

HANDBOOK



TSA Independent School



WELCOME/KAYA/PALYA/YAAMA

TSA Independent School is a Special Assistance School and part of The Salvation Army's Youth Service which is part of TSA's Social Mission folio. TSA Independent School is about working with young people aged 14-18 who have disengaged from mainstream education due to individual, relational, and social factors, to recommence their education within our schools. TSA Independent School has two campuses in Queensland: Lawnton (Years 10-12) and Riverview (Years 10-12). Our team of teachers, teacher aides and youth workers support young people who are struggling with adversities such as mental and physical health, legal matters and other educational barriers.

Every opportunity for extra assistance they may need to overcome these adversities and build independence is made available to our young people. The staff at TSA advocate tirelessly for those who may not be aware of their rights in education, or the resources that are available to them. Young people who have missed large portions of school find it difficult to navigate through the job market, Centrelink services, the legal system and so on. As well as providing education, training and employment pathways, staff at TSA Independent School advocate for young people, especially those who do not have the support of an adult in their lives.

THE SALVATION ARMY'S COMMITMENT TO INCLUSION STATEMENT

The Salvation Army Australia acknowledges the Traditional Owners of the land on which our TSA Lawnton and Riverview campuses are found, and we pay our respect to Elders past, present, and future. We value people of all cultures, languages, capacities, sexual orientations, gender identities and/or expressions.

We are committed to providing programs that are fully inclusive. We are committed to the safety and wellbeing of people of all ages, particularly children.

HISTORY OF THE SALVATION ARMY

The Salvation Army was founded in London's East End in 1865 by William and Catherine Booth. Today as back then, the Salvation Army exists to *"share the love of Jesus by caring for people, creating faith pathways, building healthy communities, and working for justice"*.

Today the Salvation Army operates in 128 countries and assists over 14 million people each year through a diverse range of different programs and services, including education and training. The Salvation Army adopts a person-centred approach that is designed to place the individual and their needs at the centre of all decision making and learning.

The Salvation Army has been delivering training and education in Australia since 1921 when the first Salvation Army training college was established in Sydney. Over the years, the Salvation Army has developed a number of high quality, secondary, vocational and higher education institutions including:

YOS Lawnton Campus: offering a senior education program and vocational training for Years 10, 11 and 12.

YOS Lawnton Riverview Campus: offering a senior education program and vocational training for Years 10, 11 and 12.

ABOUT TSA INDEPENDENT SCHOOL

School Vision Statement:

"Wherever there is hardship or injustice, Salvos will live love and fight, alongside others, to transform Australia one life at a time with the love of Jesus." Our schools are committed to supporting high school students in overcoming adversity and building independence, whilst challenging them to grow, whatever it takes.

Our Philosophy:

TSA Independent School considers that appropriate responses to poverty, inequality, racial discrimination, and exclusion from mainstream services, are founded in the enactment of the transforming gospel and character of Jesus Christ. For a young person to experience a high quality of life it is dependent upon the establishment and encouragement of individual aspirations and a life of purpose.

To further these ideals access to and the delivery of quality educational, training and employment opportunities is required. For a student to maximize a high quality of life, it will require a supportive community, a positive learning environment, social, spiritual, and emotional development, and the maturity of moral and social justice values.

TSA Independent School considers it a service to the community and a privilege to work with the community, students, and parents to provide education and social supports that will equip young people with the knowledge, understanding, skills and values to have a life of quality and purpose.

OUR GUIDING PRINCIPLES

- An enthusiasm for learning should be developed and nurtured through positive learning experiences and a positive learning environment.
- TSA Independent School acknowledges the Aboriginal and Torres Strait Islander peoples of Australia as the traditional owners of this land and support the right of Indigenous people to self-determine and their cultural expression.
- Social inclusion practices that reflect restorative justice principals and restore relationships.
- Students and parents should be involved in decision making that actively affects them.
- TSA Independent School will improve the social, education and employment outcomes of young people particularly those that are at risk or have disengaged from education, training, and other mainstream services.
- TSA Independent School will display an unswerving commitment to young people by:
 - Involving members of the community and community organisations in the education and training opportunities for young people.
 - Re-engaging young people in education and training by developing ways to promote social outcomes.
 - Going 'out of the way' to encourage and sustain young people in education, training and employment pathways.
- TSA Independent School will work with parents to achieve the best outcomes for young people.
- TSA Independent School will work with government and non-government agencies to achieve all the principles above.

TSA understands that young people and families will be attracted to our school:

- Because of their circumstance; have low levels of social literacy, prolonged period of disengagement from education, training or employment
- May have limited resources and be socially disconnected.
- Are searching for different educational and supportive environments.

PHILOSOPHY, VALUES AND CURRICULUM

TSA Independent School is recognised by our strong culture of purpose, focused on our aspiration of “innovative learning in a global community”. Our school culture reflects ongoing collaboration with staff, students, families, and the broader community. We support students to fulfil their personal potential by embracing challenge and connecting with learning to create successful futures.

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To further these ideals, we provide access to and delivery of quality educational, training and employment opportunities. We understand that for a student to maximize a high quality of life, it will require a supportive community, a positive learning environment, social, spiritual, and emotional development, and the maturity of moral and social justice values.

Our aim is to:

- Transform our students’ lives.
- Impact their life and career journey through our absolute focus on them as individuals.
- Make education as enjoyable and engaging as possible, so it becomes a lifelong journey.

Our purpose is to:

- Create a positive, safe, and inclusive school culture of learning.
- Deliver the best learning opportunities for every student.
- Create a link between ‘potential’ and ‘possibility’.
- Deliver student success through a commitment to continuous improvement.
- Provide quality teaching and learning as our core business.
- Work in partnership with students, families, and the community.

What makes TAS Independent School stand out?

