



Flexible Arrangements Policy

PURPOSE OF THE POLICY

The purpose of the policy is to establish guidelines for the approval of flexible arrangements at St James Lutheran College.

Scope

The policy applies to arrangements for the education and training of all students of compulsory school age and the compulsory participation phase who are participating in programs outside of the school's general academic program.

Responsibility

School Council

Point of Contact

Principal

LEGISLATION

Education (General Provisions) Act 2006, s182

BACKGROUND

Flexible arrangements can be made for a student of compulsory school age or a student in the compulsory participation phase. Students in the compulsory participation phase do not require a flexible arrangement if the alternative education provider is an 'eligible option'. Eligible options include other educational providers such as a:

- TAFE college
- provider of vocational education and training under the VETE Act
- registered training organisation; or
- organisations that offers special training programs for children and young people.

A flexible arrangement is also not required for school-based apprenticeships and traineeships.

A student with a flexible arrangement remains enrolled at the school while an alternative educational provider delivers all or part of the student's educational program for the period of the arrangement. The alternative educational provision can occur on or off the school site and can comprise the student's entire educational program for a stated period, or part of the student's educational program for a stated period.

Examples of flexible arrangements include:

- a student with an opportunity to work as a child actor in a movie. For an agreed period of two weeks, the student will engage in an educational program the content of which is determined by the school and delivered by a tutor on the set of the film.
- a student might attend First Aid Training for 1 day per week for a period of ten weeks' and spend the other 4 days at school attending usual classes. During the flexible arrangement the board/principal retains authority and responsibility for the student's educational program.



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St James Lutheran College values the diversity of its students and considers the specific educational needs of all of its students. For this reason the school may approve arrangements allowing students of compulsory school age or in the compulsory participation phase, to undertake programs supplied by other organisations, which are eligible to provide such programs. The school will assist the participation of students in such arrangements 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 arrangements; and
- supporting and assisting students to make alternative satisfactory educational arrangements when the school is unable to meet their needs, including facilitating options and pathways for students wishing to take advantage of flexible arrangements.

Implementing the Policy

Approvals

At the College, the School council may approve in writing the establishment of flexible arrangements for the school. The Principal or the Principal's nominee (the 'authorised entity') has a written delegation from the board to give approval for flexible arrangements on behalf of the board.

Requests for a student to access flexible arrangements must be made in writing to the Principal, or the Principal's nominee.

Decision-making

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

- educational and other needs of the student who has applied to access flexible arrangements. This includes the collection of information from the student and his/her parents and consultation with the student's teachers, as well as consideration of the student's career aspirations;
- learning outcomes that the proposed arrangements are intended to achieve by taking into account the information collected above and the contents of the proposed course; and
- suitability of course providers by determining that each provider is identified as eligible to offer courses considered suitable for students accessing flexible arrangements.

In approving the flexible arrangement, the authorised entity must be satisfied that the arrangements are 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 arrangements is to be monitored;
- how and by whom, each provider's involvement in the arrangements is to be monitored and its effectiveness evaluated;
- 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
- the written agreement of the student and the student's parents (where practicable).



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Communication

The student and the student's parents (where practicable) will receive confirmation in writing of the approved flexible arrangement including the requirements of the school in relation to the course; and the requirements of the provider in relation to the course. At this time the parents and the student are made aware of the person in the school who will be monitoring the student's progress and supplying support if the student is experiencing any difficulties.

The authorised entity reports to the School Board on an annual basis in relation to flexible arrangements. This reporting will include:

- the number of students involved;
- the type of courses they are undertaking;
- a measure of the 'success' or 'failure' of the flexible arrangements.

Review

Flexible arrangements will be reviewed at the end of each semester and at this time the parents will be requested to meet with the Principal, or delegated representative, in order to discuss the progress of the student.

Record Keeping

All records related to the flexible arrangements for the student are kept at the school for a period of five years after the arrangements stop applying to the student. At this time the student's records are destroyed.

POLICY RELEASE DETAILS

Date of Policy

October 2014

Approved by Board

Review Date

Biennially

APPENDIX 1

FLEXIBLE ARRANGEMENT CHECKLIST		
1.	The school's governing body or its delegate has approved flexible arrangements.	Yes <input type="checkbox"/> No <input type="checkbox"/>
2.	The school's governing body has delegated approval of flexible arrangements for an individual student to an 'authorised entity'.	Yes <input type="checkbox"/> No <input type="checkbox"/>
3.	The school's authorised entity is:	Governing body <input type="checkbox"/> School Principal <input type="checkbox"/> Other _____ <input type="checkbox"/>
4.	A registered teacher has prepared written assessments of the student's educational and other needs.	Yes <input type="checkbox"/> No <input type="checkbox"/>
5.	A registered teacher has prepared written assessments of the learning outcomes that the proposed arrangements are intended to achieve.	Yes <input type="checkbox"/> No <input type="checkbox"/>
6.	A registered teacher has prepared written assessments of the suitability of the provider(s).	Yes <input type="checkbox"/> No <input type="checkbox"/>
7.	The authorised entity has considered the written assessments.	Yes <input type="checkbox"/> No <input type="checkbox"/>
8.	The authorised entity has considered how, and by whom, the student's participation in the arrangements is to be monitored.	Yes <input type="checkbox"/> No <input type="checkbox"/>
9.	The authorised entity has considered how, and by whom, each provider's involvement in the arrangements is to be monitored and its effectiveness evaluated.	Yes <input type="checkbox"/> No <input type="checkbox"/>
10.	The authorised entity is satisfied that the arrangements are appropriate.	Yes <input type="checkbox"/> No <input type="checkbox"/>
11.	Where practicable, the parent/s of the participating student has given written agreement to the arrangements.	Yes <input type="checkbox"/> No <input type="checkbox"/>
12.	The authorised entity has discussed the proposed arrangements with the student	Yes <input type="checkbox"/> No <input type="checkbox"/>
13.	The school has a system in place to keep the written assessments for at least 5 years after the arrangements stop applying to the student.	Yes <input type="checkbox"/> No <input type="checkbox"/>
14.	The school has a system in place to keep a record of the authorised entity's considerations for at least 5 years after the arrangements stop applying to the student.	Yes <input type="checkbox"/> No <input type="checkbox"/>
15.	The school has a system in place to keep the written agreements for at least 5 years after the arrangements stop applying to the students.	Yes <input type="checkbox"/> No <input type="checkbox"/>