



CAPE YORK GIRL ACADEMY

Standard of Service Statement

Cape York Girl Academy is an independent, non-government school committed to providing educational programs and pathways for Indigenous girls aged between 12 and 19 years of age. Specifically, as a special assistance school, the Academy is dedicated to supporting girls who have young children or have disengaged from, or are at risk of disengaging from education.

We approach this challenge enthusiastically and with a commitment to developing tailored education, health and pathway plans for students intended to attain a Queensland Certificate of Education and post schooling pathway.

Strategies to engage and maintain engagement and success include:

- Offering a range of subjects (Queensland Curriculum Assessment Authority; the Australian Curriculum and Nationally Registered Training Organisations)
- A concise Well Being Program (ACARA General Capabilities; Financial Management; Family Relationships; Legal Issues ; Health; Well Being; Housing and Independent Skills; Career Development and Transition)
- Programs to support Early Learning and Child Development
- Tailored physical health and recreation plans
- Diagnostic testing to ascertain literacy and numeracy skills and subsequent goals
- Diagnostic testing to ascertain physical, social and emotional barriers to learning and subsequent plans for intervention and support

Staff (teachers, psychologists, health workers, consultants and boarding supervisors) share their experience and expertise to provide an holistic program.

Attendance and participation in the Academy's learning programs are monitored by the Principal and Head of Well Being in collaboration with the student and where possible, their parents/carers.

Where issues or challenges arise with attendance or participation, young people are invited to discuss these with the Principal or Head of Well Being and develop a plan to address the challenges. Ongoing monitoring of attendance and participation and the identification of young people's capacities and the challenges they face with regards to this is made possible through:

- The completion of daily attendance rolls
- Weekly meetings of staff to discuss student attendance and participation
- A strong and ongoing focus on the development of open and honest working relationships between young people and Academy staff

Work that students of the Academy complete is tracked and assessed by relevant teaching and training staff, in collaboration with students.

At an individual program level, completed work or assessment evidence is collected by the teacher although students are invited to take responsibility for maintaining copies of their work and ensuring that it is submitted to the appropriate member of staff.

In collaboration with the young woman, the Head of Well Being will also seek to maintain a broad understanding of the progress that their students are making:

- Towards their individual learning goals
- Within the relevant learning programs that they are engaging with

Where issues or challenges arise with completing assessments tasks or achieving learning goals, students are invited to discuss these and seek support from the Head of Well Being, Teacher or Principal.

Monitoring of achievement of learning standards and the tracking and assessment of student work is made possible by:

- The maintenance of Information Technology systems that students can use to access and complete assessment tasks, communicate with teachers and store copies of their work
- The use of QCAA systems (SDCS, SLIMS) through which participation in our more formal learning programs (e.g. Prevocational Mathematics and English Communication) is recorded/reported
- Relationships with other schools to provide quality assurance and feedback on student work