



TSA Independent Schools

YOS Lawnton, YOS Lawnton (Riverview) and Tom Quinn Community Centre Alternative School (TQCCAS)

(A Queensland Non-State Independent School)

FLEXIBLE LEARNING POLICY		CODE: LFLP2019
Scope of Application:	The policy applies to alternative learning arrangements for the education and training of students who are following an alternative learning program at TSA Independent Schools	
Creation Date:	September 2019	
Review Date:	December 2021 (2 yearly)	
Filing Instructions:	F:drive - F:\Programs\Independent Schools\Master School Folder\Current Policies and Procedures\Finalised Policies and Procedures	
Related policies:	<ul style="list-style-type: none"> • Education (General Provisions) Act 2006, s182 • TSA Independent Schools Attendance Policy • TSA Independent Schools Continuous Engagement Policy 	
Forms and Useful Links:	Flexible Learning Arrangement Form Central Flexible Learning Arrangement Register Flexible Learning Arrangement-Reduced School Days Form Individual Learning Plan Student SET Plan	

Change record / revision history:

Version	Prepared/ reviewed by	Date reviewed	Approved by	Authorised by	Review date
30.1	Helen Boardman	December 2019	Darren McGhee	Thomas Austin	December 2021
30.2	Helen Boardman	Amendments: 05/05/2020 11/03/2021	Rish Lefterys	Rish Lefterys	December 2021

Purpose

The purpose of the policy is to establish guidelines for the approval, management and tracking of flexible learning opportunities and arrangements for students at TSA Independent Schools and to identify processes to follow.

Legislation

Education (General Provisions) Act 2006, s182 (Appendix 1)

Background

TSA Independent Schools acknowledges that some of our students have had significant gaps in their education and learning opportunities and value the importance of adopting a more flexible and individualised approach to their social and emotional learning, educational and vocational training needs.

Flexible Learning Opportunities and Arrangements can be implemented for a student who is enrolled as a full-time student at TSA Independent Schools however may not be physically attending our school campus every day but wants to have the opportunity to actively engage and continue with their learning.

Examples of flexible learning opportunities and arrangements can be related to:

- Studying a recognised VET qualification with an alternative RTO provider
- Participating in a TAFE program
- Participating in an alternative program to compliment the student's learning and/or emotional wellbeing and personal development eg Booyah
- A student's emotional and social well-being where an alternative learning arrangement would assist with the student's emotional well-being
- A longer term or chronic illness that is impacting on the student's ability to physically come to School every day

Policy

TSA Independent Schools values the diversity of its students and considers the specific educational and emotional needs of all its students. For this reason, the school may develop flexible learning opportunities allowing students to undertake more flexible and individualised learning programs. The school will assist by:

- valuing all students as individuals and identifying and responding to their needs
- consulting with the student (to the extent considered appropriate having regard to the student's age and other relevant circumstances) and parents to make well-informed decisions about the student's educational program
- identifying and addressing barriers that limit students' opportunities, participation and benefits from schooling
- making reasonable adjustments in modifying, substituting or supplementing curricula, course work requirements, timetables, teaching methods and materials, and assessment procedures to meet the needs of students undertaking flexible learning; and

- supporting and assisting students to make informed choices about their education and learning by utilising:
 - Individual Learning Plans
 - Educational Adjustment Programs
 - SET Plans
 - Student Star
 - Social and Emotional Learning Curriculum
 - Vocational Planning (coordinated by the Vocational Youth Worker)

Implementing the Policy

Approvals

At TSA Independent Schools, the student, teacher, youth worker, vocational youth worker or parent may identify a need for a more flexible plan around a student's learning. [A Flexible Learning Arrangement Form](#) should be completed, in consultation with the student and parent/carer if appropriate, documenting what the flexible learning plan will look like, the reasons for the plan, timelines and impact on the student's learning. This written plan needs to be approved by a team leader and/or principal.

In accordance with the Education (General Provisions) Act 2006 (QLD); permission from the parent is not required if the entity is satisfied it would be inappropriate in the circumstances to require the written agreement of a parent.