- Small class environment
- Individualised Senior Education and Training Plans (SET)
- Assisted vocational or tertiary education pathways
- Focus on well-being and support
- Work readiness skills and preparation
- Industry introduction, visits, and work experience
- Individualised timetables

ENROLMENT AND INDUCTION PROCESS

Potential students (and their parents/carers if applicable) need to complete an application form and associated documents and return these forms to the school. These forms can be accessed from the school office or can be downloaded from our website; www.tsaschools.org. One of the school staff members will contact the student (and their parents/carers if applicable) to invite them in for an interview to find out further details about the student. At interview, the potential student can have a look around the school campus to find out whether the environment will suit them.

During this interview, questions will be asked to find out more about the young person and a Privacy Consent Form and Notice form will be completed. TSA Independent School may need to contact previous schools to find out further information to assist in developing an appropriate learning program for the student. Following the interview, potential students (and their parents/carers if applicable) will be notified regarding the offer of a place at TSA Independent School. Students will be asked to sign a one-month agreement form to help the smooth transition into school life. The student's initial weeks at school will be known as the induction period. Students may have a slightly different timetable and will work individually with different school staff to start to develop:

- Initial set plan (study plan)
- Harrison report (outlines potential careers)
- Skills audit (checking numeracy and literacy levels)
- Initial plan of vocational goals
- Individual learning plan

SUPPORTING STUDENTS

Our approach to education goes beyond academic knowledge to encompass the key employability skills that employers are looking for and the emotional intelligence that is crucial in workplaces and community today. We work with each student to help refine their education and career goals and map out a career pathway that best suits them. We also support students through Social Emotional Learning (SEL), fostering knowledge, skills, and attitudes to advance students' learning and development.

We strive to provide students with the highest quality educational experience possible by focusing on:

- Quality teaching.
- Supporting equitable learning environments and optimal developmental outcomes for diverse students.
- Work readiness - skills and preparation for employment.
- Graduate outcomes - through individual transition career pathway planning.
- Assisted pathways to start paid employment and training while still at school.
- Community integration - TSA Independent School is not a school on the hill. It is set within a community where participation of students in the community life is part of the school day.
- Positive Learning Environment – TSA Independent School has a strengths-based framework grounded in an understanding of and responsiveness to the impact of trauma, that emphasises physical, psychological, and emotional safety for everyone, and that creates opportunities for students to build a sense of control and empowerment.
- Individual Plans – each student has an individual learning plan that incorporates career assessments, goal setting and planning educational and workplace pathways.
- Flexible Delivery of Curriculum – enables students and their families who often face extraordinary circumstances space to continue on an education pathway without disengagement.

- Focus on Well-being and Support – ensures life circumstances do not inhibit a student’s opportunity to succeed. TSA Independent School provides practical support. This includes support with housing, transport, legal issues, health, food, and childcare.
- Our Social and Emotional Learning framework provides life education, social and emotional learning through health and wellbeing, philosophies and values, spiritual exploration, relational and belonging education and opportunities.

SCHOOL CONTACT INFORMATION AND DETAILS

Lawnton Campus

27-29 Lawnton Pocket Road

LAWNTON QLD 4501

Phone: 3384 3031

Email: lawntoncampus@salvationarmy.org.au

Office Hours:

8am to 2:30pm

Riverview Campus

25 Endeavour Road

RIVERVIEW QLD 4303

Phone: 0427 215 379

Email: riverviewcampus@salvationarmy.org.au

Office Hours:

8am to 4pm

LIFE AT TSA INDEPENDENT SCHOOLS

Public transport and support with Go Cards

Public transport and support with Go Cards Students are expected to make their own way to school where possible. However, our Bundaberg Campus offers a school bus service for some students. There are regular train and bus links to the school. Students are encouraged to apply for a Go Card to get concessions on transport costs. School staff will assist students with their Go Card application. If a student is finding it financially challenging to get to school using public transport, support can be provided by issuing travel warrants. Students need to discuss this with their Youth Worker who can help with issuing these travel warrants. In some cases, Youth Workers may assist with transporting students to and from school. Storing bikes/skateboards There are secure areas available for students who travel to and from school on their bikes. Skateboards should be stored in the school office until the end of the school day.

Storing bikes and scooters

There is a secure bike rack available for students who travel to and from school on their bikes or scooters. It is situated outside the principal's office at the top entrance to the school. Could students please bring a lock and chain to secure their bike or scooter to the rack? For those students with scooters, we are unable to store them in reception for safety reasons.

Mobile phones

The Queensland Government is committed to reducing the distraction of mobile phones and other devices to provide optimal learning environments for all school students. From the beginning of Term 1 2024, all Queensland school students must keep their mobile phones switched off and 'away for the day' during school hours by handing them in to their classroom teacher. Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours. Students can request to check their phones during break times and lunch if they are expecting a call or a message.

Student ID Cards

New students will be issued with a Student ID Card when they first start at our School. Returning students will be issued with a new Student ID Card at the beginning of each school year at no cost. Students are responsible for the safe keeping of their Student ID Card.

Out of bounds areas

There are designated areas for students to hang out when on breaks from class. Students are not permitted to enter other areas around the unless accompanied by School staff.

Leaving school early

Students are not permitted to leave the school grounds or an off-campus school activity (eg excursion or activity) without the School receiving permission from a parent/carer or authorised by a school staff member. Parents/carers should notify the school if their student needs to leave early. Alternatively, if a school staff member has authorised the early leave of a student, the school will contact the parent/carer to notify them that the student is leaving school early and to ensure that this is appropriate.

Daily class times and breaks

Students should arrive at Lawnton campus to be ready to start class at 9:15am and finish classes at 2:15pm. Riverview campus students start at 9:00am and finish classes at 2:15pm. Students should not arrive at school more than 30 minutes before classes start. There will be a 15-minute break in the morning at our campuses. Lunch break is 30 minutes. Daily Circles and Check-In Daily Circle time and check in commences at the beginning of the school day and usually lasts approximately 30 minutes. This time is used to give students the opportunity to discuss what is planned for the day, how they may be feeling, raise any concerns, ask questions. Much of the time is spent focussing on Social and Emotional Learning where life issues may be discussed and students are encouraged to think about real life situations and discuss together how they might learn, grow, and respond to these issues.

