

# BARRETT ADOLESCENT SCHOOL

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## WHOLE SCHOOL CURRICULUM PLAN

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Barrett Adolescent School aims to provide appropriate and inclusive educational programs to meet the individual needs of students within a relational environment. This approach promotes personal health, well-being, and resilience, which, in turn, creates optimal learning opportunities for students. These opportunities prepare them for the transition into other targeted educational, vocational, and community sites, equipping them with the skills they need to succeed in society.

## 2023/24



# 1. INTRODUCTION

**“Every child deserves a champion – an adult who will never give up on them.”**

## **BARRETT CONTEXT**

Barrett Adolescent School (BAS) is a co-educational Specific Purpose Special School (Band 3). The school operates within the framework of inclusive education, providing an opportunity for students with mild to medium complex mental health challenges to access education after disengagement. BAS partners with clinicians to transition these students into mainstream, flexible/alternative, or tertiary education sites, or vocational pathways.

BAS's educational planning prioritizes the health and social needs of its students, adjusting the Australian Curriculum (AC) and Curriculum and Assessment Reporting Framework (CARF) through trauma-aware pedagogy and data-informed practices. The school recognizes that every student can make progress when engaged, motivated, and provided with relevant learning opportunities within a relational environment that embraces trauma-aware approaches.

## **LEARNING ENVIRONMENT**

The school's campus is located in Tennyson, Brisbane (Metropolitan South) and comprises an administration building, two classrooms, a kitchen, and a recreation area.

The school provides support equivalent to:

- 5.6 full-time teaching positions (shared between 8 staff)
- two 0.4 Guidance Officers
- 108.2 teacher aide hours per week.

Professional development at the school prioritizes adolescent mental health issues related to education, transition practices, the Australian Curriculum, and post-compulsory education. Staff members at the school have varied roles and responsibilities, which include facilitating successful transitions and providing complex case management, alongside teaching. Regional support is also accessed.

The school is committed to providing high-quality education and support to students facing mental health challenges, prioritizing their wellbeing and success in education and life.

## **RESOURCES TO SUPPORT TEACHING**

Resources available to teachers to support student learning include:

- Interactive whiteboards
- Desktop computers / laptops / iPads;
- Various textbooks, workbooks, learning and teacher resources
- Web based activities and third-party platforms (e.g. Education Perfect, Writers' Toolbox)
- Recreational facilities and space, including open plan gardens

## **COMMUNITY LINKS AND CONSULTATION**

BAS partners with multiple education sites, parents and carers, community based and private mental health teams, community sites and employers.

Barrett consultation with these sites include:

**Daily staff meetings:** updating students' health, well-being, attendance, educational progress, curriculum.

**Weekly complex case meetings:** Teaching staff, with occasional attendance by Senior Guidance Officers, Ed-LinQ, and Advisory Visiting Teachers (Inclusion – Post school options). Staff identify barriers and make learning adjustments. In addition, the school provides support each term from a Family Systems therapist and Adolescent Psychologist, who advise on appropriate educational adjustments tailored to meet the individual needs of students.

**Regular stakeholder meetings:** These include family members, carers, base schools, and clinical care providers. These meetings are crucial for reviewing and adjusting Barrett Support Plans, Safety Management/Transition, and Individual Learning Plans. Involvement of all relevant stakeholders in the planning process ensures that each student receives tailored support and resources.

## 2.0 STUDENT COHORT & PEDAGOGICAL CONSIDERATIONS

### STUDENTS

BAS delivers education for up to 30 students drawn from Brisbane's Metropolitan regions. Senior and base school Guidance Officers apply for students to be admitted through referral to the *Metropolitan Region Mental Health Programming Support Requests Committee*.

Most students will experience some context in common:

- enrolled in, but disengaged from, a state high school: intending to return, or seeking transition to a new educational or vocational site (as increasing personal and social capabilities and school readiness allows engagement);
- have an identified mental health challenge and regularly engage clinical care providers;
- all exhibit a lack of coping skills with mainstream education and its academic and social implications;
- diverse learning profiles: infrequent school attendance and mental health challenges may contribute to unfinished learning in regards to academic knowledge and skills, and inability to engage in curriculum on enrolment;
- many have Adverse Childhood Experiences (ACEs), trauma backgrounds and some will be in care situations.

Students attend from 9.30am – 2.00pm from Monday to Thursday, with a skeleton staff enabling Induction and Outreach needs on Fridays. Length of enrolment varies from 6-18 months, or at Principal's discretion. Eventually most students will attend both BAS and a transitioning site, on a personally negotiated basis, until able to access the transition site independently: diverse transition sites exist, engendering differing levels of support.