Example— It may be inappropriate to require a parent's written agreement if the student is living independently of his or her parents.

Decision-making

A decision to approve a flexible learning arrangement/plan will be made after consideration of the:

- Educational, emotional, social and other needs of the student. This includes the collection of information from the student and his/her parents and consultation with the student's teachers and youth workers, as well as consideration of the student's career aspirations
- Learning and other outcomes that the proposed plan is intended to achieve by taking into account the information collected above and the contents of the proposed plan and
- On-going management, coordination and review of the flexible learning plan and the on-going needs of the students

In approving the flexible learning plan, the team leader/principal must be satisfied that the plan is appropriate, having regard to:

- the student's individual needs and circumstances
- what is most likely to achieve the best learning outcomes for the student
- how and by whom the student's participation in the plan is to be monitored and reviewed
- ensuring the plan allows the student's participation at a level that is appropriate and manageable for their needs and
- appropriate consultation with the team around the student

Communication

The student, and the student's parent/carer (where practicable) will receive confirmation of the approved flexible learning arrangement. At this time the student and the parent/carer are made aware of the support staff in the school who will be monitoring the student's progress and supplying support if the student is experiencing any difficulties.

The Flexible Learning Arrangement Form will be scanned and saved on the student's electronic file and in the Flexible Learning Folder in the Operations area of either YOS Lawnton, YOS Lawnton (Riverview) or Tom Quinn Community Centre Alternative School (TQCCAS) Independent Schools area on F drive/SharePoint. The information will also be documented on the School's centralised [Flexible Learning Arrangements Register](#) located in [F:\Programs\Independent Schools\Master School Folder\Flexible Learning\Year Folder\](#).

Review

The student's flexible learning arrangement will be reviewed according to the information on the plan and at this time the student and parent/carer (if appropriate) will be requested to meet with an appropriate staff member, in order to discuss the student's progress and development and whether any changes to the flexible learning arrangements are needed.

Record Keeping

All documentation and records related to the flexible learning arrangements for the student are kept at the school in [F:\Programs\Independent Schools\Master School Folder\Flexible Learning\Year Folder\](#) for a period of five years after the arrangements stop applying to the student. At this time the student's records may be destroyed.

Procedure

The Flexible Learning Arrangement Flow Chart is to be used in conjunction with the

- [Flexible Learning Arrangement Form](#)
- [Flexible Learning Arrangement Register](#)
- [Flexible Learning Arrangement Reduced School Days Form](#)
- Any other documentation utilised as part of the Flexible Learning Plan agreement eg SET Plan, ILP, IEP, Student Star Action Plan



TSA Independent Schools FLEXIBLE LEARNING ARRANGEMENT FLOW CHART

Teacher/Youth Worker/Student/Parent/Carer:

- Identifies a need for a flexible learning arrangement
- Research into suitable learning options for student
- Initiate contact with appropriate external agencies
- Discuss options with team around the student – team-centred approach
- Complete any external agency paperwork required

Executive Teacher to complete [Flexible Learning Arrangement Form](#) and [Flexible Learning Arrangement Reduced School Days Form](#) with classroom staff obtaining signatures from student and parent/carer.



Once approved and signed by all parties, Flexible Learning Arrangement Form and Flexible Learning Arrangement Reduced School Days Form (if required) are scanned and saved electronically on the student's record with the hard copy filed on the student's file in the locked filing cabinet

Details of Flexible Learning Arrangements will also be updated on the central [Flexible Learning Register](#) located in F:\Programs\Independent Schools\Master School Folder\Flexible Learning\Year Folder

Attendance register is created for the external agency if appropriate with guidelines on how to complete and return to TSA Independent Schools



The staff members responsible for the Flexible Learning Arrangement contacts the student regularly to monitor their well-being, learning and the agreements made on the Flexible Learning Arrangement Form

Flexible Learning Arrangement plan is reviewed as directed in the plan and any amendments/changes are updated on the form and saved electronically as above

Information is updated on the central flexible learning register and on any other necessary documentation eg SET Plan, ILP, IEP etc