Student Behaviour

TSA Independent School promotes the principle that students be responsible for and take ownership of their behaviour and decisions. Our Code of School Behaviour is based on four principles:

- Respect
- Safe and Legal
- Responsibility and
- Participation

More detail on these 4 principles can be located on our website at:

<https://www.tsaschools.org/code-of-school-behaviour>

A large part of life at our School involves educating students about good decision making and positive outcomes. School staff dedicate a lot of time to mentoring and guiding students and discussing positive decision making. Our School acknowledges that it has a duty of care to prevent harm to its staff and students. Where a student commits any act of violence, intimidation, or threats (including verbal abuse, threats of physical harm, unwanted physical contact, or intimidation) the school staff have an obligation to use due care and diligence to respond to the incident.

If the school staff believe that the student is not at risk of committing harm to another person, the staff will try to deescalate any incident if it is safe to do so. If the school staff feel that a student is at risk of harming themselves or others, contact will be made to the parent/carer to inform them of the situation and appropriate action will be taken to ensure the safety of all. This may mean being asked to leave the campus site.

Restorative Justice Practices

Our School uses an evidence-informed positive behaviour management approach when addressing behaviours that cause harm. Restorative Justice (RJ) shifts the focus of discipline from punishment to learning and from the individual to the community by seeking to restore relationships, repair the harm, learn perspective taking and build social responsibility.

In practice, RJ is a response to a harmful incident that seeks the inclusion of all involved, in efforts to meaningfully address the harm and restore trust in relationships. As we are committed to keeping students in school, the use of a 'time out' is done so as an absolute last resort. However, in the interest of safety, there may be times where a student will be timed out for up to 5 days in order to adequately prepare and address the harm caused. Our School has had many successes in addressing incidents in this manner and have seen the process help students to understand the far-reaching effects of their actions. It also allows students the opportunity to accept responsibility and provides an action plan to move forward meaningfully instead of repeating the cycle of behaviour at hand.

Student attendance

As a Special Assistance School, TSA Independent School understands that many students have had attendance issues in the past which may be the reason for disengaging from previous education providers. Our school endeavours to work alongside students to increase their attendance to enable them to maintain their enrolment and thus complete their schooling. It is important that students, staff, and parents/carers have a shared understanding of the importance of attending school.

TSA Independent School:

- Is committed to promoting the key messages of Everyday Counts.
- Believes all students should be enrolled at school and attend school for the required hours.
- Monitors, communicates, and implements strategies to improve regular attendance • believes consistent school absence can place students in unsafe situations and impact on their future employability and life choices.
- Believes school attendance is the responsibility of everyone in the community. Parents/carers have a legal responsibility to ensure that their child who is of compulsory school age or in the compulsory participation phase is attending school for the educational program in which their child is enrolled.

What can our School do to help with student attendance?

Some strategies our school will use to assist students to maintain their attendance include:

- Work collaboratively with students in identifying what needs are to be met to best support full attendance at school on stated days.
- Providing a safe and secure space for students to attend.
- Encouraging positive and supportive relationships with other students and staff.
- Use trauma informed care and restorative justice strategies.
- Use team building exercises to increase the connectedness of our school community.
- Linking student attendance with their aspirations through discussions and planning.
- Actively following up students who have not been attending and discuss and implement ways to support them to return.

What can parents/carers do to help with student attendance?

Parents/carers are influential in helping their child(ren) want to attend school every day. Parents/ carers can help their student attend school every day by:

- Taking an interest in what their child does at school:
 - Ask about their day
 - Encourage them to get organised and packed for school before going to bed.
- Help their child develop a daily routine on school mornings such as:
 - Getting out of bed at the same time
 - Having a healthy breakfast at the same time
 - Leaving for school at the same time.

What can students do to help with regular attend?

- Get plenty sleep – go to bed at a reasonable time.
- Get into a routine every morning – up at same time and eat a healthy breakfast.
- Develop effective relationships with other students.
- Develop a connection with your teachers, youth worker and teacher aide.
- Get involved with school life – schoolwork, vocational certificates, activities.
- Set some SMART goals – ask for help with this!
- Speak with your youth worker or teacher early if you are experiencing problems with attending school or feel you are at risk of not attending school – don't avoid!

Benefits of regular attendance

Young people who go to school everyday progress and improve more as a person than those who tend to miss a lot of school days. Going to school every day is important because:

- Young people who attend school every day feel that they belong to a community. It is their place; they are happy to be there and take part in other school activities.
- It gives young people the best chance to learn and improve their numeracy, literacy, and other vocational skills they will need throughout their lives.
- Being with other students each day gives young people chance to build and maintain friendships and to develop the necessary skills to work with and respect other people.
- Young people who attend school every day are safer and less likely to be victims of crime or involved in crime.
- Students who attend school every day are more likely to stay engaged with school and stay longer until they are ready to finish Year 12 or enter the workforce.

Reporting and Monitoring Attendance

TSA Independent School's reports and monitors attendance through:

- Daily roll call
- Excel spreadsheet which includes categories covering unexplained absences, explained absences, tardiness, flexible arrangements, and exemptions.

Absences and reporting absences

Parents/carers/independent students must inform School when a student is going to be absent from school. Parents/carers/independent students should contact the youth worker, teacher, or reception by 10:00am on the day of absence. If a student is not in class and our School has not been advised, a text message will be sent out after 10:15am asking parent/ carer/independent student to contact us with a reason for absence. A doctor's certificate may be needed for longer periods of absence due to sickness. For extensive absence periods or unexplained absences, TSA Independent School will contact the parent/carer/independent student to arrange a meeting to discuss this issue and how our School can support the student's return to school.

Arriving late

Students who arrive late must check in at reception before they go to class. They should provide a valid reason for being late, along with a check in on how they are feeling. This information will be noted on a late slip which will be handed in to their teacher on arrival at the classroom.

Leaving Early

TSA Independent School will allow students to leave early where parents/carers have notified the school or where the school staff or student feels that it is appropriate for them to leave early. In this case, the parents/carers will be contacted for permission prior to students leaving the campus.