### IMPLICATIONS OF COHORT ON CURRICULUM AND PEDAGOGY

The implications of these learning profiles is paramount when developing curriculum:

- Students' health and wellbeing are forefront, mindful of past inability to access education. Multiple adjustments and professional oversight promotes co- and then self-regulation, engagement at Barrett, then transfers gains to another site.
- Promoting personal, social and academic confidence allows students to re-engage with educational discourses. There is a strong focus on the Australian Curriculum's Personal and Social capabilities and Barrett's 'Classroom Readiness' behaviours.
- infrequent school attendance and mental health issues may contribute to unfinished learning, therefore diagnostic and formative evaluation informing the teaching / learning cycle is ongoingly important.
- Receptive and expressive oral language, and social skilling, are prioritised in all programming:

### PEDAGOGY - UNIVERSAL DESIGN FOR LEARNING (UDL)

The relationship between the AC's dimensions and the school's pedagogical framework of UDL provides flexibility to respond to its learner cohort. UDL enables engagement, appropriate representation and customised action and expression – a curriculum that is accessible to students, participating on the same basis as their peers, and provisioned for their capabilities (Meyer et al: 2014).

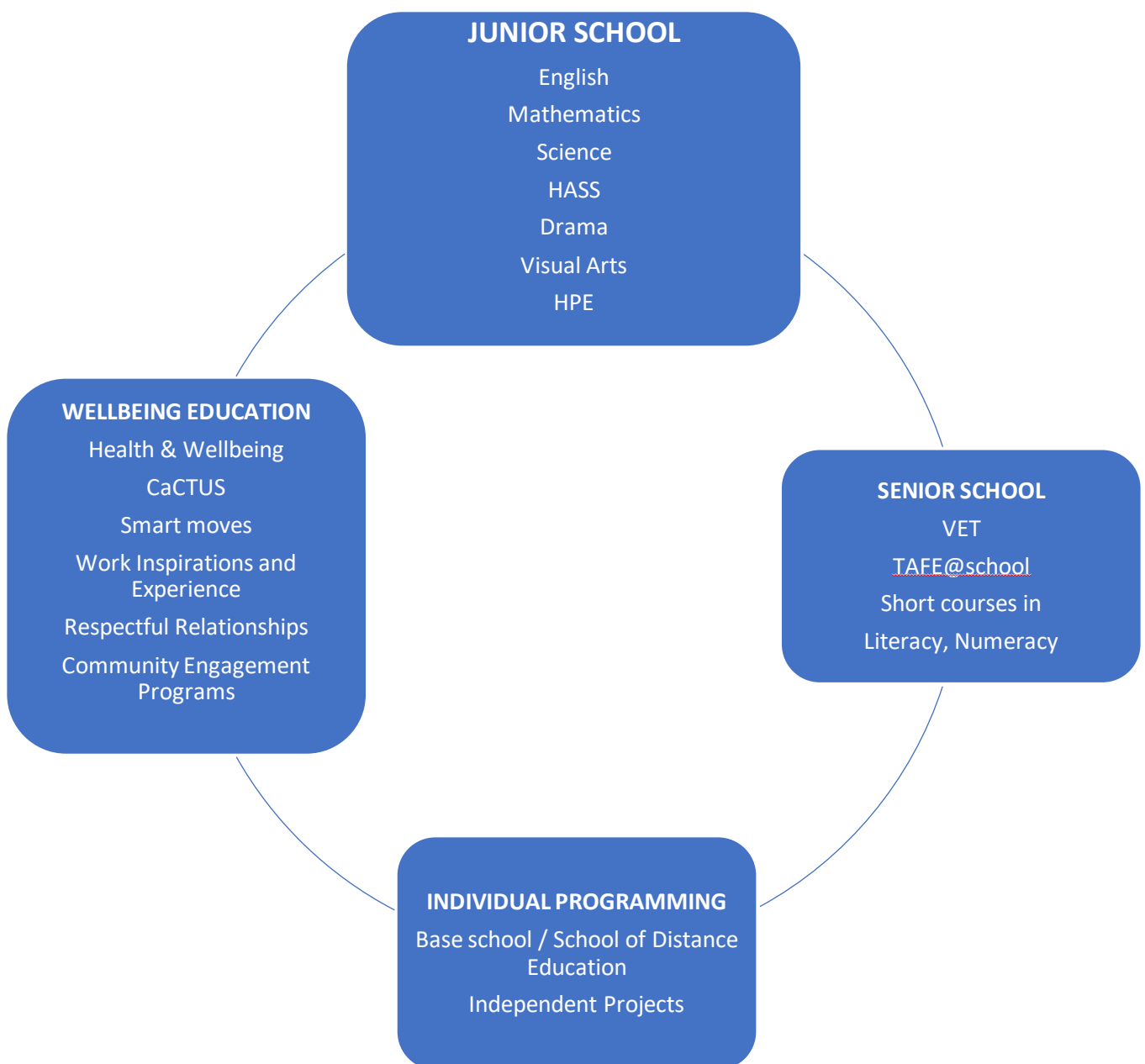
Within this framework, other evidenced based teaching-learning strategies also occur: e.g. explicit teaching (Archer et al:2010); gradual release of responsibility (Fisher et al:2013).



