



Year 7 – 9 Alternate Program Feedback

Aim of the Program

The Alternate Program aimed to:

- reduce the number of end of term suspensions.
- Improve the number of assessment tasks completed by individual students and N results replaced with academic result for the end of term.
- improvement in overall student attendance for the term because of the program.
- reduction in behaviour referrals with no or few during the program time.
- build capacity in student's for them to improve their behaviour in the next term.

Student Participation

The program was divided into two parts with Week 9 being focused on completion of assessment and Week 10 Social and Emotional Wellbeing. 18 students were invited to participate in the program with 12 students participating in Week 9 assessment completion program and 15 students participating in Week 10 Social Emotional Wellbeing Program.

- 7 students in Year 7 for Week 9 and 10 – 7 invited
- 4 Students in Year 8 participated in Week 9 and Week 10 – 7 invited
- 1 student in Year 9 participated in Week 9 and 3 students in Week 10 – 4 invited

Outcomes

- 2 of the 18 students invited to participate were suspended during the two week period.
- Of the 12 students who engaged in the Week 9 assessment task completion, 100% completed tasks with no N results on their report cards. Students who did not participate did not complete assessment.
- Students who participated in the program over the two week period attendance
 - 85.4 % attendance over the 4 day program in Week 9 – 12 students
 - 72 % attendance over the 5 day program in Week 10 – 15 students
 - Students who did not participate in the program did not attend school – 3 students non attendance was recorded as sick or unexplained with 1 student suspended in Week 9 and 1 student in Week 10.
- Only 2 behaviour referrals were recorded over the two week period for the 18 students invited to participate in the program. Students invited to participate did not attend school over the two week period at all.
- See attached Feedback of the program from staff, students and parents.

Staff Feedback

- Week 9 Review - Assessment week was unable to be held in the church hall as students did not have access to internet. Assessment week required more structure including the communication and collation of assessment with teachers of students. Assessment tasks were not returned to folders at the end of a session causing issues with completion in following sessions. Inconsistent approach to working with students in different year levels – scaffolding. Improvement in screening process for inclusion of students in the assessment week in the future. Many students in Year 8 and 9 only had few assessment items to complete and returned to normal schooling. Year 7 students benefited from the assessment program. All tasks handed in. Year 8 students in the most part had

already completed the assessment and then returned to normal programming. All assessment items completed. Only 1 Year 9 student participated. All assessment items complete.

- Week 10 Review - The church was an excellent space for Week 10 activities. Excellent presenter. Year 7 students were too immature for the Week 10 program and most struggled with concepts. Year 8 girls were particularly invested in the Week 10 program. High flyers opted not to participate in the program with some disengaging. Student behaviour relaxed when support team staff attended causing heightened behaviour in the Week 10 program. Instructor used this as a learning opportunity.
- Definitely less behaviour referrals during the two week period.

Parent Feedback

Overwhelming support by parents of the program with 18 of the 24 students invited to participate, approving their student participating in the program and 14 of the 18 students attending the program over the two week period.

Parents supportive of the aims of the project. One parent in a meeting with the Deputy Principal said it was the first report card that her son had a result in all subjects for this year as previously he had been suspended in the last two weeks of term every term this year. Same student has renewed Discipline Improvement Plan for Term 4 with renewed goals.

Student Feedback

The 15 participating students were invited to answer 7 questions using survey monkey supported by the Youth Support Worker to ensure no barriers to collection of the information. Of the 15 students only 11 were at school over the time of the survey.

In Summary

- Program benefits outweigh the negatives.
- Students, Parents and Staff value the program.
- Assessment Completion Program offered in Term 1 and Term 3 of a school year to provide opportunities for students improvement in academic results mid semester.
- Selection of students requires improvement in the future.
- Social Skilling Program divided into two groups Year 7 and Year 8/9. Year 7 will benefit from a modified program.
- Propose future Social Skilling Programs offered earlier in the school year – either end of Semester 1 or end of Term 1 and a separate program to the completion of assessment program.
- Assessment program requires in school location.
- Church is an ideal location for Social Skilling Programming.

Years 7-9 Alternate Program Survey

Q1



Thinking about the last two weeks of Term 3, how do you rate the program out of 5 stars?

Answered: 11 Skipped: 0

4.6★
average rating



	I DID NOT LIKE IT AT ALL	NOT SO GOOD	OK	GOOD	EXCELLENT/AWESOME	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	0.00% 0	0.00% 0	36.36% 4	63.64% 7	11	4.64



What did you think about having time to complete your assessment tasks? What was good about it, what was not so good about it?

Answered: 11 Skipped: 0

3.9★
average rating



	I DID NOT LIKE IT AT ALL	NOT SO GOOD	OK	GOOD	EXCELLENT/AWESOME	TOTAL	WEIGHTED AVERAGE
★	0.00% 0	18.18% 2	9.09% 1	36.36% 4	36.36% 4	11	3.91

helped me catch on my tasks

it was a good idea to give us the chance complete assessments due.

had time to complete work

it was a bit boring

it was boring and stressful

i didn't do it in the first week because they forgot to put my name down for the program. however, I dont like to do assessment anyways,.

the fact I could do my work without being distracted

i got my assessments and exams done.