Excursion / Incursion Days

All students at TSA Independent School have the opportunity to participate in a variety of school programs which aim to enhance their social, emotional and educational development. These days are an integral part of our school program. Excursion/Incursion days are an important part of a student's learning experiences and their personal development. Activities are intentionally designed to grow students in maturity, confidence and responsibility and develop their ability to work as a team member. Guidelines for helping students have a positive Excursion/Incursion experience:

- Get involved – it's all about you!
- Be responsible for their own behaviour and choices.
- Act safely and responsibly.

Dress Code

TSA Independent School does not have a specific student uniform. However, the following are guidelines for students:

- Modest, tasteful, non-revealing, practical and non-offensive clothing (eg shirt or singlet with straps/sleeves, covered midriffs and if possible, closed shoes).
- Sun safe and Work Health and Safety compliant
- At school, we try to use the 5 b' rule: no breast, no bottoms, no bare midriff, no bare shoulders and no bare feet.

It is important to note that whenever a student is working in the Hospitality kitchen that they must be wearing long pants, closed-in shoes, tops with sleeves, and that their hair is tied back or in a hair net. This is a Work Health and Safety requirement and standard.

Changes to student contact details

Parents/carers must ensure that their contact details (eg phone numbers, addresses, email, emergency contact details) are always up to date. Any changes can be emailed to the School or via telephone to the School reception.

Changes to student guardianship details

If there are any changes to the guardianship of your child, please inform the school office as soon as possible. This is particularly important if a student moves into a care agency or if they are under the care of a child safety/protection department.

TSA Independent School Newsletter

A TSA Newsletter is produced monthly. This is posted on our school website, given to each student, and sent via email for our school community to access all the amazing things that are happening.

Publication of images

TSA Independent School will use student images as part of the general promotion and activities of the school in publications such as:

- Newsletters
- Campus website
- Advertising material If a parent/carer/student does not wish their image to be used by the Campus, they can advise us of this on our Privacy/Consent Form.

Complaints and Grievances

Parents/Carers and students should speak with the Principal and Student Support Services if they have any concerns, complaint, or grievance about the school. Parents/Carers and students are encouraged to speak with the Principal and Student Support Services sooner rather than later to avoid any unnecessary worry or escalation of an issue and to help resolve the matter without delay. A copy of the School's Complaints Policy can be located from the school website @ www.tsaschools.org

Campus Policies and Locations

TSA Independent School Policies are available to view or download from our school website at <https://www.tsaschools.org/school-policies>. Alternatively, copies are available from the Head of Student Support Services.

Some of our policies include:

- Student Bullying Policy
- Child Protection Policy
- Dispute Resolution Policy and Procedures
- Privacy Policy
- Alcohol, Tobacco and Illicit Drugs Policy and Procedures
- Disability Discrimination Policy and Procedures
- Excursion Policy
- Sexual Harassment Policy
- Risk Management Framework
- Acceptable Use of ICT Policy
- Student Social Media Policy

HEALTH AND SAFETY

Smoking/Vaping

TSA Independent School has a no smoking and vaping policy, which is in line with Government legislation, on and off-site during school hours. Both campuses will continue to work with students towards encouraging healthy lifestyle choices and ensure that students are aware of the effects of smoking and vaping.

Other Drugs

TSA Independent School is an alcohol and illicit drug free area and does not permit the use, possession, sale and/or distribution of these prohibited substances on or surrounding any of our school premises. Our School will encourage students, parents, carers, and staff to contribute to a healthy school culture by offering and providing education and interventions regarding substance abuse, providing one on one support if needed and by providing referrals to external services if required. If a student is suspected of having alcohol or illicit drugs at school, our School will take the following action:

- Ensure medical and emotional safety of the student concerned.
- Ask the student to hand over the substance to a staff member for disposal or if the student refuses to do this, they cannot access School for the day (ensure student is safe to leave our School site)
- Contact parent/carer if appropriate.
- Report the matter to police if appropriate, after discussions with the School Principal.
- Offer appropriate support to any student involved in the matter.
- Follow Restorative Justice Framework and Positive Behaviour Management procedures.

TSA Independent School reserves the right to refuse access to our school services if there is an assessed safety risk to other students and/or staff. This may include unduly intoxicated persons or persons heavily under the influence of drugs. For further information, you can access the School's Alcohol, Tobacco and Illicit Drugs Policy and Procedure from our website.

Sickness

Students who are sick or unwell to the extent they need to recover in bed, think they may be contagious, need to see a doctor or require medication should stay at home and not attend school until they are well. Parents/carers/independent students should contact our School to notify of the absence and keep us informed about when the student is expected to return to School. A doctor's Medical Certificate may be requested by our School when students have been absent for a week or more.

Use of prescribed medication at school

Some students may need to take prescribed medication while they are at school. This may be for a short time while treating a temporary illness or on a more permanent basis. TSA Independent School's first preference is for students not to bring their own medication to school. If a student is required to self-administer medication, a discussion occurs at enrolment or throughout the course of the student's enrolment, ensuring that this practice is safe for the student and others. If medication is needed during the school day, the student's medical practitioner is required to complete and sign a Medication Request Form. TSA Independent School will not issue non-prescription drugs such as Panadol, Nurofen, or Antihistamines.

Self-Administration Process:

- Student to obtain approval from our School to be responsible for self-administration of medication.
- Student to complete Medication Request Form.
- Consultation needed with parent/carer regarding arrangements for self-administration of medication.
- Parent/carer, school, and medical practitioner to determine and agree that the student is responsible for self-administration of medication.
- School to be provided with any written advice from the prescribing health practitioner.
- Agreement to be reached amongst relevant parties as to where medication is to be stored and where and how it is administered (locked in a safe, designated location),

- School to ensure that staff who supervise students who self-administer by injection or pump are provided with appropriate training.
- Medication must have medical authorisation - a pharmacy label with patient details and dosage instructions and be in original packaging,
- Information on potential side effects of medication is obtained from parent/carer,

For further information, you can access the School's Administration of Medication and First Aid Policy and Procedures from our website.

