

# Standard of Service Statement

## Statement

Maintaining the standard of service is facilitated by each student being assigned to a coordinating teacher who is responsible for monitoring the student's engagement, output and achievement of learning goals, working with the Learning Support teacher and reporting to the student's parents/guardians regularly. Coordinating teachers provide a summative report of their assigned students to the Learning Support teacher each semester. The Learning support teacher then provides a summative report of all students each semester to the Principal that presents an aggregated view of Men of Business Academy's progress in achieving intended learning outcomes.

### ***(i) Regular tracking and assessment of students' work***

#### **Tracking and Assessment**

- a) Student work is collected or observed (as applicable) by teaching staff, assessed, and feedback provided to each student regularly in all areas of study. Progressive tracking and reporting is also used for key areas of learning in Literacy and Numeracy.
- b) All student assessments and feedback are recorded in the school's data management system on completion.
- c) Student output in all curriculum areas is tracked and reviewed by the Head of Teaching and Learning who is responsible for coordinating the academic progress students.
- d) A meeting is held between the coordinating teachers and each of their students and where possible parents/guardians and external stakeholders at least once each semester to review academic progress, supports and adjustments and goals.

### ***(ii) Regular monitoring of students' attendance, achievement and participation***

#### **Attendance**

- a) Student attendance is recorded on a daily basis on the school's database and management system.
- b) Student absences are monitored on a daily basis by a dedicated officer who:
  - contacts the families of students who are absent without explanation as soon as possible after the absence is noted each day
  - records details of the absence on the school's database and management system.

Should a student be continuously absent for a period of more than three days without a satisfactory explanation, the Head of Engagement/Guidance Officer or Psychologist, depending on individual circumstances of the student, will initiate the appropriate follow-up action.

### **Achievement**

- a) Student achievement is tracked and reviewed by the Head of Teaching and Learning who is responsible for coordinating academic progress of the students each term. Progressive continued reporting is also used to track and review academic achievement by the teachers.
- b) A meeting is held between coordinating teachers, their students and where possible parents/guardians and external stakeholders at least once each semester to review:
  - academic progress
  - supports and adjustments
  - goals
- c) Academic progress is monitored across the school by way of documented reviews of the aggregated improvements of student achievements, across all subjects, by year level, at the end of each semester.

### **Participation**

- a) Expectations for students' participation in the education program have been developed as part of the standard of service. It addresses levels of positive involvement in classroom activities, excursions, co- and extra-curricular offerings and community service activities.

### ***(iii) Strategies for engaging the students, and keeping them engaged in secondary education***

As a Special Assistance School designed specifically for boys who have disengaged or are at risk of becoming disengaged from education, Men of Business Academy is focused on effectively mentoring and supporting each student in their journey to become a better man and re-engage them in learning and life through a holistic and personalised, phased approach. With that in mind, Men of Business Academy has designed a systematic and intentional curriculum with in-built adjustments that fosters quality teaching, integrates targeted engagement strategies, and builds real-life connections.

- a) Curriculum design tailored to meet the diverse needs of adolescent boys specifically, who have disengaged from mainstream schooling, integrating explicit but active learning, real-world applications, and character-building activities.
- b) Design of a unique learning environment that is welcoming, homely and safe where every young man feels valued and part of a close-knit family which inspires learning and growth.
- c) Deliberate 'soft-start' including breakfast and emotional check-ins
- d) Deliberate expectation that staff eat and interact with students during eating/break times
- e) Small class sizes
- f) Maximum seated instruction time limits 20/5/20

- g) Wrap around mental health support on-site for all boys and their families

To further support all students in their journey, additional individualised adjustments are identified and collated into an Individual Education Plan (IEP). Students are then monitored and tracked throughout their learning journey to determine the effectiveness of the supports and adjustments implemented and where required, adjusted to ensure the continued personal growth, academic progress and increased engagement of each student.

- h) Individual Education Plans are developed for all students in consultation with students, parents/guardians and external stakeholder at the beginning of their learning journey at Men of Business Academy.
- i) Individual Education Plans (IEP's) are then reviewed, recorded and reported against each semester.
- j) Curriculum contextualisation occurs for students as a result of detailed discussions among staff of the individual circumstances of student cohorts.