### 3. CURRICULUM OVERVIEW

Barrett is evolving a unique curriculum to serve students from entry to transition, across 5 year levels. Four separate yet interrelated components can be accessed according to students' stage of education and capabilities (see diagram below).

Diagram 1 – Barrett Adolescent School's whole school curriculum provisions:



## THE JUNIOR SCHOOL

By 2024 students in the Junior School will access six multi-level (Years 8-9) Australian Curriculum learning areas (with 2 subjects represented in the Arts):

- English
- Mathematics
- HASS
- Science
- Health and Physical Education
- The Arts – Visual Arts
  - Drama

Adjustments occurring in all Learning Areas include: fewer hours of programming, lack of summative assessment (A-E) on entry, varying range and breadth of units taught.

## THE SENIOR SCHOOL

Every student from Year 10 onwards completes a *Senior Education and Training (SET) Plan* or BAS's equivalent (*Future Pathways Plan*), supporting appropriate and guided choices through school and beyond. This begins the process of planning for a Senior Education Profile - including a Queensland Certificate of Education (QCE), a Queensland Certificate of Individual Achievement (QCIA), ATARs, pathways to tertiary studies, or employment.

Every effort is made to enable senior students to either access, or plan a pathway to access, a QCE. Three courses are available to BAS to support this goal while onsite.: Short Courses in literacy and numeracy, and Certificate II in Skills for Work and Vocational Pathways. As BAS is a transition program and not a school for graduation purposes, these courses are usually appropriate for the students' length of enrolment.

A QCE may also be accessed through their transition site and TAFE@school courses. It is acknowledged that QCEs may be beyond some students' reach while at secondary school owing to health challenges, and they will be transitioned towards purposeful and meaningful study, work or life opportunities.

Senior students occasionally enter with one or more subjects from their base school which BAS can tutor and support with reasonable adjustments, which their base school marks and reports on.

## WHOLE SCHOOL - WELLBEING EDUCATION

Barrett provides whole-school wellbeing opportunities. This includes bespoke Barrett initiatives:

- **Smart Moves** - a 30-minute morning session encouraging exercise and connection, from 9.30-10.00am.
- **Critical and Creative Thinking (Universal) Skills (CaCTUS)** - focus lessons directly engaging the Australian Curriculum's Critical and Creative Thinking General Capability. It develops executive functioning skills and provides scaffolded support for skills necessary for successful curriculum engagement. It also links to and reinforces learning occurring in other curriculum areas, events and initiatives at a whole school level.
- **Health & Wellbeing**- a weekly lesson responsive to the mapping of student Personal & Social Capabilities, the Health strand of HPE, and particularly Respectful Relationships. Students identify how health and wellbeing can be enhanced and strengthened and develop knowledge and skills to manage their own mental health and wellbeing.



- **Community Engagement Programs** provide opportunities to participate in meaningful exposure to the wider community. Some examples include: Volunteering e.g. SWARA, E-Waste Connection, Comics Plus; Dungeons and Dragons groups; Work Inspirations and Work Experience.

## **INDIVIDUAL WORK**

At times students will engage in individually meaningful education including:

- Base school curriculum (usually but not always on transition)
- Individual Projects which support engagement, attendance and strengths

## 5. WHOLE SCHOOL APPROACH TO MODERATION

Moderation has a broad focus at Barrett. It is a whole-staff responsibility.

Barrett's whole school approach to moderation includes:

- a shared moderation literacy;
- whole staff decisions around improving student learning outcomes, informing and making adjustments to curriculum, teaching and learning.
- accessing moderation processes with other education sites (Indooroopilly SHS; Queensland Hospital State School).
- engagement in the “before, after, after, end” model of moderation;

**Diagram 2:** Moderation: an interrelated process that enables teachers to align curriculum, pedagogy, assessment and reporting.