Student accidents/injuries and First Aid

All Teacher, Youth Workers and staff will hold a current first aid and CPR qualifications. Where possible, school staff must attempt to provide first aid care to accidents and injury in accordance with the requirements of the Workplace Health and Safety Act. School policy is to contact parents/carers for known/reported injuries sustained by students. An ambulance will be called as a precaution if there is any doubt about the nature or severity of a student's injury. Work health and safety Everyone at TSA Independent School is required to follow health and safety rules. Students must follow instructions given by School staff or other people working at the school (ie trainers, volunteers etc) to ensure the health and safety of themselves and others. Under the school's health and safety guidelines, students are required to:

- Dress in appropriate and safe clothing.
- Follow all health and safety instructions given by School staff.
- Use any Personal Protective Equipment (PPE) provided (also includes on excursions, work experience, volunteering).
- Not place their own safety or other people's safety at risk by their actions.
- Follow all health and safety signage and notices.

For further information, you can access the School's Work Health and Safety Policy and Procedures from our website.

STUDENT LEARNING AT TSA INDEPENDENT SCHOOL

Student Learning Philosophy at TSA

The curriculum at TSA Independent School provides opportunities for students to re-engage with learning and develop the knowledge and skills needed to be successful in their chosen pathway. Our School acknowledges that all students have different strengths and learning needs, and that many of the students at TSA Independent School have previously had interrupted or unsuccessful schooling experiences which have impacted their learning. To support student learning, the programs, teaching, and assessment are modified to suit individual needs.

Year 10 Program

Our 10 Program is developed using the Australian National Curriculum and the Foundation Skills Training Package at Certificate Level I. Students study English, Mathematics, Science, Technologies, HASS, HPE, and Arts at a level which is suitable to their needs. They also study a range of vocational programs which include Certificate I in Active Volunteering. Our Year 10 students also work on their Set Plan produced with teachers and Youth Workers. Work Experience at our School is also actively encouraged and is coordinated by our teaching team.

Senior School Program

Students across both campuses can study the Applied subjects: Essential Mathematics and Essential English or alternatively the QCAA Short Courses in Numeracy, Literacy and Career Education. Successful completion of these subjects contributes points towards the student achieving their Queensland Certificate of Education (QCE).

Students also study vocational numeracy and literacy at Certificate II Level which also contribute points towards their QCE. Students also study additional Vocational Certificate programs: Certificate II in Hospitality and Certificate II in Self Awareness and Development. These vocational programs also contribute points towards their QCE.

During their senior years of study, students may also gain credit towards their QCE through undertaking study in recognised Certificate Level Courses and other programs offered by Registered Training Organisations, School-based Traineeships or TAFE in Schools. These learning options are planned in consultation with our teaching team as a key focus of the senior program in preparing them for transition into further study or work. Work Experience at our School is also actively encouraged and is coordinated by our teaching team.

Computer and Internet Use for Curriculum Related Activities

Computers and other information technology resources at TSA Independent School are intended for learning purposes. When using the Internet, it is impossible for the school to filter out all material, which may be inappropriate or offensive. It is the responsibility for each student not to initiate access to such materials or distribute such material by copying, storing, or printing. Each student should:

- Take care of computers, keyboards, iPads, earphones, and other accessories.
- Leave the computer areas tidy.
- Not copy any software or alter any of the settings on any computers or other digital resources.
- Not eat or drink near any IT equipment

For further information of the acceptable use of IT and social media use, please refer to our following policies from our website:

- Acceptable use of ICT Services Policy
- Acceptable use of Personal Electronic Devices
- An Internet and Email Agreement
- Student Social Media Policy

Student Assessment

Student assessment is undertaken as required by the subject syllabus or course requirements. Teaching staff will consider student needs and/or individual learning plans when planning and administering assessment tasks. This means that a student may have options regarding the type of task they complete and how it might be presented. Assessment is designed to monitor student progress, give students and parents/carers feedback on the student's

progress and to help plan for future learning experiences. As each student may be working to their own ability and according to their individual learning needs, teachers will closely monitor completion of assessment pieces to ensure that students are given opportunity to complete their units of work.

Report Cards

Report cards are issued at the end of each Semester (twice a year) from our School. TAFE and other Registered Training Organisations issue their own independent reports for students who have participated in courses external to TSA independent School. We believe that students should be working at a level that is suited to their needs and be given every opportunity to progress and achieve success at our school. Therefore, report cards reflect a student's own individual learning journey.

Social and Emotional Learning

All our students participate in a variety of School programs which aim to enhance the student's social and emotional development and encourage a desire to contribute to society in a positive way. Our School uses the Social and Emotional Learning Framework as a curriculum to help support our students. This framework comprises of competencies such as self and social awareness, responsible decision making, self-management and relationship skills and is delivered alongside and integrated with our other school curriculum. Our mission is to develop the wellbeing of young people by providing this social and emotional learning in an inclusive environment.

Graduation and Awards Celebrations

All students at TSA Independent School attend our annual Graduation and Awards Celebrations where all students are recognised for their contribution to our School and for their learning and other achievements throughout the year. It is a whole School event held towards the end of November each year. Students can invite family members to this celebratory event.

STUDENT WELFARE

Youth Workers at TSA Independent School, we are fortunate to have a Health and Well-being Youth Worker attached to each class. The Youth Worker can be your 'go to' person for support with social, emotional, and practical matters. They also help support our students accessing:

- Centrelink applications and services
- Health and medical support services
- Counselling services
- Housing and accommodation services
- Transitions from school to work and/or further post-school training

Emotional Wellbeing for students TSA Independent School puts the emotional wellbeing of our students at the heart of all that we do. Our social and emotional mission statement of students learning in an environment that supports and cultivates the well-being of young people by providing social and emotional learning in an inclusive educational environment shape how we do things here. We have developed an integrated Social and Emotional Learning Framework to support student learning here at our School which assists students to develop competencies around social awareness, self-management and self-awareness, relationship skills and responsible decision-making. For further information around these competencies, visit the website <https://casel.org/core-competencies/>

Child Protection

The well-being and safety of our students is of primary importance to our School. We will seek to ensure the protection of students from harm as far as is reasonably possible by implementing risk management strategies and practices and procedures which promote the well-being of our students. Our staff are required to ensure that their behaviour and conduct towards students and their relationships with students, reflect the proper standards of care required when working with students and young people. Our School has a duty of care to its students and is required by law to report relevant authorities any suspected harm or sexual abuse to a child under the age of 18 years.

