



The R.O.A.D Program

Resilience, Opportunity, Attendance and Discipline

Yr 7-10

Background - R.O.A.D Program

Research shows that students become disengaged from education for many reasons including the following:

- the learning environment not meeting their needs
- family breakdown
- poverty
- mental health issues
- Trauma
- low self-esteem
- previous poor educational experiences
- low educational achievement and /or ability
- homelessness
- challenging behaviours.

The issue of student disengagement from schooling, particularly in low socio-economic status school communities, is a persistent and protracted problem for increasing numbers of students and their families. Students who are disengaged from school are at higher risk of suspension, exclusion and/or cancellation of enrolment. They are also strongly represented in the cohort of students who do not complete school or become youth offenders.

The **R.O.A.D Program** initiative has been implemented as a strategy to address the issue of student disengagement from schooling and provides an early intervention approach different to other alternative education models which generally remove students from their current school environment.

The vision of the R.O.A.D Program is to improve achievement, attendance, participation and behaviour for every student by optimising their wellbeing. The initiative focuses on the early identification of students, predominantly from the junior secondary phase, who are performing below expectation with their academic, social/emotional and behavioural outcomes and are identified as at risk of disengaging from school.

- Targets/Goals will be established by each school with a view to formally measuring the successes of the program.
- The HOD of Student Wellbeing in consultation with year level deans and Deputy Principals will work within the school setting using data to identify students who **are beginning** to disengage, plan appropriate individual responses in collaboration with classroom and other specialist teachers, influence classroom practice where appropriate and monitor success indicators.
- The HOD of Student Wellbeing will develop positive relationships with students, monitoring their learning data and providing them with regular individualised feedback. HOD Student Wellbeing will co-create personalised Success Plans for each student (Student Success Plans).

The Role of the HOD of Student Wellbeing

The HOD of Student Wellbeing will serve as a mentor, advocate and facilitator for identified students. They will lead a process to ensure that students who are becoming disengaged are re-engaged in positive ways. Their strong curriculum and pedagogical knowledge, data literacy and ability to differentiate learning programs will be skills that they will use to influence the work of classroom teachers and to develop individual learning plans for students. They will be a critical link between teachers and students to ensure that mutual respect is developed and planned success indicators are achieved. The HOD of Student Wellbeing will also build capacity of other members of the school's middle management team to ensure future sustainability.

The role of the HOD of Student Wellbeing includes:

- supporting enhanced student wellbeing;
- using qualitative and quantitative data to assist in the early detection of issues relating to student learning and wellbeing;
- co-operatively developing a personalised Success Plan for each identified student, which includes SMART goals;
- developing positive relationships with students, monitoring their learning goals and providing regular feedback;
- communicating information relating to Student Success Plans to relevant staff, influencing pedagogical approaches and gaining support to ensure success for students; and
- maintaining links with families and community agencies.
- advocating high expectations and success for all learners
- providing a whole school approach to teaching and learning
- engendering a philosophy of genuine differentiation and inclusion
- optimising student wellbeing as a catalyst to explicitly improve achievement, engagement, attendance, participation and behaviour
- leading a school team dedicated to problem solving issues relating to student learning and wellbeing
- complementing the work of the school's leadership team and other coaching staff
- skilling others to ensure future sustainability

The HOD of Student Wellbeing non-negotiables

- Check-in, check out, or check and connect
- Success Plans with goals set each term
- Success plans reviewed Term 2,3 and 4
- School Data sheet
- Accurate dashboard list maintained
- Don't be the student's only Champion

Identifying Students

Schools need to have a defined process by which students are referred. Referrals should always go through a member of the executive team. There are a number of sources of data that may be used to identify potential students.

These include:

- Data
 - ID attend , Attendance
 - One School (behaviour/effort/Academic)

- Track Ed profiles(all of above)
- Transition data from Yr.6-Yr.7
- Enrolment data
- concerns from teachers, HODs, Deans, admin.
- advice from Support staff
- Parent seeking additional support
- GO, SBYHN, Chaplain
- Support services team
- Youth Justice
- Senior Guidance Officer

Once students have been identified they need to be referred to the Success Coach and with a designated Executive Team member evaluate the priority of each referral. This team will then decide which students will be admitted to the program.

Communicating with Teachers

At the start communicate:

- students goals(attendance, behaviours, effort, academic) to teachers /home teacher/Year Cos/ support staff (email or meetings)
- snapshot of student and strategies to assist engagement.