<https://learningplace.eq.edu.au/cx/resources/file/76fc9c5-4485-4fa1-9981-19073ca3865b/1/moderate-assessment/whole-school-moderation.html>

## **6. DATA COLLECTION FOR TEACHING, AND RECORD KEEPING FOR CASE MANAGEMENT**

Data collection is an integral component of BAS case management. It is used to plan teaching, evaluate student progress, report to base schools and plan future strategy. With goals of transition, a range of data is collected across various domains and with varied tools, to inform best practice.

### **BARRETT SUPPORT PLANS (BSP)**

Once enrolment is enabled through the Referral Panel, a Stake Holders' Meeting (base school, parents/carers, clinicians, Barrett) is held and a thorough BSP is created, outlining obligations of all parties.

### **INDUCTION - 5 weeks**

During this time staff observe, collect data, and identify strengths and unfinished learning. Information gathered includes:

- PAT testing in Reading Comprehension and Mathematics.
- Personal and Social capabilities checklist – recorded on enrolment and progressively, through the Australian Curriculum continuum.
- Classroom Readiness indicators. Staff record ongoing progress on a continuum, discussed at complex case meetings.

### **INDIVIDUAL LEARNING PLANS**

Barrett has developed bespoke Learning Plans for each student, using consultation and Induction data. They:

- map individual pathways to ensure effective transitions.
- support Barrett staff to differentiate the curriculum in an ongoing capacity, promote appropriate intervention and advise educational adjustments.
- Use objective and subjective knowledge of students' individual needs, strengths and interests to ensure access to the teaching and learning program.

### **WEEKLY COMPLEX CASE REVIEWS**

All teaching staff meet weekly to engage in whole-school analysis of students' progress, and to inform current and future educational planning.

### **DATA WALL**

Some student data is represented on BAS's Data Wall, regularly reviewed, displaying:

- Junior and senior school placements from PAT reading and mathematics;
- Targeted students' placements on the Australian Curriculum's Numeracy Learning Continuum and the Queensland Department of Education's Literacy Continuum;
- Summary of Senior students' QCE / VET progression;
- Whole school Personal and Social Capability continuum;
- Whole school Classroom Readiness continuum;

## 7. ASSESSMENT AND REPORTING

### Weekly Emails to Stakeholders

Barrett's Principal sends emails related to learning area feedback, engagement and behaviour every Friday to predetermined stakeholders. Information is captured daily. These emails across multiple stakeholders can lead to the communications and adjustments that are crucial for successful education and transition planning.

Junior students do not engage in summative assessment or receive report cards.

### SENIOR STUDENTS

Students engage in assessable work including: base school subjects marked and reported on by base schools, if appropriate; Short Courses in Literacy and Numeracy; VET courses; TAFE@School. This is individually negotiated.

### TRANSITIONING STUDENTS

Base schools can supply units of work for students - BAS staff make informed professional judgements to cater for diversity on an individual basis regarding student engagement with the teaching program and assessment. Base schools are then responsible for marking and reporting via OneSchool.

### 7.4 EXIT REPORTING

An Exit Report can be provided to the educational institution to which the student transfers, as well as to relevant Stakeholders.

## 8 REFERENCES and APPENDICES

Archer, A.L., Hughes, C.A. (2010) *Explicit Instruction: effective and efficient teaching*. Guilford Press.

Beck, I., McKeown, M., Kucan, L. (2013) *Bringing Words to Life: Robust Vocabulary Instruction, 2<sup>nd</sup> Edition*. Guilford Press.

Clarke A., Rose, T.A., Meredith, P.J. (2022) *Language skills and interpersonal trust in adolescents with and without mental illness*. International Journal of Speech-Language Pathology (Print); <https://www.tandfonline.com/loi/iasl20> (online)


Fisher D., Frey N. (2013) *Engaging the Adolescent Learner*. [https://keystoliteracy.com/wp-content/uploads/2017/08/frey\\_douglas\\_and\\_nancy\\_frey\\_gradual\\_release\\_of\\_responsibility\\_intructional](https://keystoliteracy.com/wp-content/uploads/2017/08/frey_douglas_and_nancy_frey_gradual_release_of_responsibility_intructional)


Meyer, A, Rose, D.H., Gordon, D. (2014) *Universal Design for Learning: theory and practice*. CAST, Massachusetts.

Pusateri, J. (2022) *Transform your teaching with Universal Design for Learning*. CAST, Massachusetts.

**The following policy documents serve decision making processes:**

P-12 Curriculum, assessment and reporting framework

Curriculum provision to students with disability  577K


A whole school approach to support student learning  482K

Assessment  610K

Every student succeeding - State Schools Improvement Strategy 2022–2026

Smart Moves  293K

Pedagogical Framework  503K

Preparing students for success in senior secondary  2.6M

Years P-10 Queensland Curriculum - QCAA