What does the school mean by harm?

The Department of Child Safety, Youth and Women identifies the four different types of child abuse: physical, sexual, emotional/psychological abuse and neglect.

How does the school seek to protect students from harm?

Please refer to the School's Child Protection Policy for information. Our policy covers the actions the school must take if a member of staff or a parent/carer becomes aware of, or reasonably suspects that, a student has been harmed by a member of staff, a person outside of the school, by the student themselves or by other students.

Who should I tell if I am not feeling safe at School or at home?

Every young person has the right to feel safe and free of harm whilst at TSA Independent School or during their life outside school. You can tell any member of staff or an adult you trust. Staff at our School are trained to listen and talk with students who are experiencing different concerns.

What will happen if I report to a member of staff what is happening to me?

If the concern is worrying you but not causing you immediate harm, the staff member will discuss ways you might be able to solve the problem. If the staff member believes you are being harmed, or are in danger of being harmed, they have a responsibility to report it to our Student Protection Officer or in some cases, directly to child authorities.

What if I don't want the member of staff to tell the Student Protection Officer?

The member of staff will try to keep your concerns confidential as much as possible. However, if the member of staff is aware or reasonably suspects that harm or sexual abuse has occurred, the law states that they must report it.

Safeguarding Officers

Lawnton: Nicky and Kimmi

Riverview: Charlotte and Jarrod

PROGRAM OFFERINGS

TSA Independent School recognises the importance of providing the opportunity to improve the social, educational and employment outcomes of young people, in particular, those who have disengaged or who are at risk of disengaging. We are a Queensland Special Assistance School approved by the Non-State Schools Accreditation Board under the Education (Accreditation of Non-State Schools) Act 2017.

Student pathways provide students at TSA Independent School with the opportunity to complete credit points towards their Queensland Certificate of Education (QCE). Students at TSA Independent School can complete core Applied Senior subject, endorsed through the Queensland Curriculum and Assessment Authority (QCAA). All students can complete Essential English, Essential Mathematics and Social and Community Studies, Certificate II's plus additional electives/short courses from a range of Vocational Education and Training courses under the Australian Qualifications Framework to count towards their QCE Points. All senior students are provided an individual SET Plan in consultation with our teaching staff, case workers and parents, in line with students' interests, strengths and ability. Students are given the opportunity to guide their own learning journeys, as well as enter the workplace.

2024 CURRICULUM (Year 11-12)

Course	Credits
Essential English	2
Essential Mathematics	2
Social and Community Studies	4
Science in Practice (Lawnton only)	2
Short Course Literacy	1
Short Course Numeracy	1
Short Course Career Education	1
Certificate II in Self-Awareness and Development	4
Certificate II in Hospitality (Lawnton only)	4
TAFE at Schools Programs	Between 4-8
School Based Traineeship and Apprenticeship	Up to 6-8

VOCATIONAL EDUCATION and TRAINING

Vocational education and training (VET) qualifications are nationally recognised qualifications that develop skills and work readiness through practical learning.

VET continues to be a key part of the new QCE system. VET certificates and qualifications can contribute to the achievement of a QCE (Queensland Certificate of Education) and provide a range of pathways to work and further education. TSA Independent School currently offers Vocational Education and Training Certificates on site. In addition, TSA Independent School is in partnership with the TAFE at Schools Program that allows students to complete a TAFE Queensland qualification while still at school.

Benefits of TAFE at School

The great thing about TAFE at School courses is they work in with students existing high school studies. They can also count towards the Queensland Certificate of Education (QCE). TAFE at School allows students to join the workforce sooner by giving a nationally recognised qualification while still at school. Students will build practical skills and graduate job ready, giving them a head start in the job market.

Direct entry to a TAFE Queensland course

Completing a TAFE at School qualification gives students direct entry into any related TAFE Queensland course. Plus, if they continue on to a diploma qualification students can take advantage of TAFE's articulation arrangements with some of Australia's top universities. So, if students decide to continue their studies at university they will receive credit for study at TAFE Queensland, shaving time off their degree.

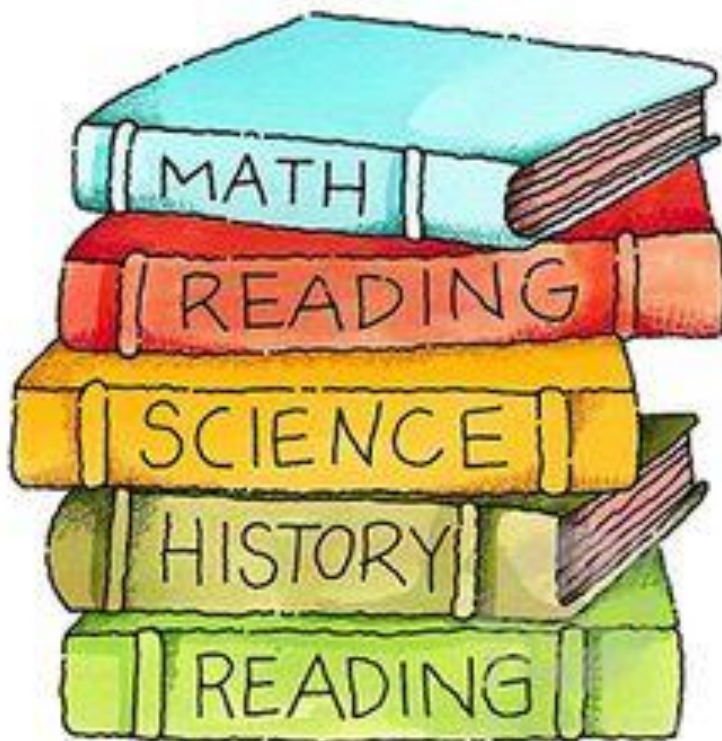
Pathway to a trade qualification

Students considering getting a trade qualification can complete a school-based apprenticeship or traineeship and get a head-start on training while still at school.



