which will have an impact on continuous engagement. TSA Independent School encourages the students:

- Self-worth and self confidence
- Individuality
- Passions
- Coping strategies
- To maintain/create healthy relationships
- Participation and engagement
- To pursue a healthy lifestyle which lead to improved health outcomes
- Broadening their knowledge

TSA Independent School works with each student to develop an Individual Learning Plan, to recognise what the student's strengths, weaknesses, likes and dislikes are. This ILP, in conjunction with the enrolment process, will assist with understanding the student and their emotional, cognitive and behavioral engagement levels from past experiences and what may assist them in their continuous engagement.

TSA Independent School's practice is also based around Restorative Justice and Trauma Informed Care, with a strong focus on developing a trusting relationship and creating a safe and secure space for the students to attend. This is further outlined in the Restorative Justice Framework, our Model of Care, our Positive Behaviour Management Framework and our Student Learning and Wellbeing Framework.

Other strategies that assist with student engagement at TSA Independent School are:

- Lower class numbers – 18 maximum
- Youth Worker in each class to support the teacher and students with their social and emotional wellbeing and to support student transitions
- Extra support through a teacher aid in each class
- Peer to peer learning
- Accessing other community agencies to come as guest speakers eg Financial Literacy (Commbank), No Puff (smoking cessation), First Aid (First Aid Alive), Mental Health services, Aboriginal Art and Culture, music programs, service learning and community connections.
- Mindfulness practices
- Opportunities for more flexible learning and timetabling for students who need more intensive support