



YOS Independent School
 YOS Lawnton and Goodna Campuses
 (A Queensland Non-State Independent School)

FLEXIBLE LEARNING POLICY		CODE: FLP201L9
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 YOS Independent School	
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:	Education (General Provisions) Act 2006, s182 YOS Independent School Attendance Policy YOS Independent School 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			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 YOS Independent School and to identify processes to follow

Legislation

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

Background

YOS Independent School 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 YOS Independent School 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

YOS Independent School values the diversity of its students and considers the specific educational and emotional needs of all of 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 YOS Independent School, 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, team leader/principal must be satisfied that the plan is appropriate, having regard to:

- the student' 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 is 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 or Goodna Independent Schools area on F drive. The information will also be documented on the School's centralised [Flexible Learning Arrangements Register](#) located in [F:\Programs\Independent Schools\YOS Lawnton \(or Goodna\) Independent School\Operations\Flexible Learning\Year\Flexible Learning Outcomes](#).

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\YOS Lawnton \(or Goodna\) Independent School\Operations\Flexible Learning\Year\Flexible Learning Outcomes](#) 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



YOS Independent School

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

Staff to complete [Flexible Learning Arrangement Form](#) and [Flexible Learning Arrangement Reduced School Days Form](#) if necessary and obtain signatures from student and parent/carer if appropriate and Head of Student Learning



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 in [F:\Programs\Independent Schools\YOS Lawnton \(or Goodna\) Independent School\operations\Flexible Learning\\(\Year\) Flexible Learning Outcomes](#), a copy in student folder on F drive and a copy for student/parent/carer

Details of Flexible Learning Arrangements will also be updated on the central [Flexible Learning Register](#) located as above.

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



The staff member 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

Appendix 1 - Education (General Provisions) Act 2006

Part 2 Flexible arrangements

182 Flexible arrangements—non-State school

- (1) The authorised entity for a non-State school may approve arrangements for a student enrolled at the school that are to apply to the student instead of participation in the school's educational programs in the usual way.
- (2) The authorised entity may approve the arrangements only if—
- (a) a teacher has prepared written assessments of —
 - (i) the student's educational and other needs; and
 - (ii) the learning outcomes that the arrangements are intended to achieve; and
 - (iii) the suitability of each provider for the arrangements; and
 - (b) the authorised entity has considered—
 - (i) the written assessments prepared under paragraph (a); and (ii) how, and by whom, the student's participation in the arrangements is to be monitored; and
 - (iii) how, and by whom, each provider's involvement in the arrangements is to be monitored and its effectiveness evaluated; and
 - (c) the authorised entity is satisfied the arrangements are appropriate, having regard to—
 - (i) the student's individual needs and circumstances; and s 182 121 s 182 Education (General Provisions) Act 2006 No. 39, 2006
 - (ii) what the authorised entity considers is most likely to achieve the best learning outcomes for the student; and
 - (iii) the desirability, unless it would be inappropriate in all the circumstances, of the arrangements requiring the student's participation at a level that is equivalent to full-time participation in the school's educational programs in the usual way; and
 - (iv) any other matter prescribed under a regulation.
- (3) However, the authorised entity must not approve the arrangements unless—
- (a) if the student is of compulsory school age—
 - (i) a parent of the student has given written agreement to the arrangements; and
 - (ii) the authorised entity has discussed the arrangements with the student to the extent the authorised entity considers appropriate, having regard to the student's age and other relevant circumstances; or
 - (b) if the student is in the compulsory participation phase—
 - (i) the student gives written agreement to the arrangements; and
 - (ii) the authorised entity has discussed the arrangements with the student's parents to the extent the authorised entity considers is practicable and appropriate in the circumstances.
- (4) The non-State school's governing body must keep, for at least 5 years after the arrangements stop applying to the student—
- (a) the written assessments prepared under subsection (2)(a); and
 - (b) a record of the authorised entity's consideration of the matters stated in subsection (2)(b); and
 - (c) the written agreement obtained under subsection (3). s 183 122 s 183 Education (General Provisions) Act 2006 No. 39, 2006
- (5) Subsection (3)(a)(i) does not apply if the authorised 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.
- (6) In this section— authorised entity, for a non-State school, means—
- (a) the school's governing body; or
 - (b) a staff member of the school given written authorisation by the governing body for this section. provider, in relation to arrangements for a student, means an entity directly involved in providing a program to the student under the arrangements. student means a student who is of compulsory school age or in the compulsory participation phase.