TSA Independent School

CURRICULUM



ACARA – YEAR 10

Students in Year 10 at TSA Independent School follow the Australian Curriculum. The Australian Curriculum is three-dimensional – it includes learning areas, general capabilities, and cross-curriculum priorities. These all contribute to a well-rounded education of all Australian students, providing the knowledge, understanding and skills needed for life and work in the 21st century.

Learning areas for Year 10 are:

- English
- Mathematics
- Science
- Humanities and Social Sciences (HASS)
- The Arts
- Technology
- Health and Physical Education (HPE)

APPLIED SUBJECTS – YEAR 11 & 12

Essential English

Year Level: Year 11 and/or 12

QCE Credits: 2

Weekly workload in hours: 4+ hour

Campus: Lawnton and Riverview

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students will complete Units 1 and 2 of this subject.

What will students learn?

- Language that works
- Texts and human experiences
- Language that influences
- Representations and popular culture texts.

How will students be assessed?

- Extended response — spoken/signed response
- Common internal assessment
- Extended response — multimodal response
- Extended response — written response.

Where can Essential English lead?

Promotes open-mindedness, imagination, critical awareness, and intellectual flexibility. These skills prepare for local and global citizenship and for long-life learning across a wide range of contexts.

Essential Mathematics

Year Level: Year 11 and/or 12

QCE Credits: 2

Weekly workload in hours: 4+ hour

Campus: Lawnton and Riverview

Essential Mathematics major domains are number, data, location and time, measurement and finance. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations, and relations. Students will complete Units 1 and 2 of this subject.

What will students learn?

- Number, data and graphs
- Money, travel and data
- Measurement, scales and data
- Graphs, chance and loans

How will students be assessed?

- Problem-solving and modelling tasks
- Common internal assessment

Where can Essential Mathematics lead?

Studying Essential Mathematics can establish a basis for further education and employment. Industries such as trades, business and community services, are just some examples of how Essential Mathematics can be applied.

Social and Community Studies

Year Level: Year 11 and 12

QCE Credits: 4

Weekly workload in hours: 4+ hours

Campus: Lawnton and Riverview

Social and Community Studies fosters personal development and social skills which lead to self-reliance, self-management, and concern for others. It cultivates appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively, and constructively about their futures.

What will students learn?

- Personal skills
- Interpersonal skills
- Citizenship skills

How will students be assessed?

- Project
- Investigation
- Extended response

Where can Social and Community Studies lead?

Social and Community Studies can lead to further education and employment. It also encourages students to explore and refine personal values and lifestyle choices by offering experiences in partnerships with local community organisations.

Science in Practice

Year Level: Year 11 and 12

QCE Credits: 2

Weekly workload in hours: 4+ hours

Campus: Lawnton only

Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world. Students will complete 2 units of study for this subject; Sustainability and Disease.

What will students learn?

- Scientific literacy and working scientifically
- Workplace health and safety
- Communication and self-management

How will students be assessed?

- Project
- Investigation
- Collection of work
- Extended response
- examination

Where can Science in Practice lead?

Studying Science in Practice can lead to a range of areas; animal welfare, food technology, health and medicine, recreation and tourism, research, pharmaceutical industry and the resources sector.

SHORT COURSES – YEAR 11 & 12

Short Course in Literacy

Year Level: Year 11 and/or 12

QCE Credits: 1

Weekly workload in hours: 2.5+ hours

Campus: Lawnton and Riverview

Subject Description

Literacy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3. This subject is suited for students in Years 11–12 who are performing at least at Level 2 of the ACSF and who may be at risk of not attaining the literacy requirement for the QCE.

What will students learn?

- Personal identity and education
- The work environment

How will students be assessed?

- Extended response – written
- Extended response – short response
- Student learning journal

Where can Literacy lead?

Studying Literacy supports students who are interested in pathways beyond school that lead to vocational education and/or work. A course of study in Literacy may establish a basis for further education and employment in the fields of trade, industry, business, and community services.

Short Course in Numeracy

Year Level: Year 11 and 12

QCE Credits: 1

Weekly workload in hours: 2.5+ hours

Campus: Lawnton and Riverview

Subject Description

Numeracy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3. This subject is suited for students in Years 11–12 who are performing at least at Level 2 of the ACSF and who may be at risk of not attaining the numeracy requirement for the QCE.

What will students learn?

- Personal identity and education
- The work environment

How will students be assessed?

- Extended response – written
- Extended response – short response
- Student learning journal

Where can Numeracy lead?

Studying Literacy supports students who are interested in pathways beyond school that lead to vocational education and/or work. A course of study in Literacy may establish a basis for further education and employment in the fields of trade, industry, business, and community services.

Short Course in Career Education

Year Level: Year 11 and 12

QCE Credits: 1

Weekly workload in hours: 2.5+ hours

Campus: Lawnton and Riverview

Subject Description

Career Education is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3. This subject is suited for students in Years 11–12 who are performing at least at Level 2 of the ACSF and who may be at risk of not attaining the numeracy requirement for the QCE.

What will students learn?

- Current skills and attributes
- Options for the future

How will students be assessed?

- Spoken/signed presentation – workplace interview or survey
- Extended written response – career education
- Student learning journal

Where can Career Education lead?

Studying Career Education supports students with further education, training and/or employment in a range of fields. It also gives student important foundational knowledge for life beyond education.

VOCATIONAL EDUCATION AND TRAINING

10185NAT: Certificate II in Self-Awareness and Development

Duration: 1-2 Years

QCE Credits: 4

Weekly workload in hours: 4+ hours

RTO: Blueprint Pty. Ltd.