Ongoing:

The following are examples of how this could look:

- Teachers fill out check in, check out booklets every session for most students
- Students hand in booklets end of every day
- Success coach visits, calls ,emails teachers if comments are concerning
- Depending on the situation, the success coach , teacher and student will meet and discuss issues- such as behaviour plan, success plan, student goals with a focus on strategies for improvement(for students and teachers).
- Also regular emails through ID attend can be sent asking for assessment plan each term, achievement/ effort/behaviour progress , engagement in class, informing of success goals.
- Regular meetings with teachers to discuss issues and strategies
- Working in class with student and teacher to achieve collective goals
- Connecting teacher and parent with success coach
- Success coach walk throughs
- Success Coach availability to provide advice on any student issues
- Timetable changes as needed
- Background info given on student/ family for better understanding
- Staffroom visits—particular students
- Co-teaching

Building Teacher Capacity

Working with teachers to build their capacity to work with disengaging students is an important part of the role. Activities which assist this are:

- Providing PD to staff on research around disengagement, and strategies to use.
- Classroom observations

- Classroom profiling with teachers
- Use online FBA (Functional Behaviour Analysis) to identify student behaviours and then work with teachers.
- Upskill teachers and teacher aids— Essential Skills for Classroom Management (ESCM) training.
- Coaching of teachers regarding strategies for disengaged students
- Facilitate negotiation between teacher and student

Working with parents

Regular and timely contact is the key for building good relationship with parents where by you work together for the benefit of the student. The following strategies can be used:

- Phone calls, emails, texts,
- Home visits
- Post cards, meetings at school-try to maintain regular contact, particularly to communicate positives
- Parent /teacher /student sessions for problem solving
- Home visits—often with attendance officer/GO/YSC for complex case management
- Sourcing external agencies /programs for parents/carers
- Celebration of success—morning tea—certificates
- Emails—forwarding success stories from class teacher
- Letters
- Term success newsletter to all staff and parents of group outlining great things the group has achieved/participated in
- Afternoon tea /catch up— whole group/parent/teachers invited- most success leads from regular contact
- Encourage attendance at parent /teacher meetings.

Students—Expected Outcomes

All students who are a part of the program are expected to work toward improving their personal data. This includes attendance, achievement, effort and behaviour.

Students will set incremental targets in their student Success Plans that aim towards achieving the below

Attendance	93% (school target) or above
Achievement, Effort and Behaviour	B or above
SDAs	50% reduction from previous year
One School Incidents	50% Reduction from previous year
One School Positives	Increased numbers

It is anticipated that individualised success indicators will be developed for each student involved with the work of the HOD of Student Wellbeing. The following are indicative of the types of indicators which could indicate success for students:

- reduced SDA's and/or behaviour referrals for identified students
- improvement in attendance
- increased time in class and time on task
- improvement in literacy/numeracy outcomes as measured through short term data cycles
- improvement in meeting deadlines for assessment pieces in English, Maths and Science
- improvement in results for assessment pieces in English, Maths and Science

- achievement of individual learning goals negotiated with class teachers
- increase in positive feedback received from class teachers
- positive anecdotal evidence relating to engagement with learning and behaviour

Future Sustainability

The HOD of Student Wellbeing will share information with other members of the middle management team to ensure they have a good understanding of the strategic vision for this role and actions being implemented to improve outcomes for students. Ideally, the Success Coach will be able to influence the work of these staff members so the model of implementation can be enacted more broadly across the school.

Additional Programs

Students who in the R.O.A.D program will get access to programs available that can target particular needs. Generally the programs target general student capacity building in the following areas;

- Self esteem
- Resilience
- Social skills
- Organisation and study skill management
- Academic support
- Mentoring
- Aggression replacement
- Job seeking

Specific Programs which have been used include the following:

- Aggression Replacement Training
- Rage
- work experience programs
- Rock and Water
- Conscious Curriculum
- Make the Switch- well-being program developed at Ipswich SHS by the Success Coach
- PT with Yr. 12 fitness students
- Reading with Yr. 5 students or younger
- Duke of Edenborough Awards
- Asdan
- Umpiring certificates
- Working with SBYHN- health programs
- Your Town- fresh start
- Positive Behaviour Learning centre
- Love bites (Domestic Violence awareness and prevention)
- STOMP
- Specialised workshops for whole cohort- e.g. digital thumb print
- Alternative timetable to attend external program
- Deep blue line
- Headspace
- Drum beat
- Planned programs to build student engagement- e.g. Asdan
- Reward days

- Self-regulation
- Create other learning engagement programs based on student need and interest
 - Boxing
 - Rowing
 - Rock-climbing
 - Cooking
 - Art
 - MTB
 - Rugby League
- Link with external agencies PCYC/ skittle/T2s