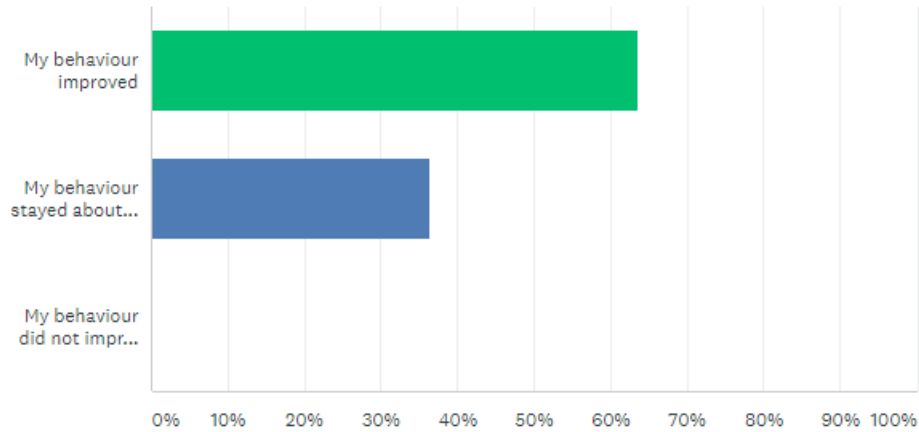
Had more time to finish it. It was easier to finish as we had no distraction.

it was helpful to get the task done

it was good to have time for yourself to complete the assessment.

Sometimes at the end of term, some students find it tricky to stay focussed and can sometimes get into a bit of trouble because they are bored, over assessment, etc. Do you think that your behaviour improved, did not improve, or stayed about the same during the program?

Answered: 11 Skipped: 0



ANSWER CHOICES	RESPONSES
My behaviour improved	63.64% 7
My behaviour stayed about the same	36.36% 4
My behaviour did not improve or got worse	0.00% 0
TOTAL	11

Comments (7)

I was a lot more focused

I didn't have to worry about rushing into my tasks. Some teachers helped me to understand the tasks.

I didn't get yelled at or a pink sheet

felt good within the group

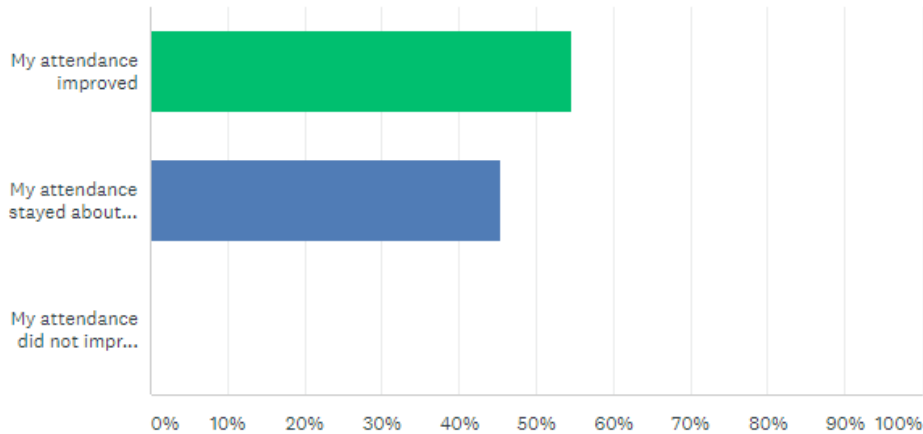
I wasn't able to distract myself or others and I could get individual help.

because I wanted to keep the same

because you liked the program and what was taught

Sometimes at the end of term, some students find it tricky to stay focussed and can sometimes not attend school because they are bored, over assessment, etc. Do you think that your attendance improved, did not improve, or stayed about the same during the program?

Answered: 11 Skipped: 0



ANSWER CHOICES	RESPONSES
My attendance improved	54.55% 6
My attendance stayed about the same	45.45% 5
My attendance did not improve or got worse	0.00% 0
TOTAL	11

Comments (6)

I wanted to come to the group

because I was being good and entertained

was there everyday

missed only first week because I didn't know, but came everyday for the second week.

I have to come to school everyday.

because I came to school everyday



What did you think about the sessions led by Josh Schlos? What was good about it, what was not so good about it?

Answered: 11 Skipped: 0

4.7★
average rating



	I DID NOT LIKE IT AT ALL	NOT SO GOOD	OK	GOOD	EXCELLENT/AWESOME	TOTAL	WEIGHTED AVERAGE
★	0.00% 0	0.00% 0	9.09% 1	9.09% 1	81.82% 9	11	4.73

[Comments \(11\)](#)

he made everyone laugh and have a good time

He helped me to maintain self confidence, maintain self control and control my thoughts and the way I react to it.

all the fun activities

it was fun and it wasn't boring. we got to do fun activities.

the games didn't make me angry and I felt relaxed

he was very understanding

I felt comfortable and safe and not judged. it would've been better if the grade 7 were not so distracting. they did not pay much attention and were bothering me.

dont know

it was good to learn how to not end up on a bad path.

it helped me to understand what other might be going through

how he does all the games and how he puts in own spin to help people.

What did you learn from Josh Schlos' sessions? What skills can you take away and use in your everyday life?

Answered: 11 Skipped: 0

become your own best friend

remember to stay socialised, be more self aware e have more self control and also to keep working on my self esteem

no giving the middle finger and respect

Josh taught me that we've got to be positive at all times, and that if life gets tricky we can turn it around.

to not give up and not make the same mistakes that he did.

he taught us to not to do stupid stuff.

being nice to people will get you somewhere in life.

I dont know

dont do bad things, and dont force or try to control people to do things they dont want to do it.

being kind, respectful and helpful

To always respect people

Q7



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Is there anything that you think could improve this program for future students to make it ever better?

Answered: 11 Skipped: 0

dont know

talk more about self esteem and self control

students bee good for josh or during assessments

it awesome, nothing to improve

dont know

dont know

it good the way it was

I dont know

it fun the way it was

better treats, there was not much food for us in the program.

dont know