Year Level: Year 11 & 12

Campus: Lawnton and Riverview

Qualification Description

This qualification is designed for students who need to break down the barriers that are holding them back. School students, job seekers and people “at risk” of disengaging from education and employment benefit greatly. The course integrates socio-cultural learning with practical exercises, coaching and problem solving. It enables participants to overcome significant barriers to develop personal commitment and confidence.

Units of Competency

To achieve this qualification, competency must be demonstrated in:

- 12 units of competency; 5 core units, plus 7 elective units

SIT20322 Certificate II in Hospitality

Duration: 1-2 Years

QCE Credits: 4

Weekly workload in hours: 4+ hours

RTO: Eva Burrows College

Year Level: Year 11 & 12

Campus: Lawnton only

Qualification Description

This qualification reflects the role of individuals who have a defined and limited range of hospitality operational skills and basic industry knowledge. They are involved in mainly routine and repetitive tasks and work under direct supervision. This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

Units of Competency

To achieve this qualification, competency must be demonstrated in:

- 12 units of competency; 6 core units, plus 6 elective units

ADDITIONAL INFORMATION

Set amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

Set standard

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

Set pattern

12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Literacy & numeracy

Students must meet literacy and numeracy requirements through one of the available learning options.

Queensland Certificate of Education Credit Points

The Queensland Certificate of Education (QCE) is Queensland's internationally recognised senior secondary schooling qualification. To be issued a QCE, students need to accrue the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. These requirements are aimed at ensuring students complete their senior schooling with the knowledge and skills they need for success in life beyond school.

The QCE is issued to eligible students when they meet all requirements, usually at the end of Year 12. Core courses of study are typically undertaken by students during senior schooling. They are courses of study that have been quality assured by the QCAA or a recognised authority. The QCE completed Core requirement is 12 credits of the total 20 credits to meet the set amount of learning needed to be issued a QCE.

For General and Applied subjects, students accrue one QCE Point for each unit they satisfactorily pass in Year 11 (Units 1 and 2) and two bundled QCE points if they pass Units 3 and 4 at the end of Year 12. Students start accruing QCE points in Year 11 and therefore it is important they are enrolled in subjects in which they can succeed from the commencement of Year 11. Students require 20 credits to be eligible to receive a QCE. Completed Vocational Education and Training (VET) Certificate II qualifications contribute 4 credits towards a QCE.

Certificate III and IV qualifications generally contribute 8 credits, although some contribute fewer. Students can accrue QCE points for partially completed Certificates; the number of credits awarded is dependent on the proportion of competencies completed in increments of 25%.

More information about the QCE can be found on the QCAA website at:

www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce

Unique Student Identifier

Unique Student Identifier Number (USI)

From 1 January 2015, the Australian Government requires all students studying Vocational Education and Training (VET) to have a Unique Student Identifier (USI). This includes students who are studying VET in schools. There is no cost to the student. The USI will allow students to access their enrolment and achievement record for all VET learning online (from 1 January 2015); and no VET records will be lost. Registered Training Organisations (RTO) must have a valid USI for a student before issuing a qualification or statement of attainment. This includes school RTOs.

What is a USI?

A USI is a reference number. It is made up of numbers and letters.

- The USI gives students access to their USI account.
- The USI account allows a student to see all their training results from all providers. This includes all completed training units and qualifications.

Why do students need a USI?

Students will need a USI:

- So that an RTO can issue a statement of attainment, or certificate, for nationally recognised accredited training.
- For online access to their record of enrolment and achievement for VET learning.
- To provide evidence of their accredited VET, for example when applying for a job or further study.

Who applies for a USI?

- A student can apply for a USI.
- An RTO can apply for a USI on a student's behalf. (This may be a school RTO, TAFE, or other external RTO.)

What do students need to do?

If the RTO does not apply for a USI on behalf of the student, the individual must apply for a USI. A student can apply for a USI at the Australian Government USI website - create your USI. The student must then provide the USI details to their training provider (school RTO, TAFE, or external RTO) or they will not receive a statement of attainment or qualification.

If an RTO applies for a USI on the student's behalf, the student must provide permission and suitable identification through one of the following:

- Driver's licence
- Medicare card
- Australian passport
- Visa (with Non-Australian Passport) for international students
- Birth Certificate (Australian) — please note a birth certificate extract is not sufficient.
- Certificate of registration by descent
- Citizenship Certificate
- ImmiCard

Students without any of these forms of identification are still able to obtain a USI and they should contact their RTO for assistance. Students should record their USI and keep it handy and in a safe place. If students have further questions about the USI, they should contact the VET Coordinator or Head of Department Senior School at the school. Students can also find further information at the Australian Government USI website - student information.

What if a student forgets or loses their USI?

The USI can be retrieved online at Australian Government USI student portal. If their RTO is their school, students can also ask the school for their USI as they will have a record of it.

- About the USI <http://www.usi.gov.au/About/Pages/default.aspx>
- Students – Create your USI <http://www.usi.gov.au/Students/Pages/steps-to-create-yourUSI.aspx>
- Student information <http://www.usi.gov.au/Students/Pages/default.aspx>
- USI Student portal <https://portal.usi.gov.au/student>



Staff and Roles - 2024

Name	Role
Helen Boardman	National Education Manager
Cheryl Dunkley	National Student Support Services Manager
Riley Hore	Education Business Development Officer
Kimmi Naidoo	Assistant Principal Teaching and Learning

Lawnton Campus

Name	Role
Debbie Lapham	School Administration Assistant
Glennicia Dumenil	Class Teacher
Michael Lloyd	Class Teacher
Kerry Bryant	Class Teacher
Kellie Clark	Teacher Aide
TBA	Teacher Aide
Jeffrey Hurst	Teacher Aide
Christine Benedetto	Youth Worker
Nicky Chase	Youth Worker
Marlin Peterson	Youth and Well-being Worker

Riverview Campus

Name	Role
Jason Smith	Class Teacher
Jarrold Crouch	Class Teacher
Charlotte Hanley	Class Teacher
Peter Gillert	Teacher Aide
Nick Reilly	Teacher Aide
Michael Matthews	Youth Worker
Jessie Weekley	Youth Worker

