

FLEXIBLE LEARNING POLICY



1. RATIONALE

Flexible Learning involves programs which provide a variety of support mechanisms that are designed to cater for the wide range of students' abilities and interests. It includes access to career information and counselling, vocation education and training (VET) courses, inclusive education for students with special needs, gifted and talented program and the Indigenous support program.

2. AIMS

- 2.1 To provide opportunities for Personal Plans for Learning (PPL).
- 2.2 To provide flexibility and further opportunities for senior school students to integrate vocation education and training pathways with their SACE studies.
- 2.3 To provide assistance for students studying a SACE subject off campus.
- 2.4 To assist senior school students in their transition from school into training or employment.
- 2.5 To provide additional support and guidance for all students with identified special needs to follow their Personal Plans for Learning (PPL).
- 2.6 To provide up-to-date career information and guidance.
- 2.7 To provide assistance for students to participate in work experience/work placement programs.
- 2.8 To support teachers in utilising flexibilities within the SACE to assist students in their via modified SACE programs.

3. BROAD POLICY

Students in all year levels can be offered a personal plan for learning designed to suit their particular needs. These programs are developed in consultation with the student, their families and the support of allied health professionals.

Students in their final years of schooling (years 10, 11 and 12) can be offered a vocational pathway which incorporates school subjects and training designed to meet both vocational and SACE requirements. Students will enter into an essential VET in SACE agreement, and students must complete all courses and Gleeson College requirements.

In most instances a financial contribution is also required from parents. Failure to meet study or financial requirements may result in the course agreement being withdrawn and possible financial reimbursement made to Gleeson College.

4. GUIDELINES

- 4.1 Students are offered personal plans for learning based on evidence and data relating to their learning needs.

- 4.2 Students are offered places in specific courses following counselling by their House Leaders and Flexible Pathways Leader. This may also involve SACE Coordinator, Student Counsellors, Learning Area Leaders and Inclusive Education Staff. Counselling will involve communication with the parent/s and/or caregivers.
- 4.3 Courses should be integral to the students completing their SACE and/or meeting goals in each student's Personalised Plan for Learning.
- 4.4 Course costs are subject to an annual budget process in line with the Gleeson College protocol: currently 50% met by the family and 50% met by the College, assuming the student is successful in the completion of the course. This is subject to change annually.
- 4.5 Students studying a SACE subject externally will be enrolled and monitored through the House Leadership Team and Assistant Principal Teaching and Learning.

5. BASIS OF DISCRETION

- 5.1 The decision as to whether individual students will be offered flexible learning programs and/or accepted into a specific vocation education and training course is coordinated by the Flexible Pathways Leader and could include input from House Leaders, SACE Coordinator, Student Counsellors, Learning Area Leaders and/or Inclusive Education Staff.

Students who are withdrawn from lessons to access the Thomas Learning Centre (TLC) for learning support must have approval from the Inclusive Education Leader.

This decision will be based on:


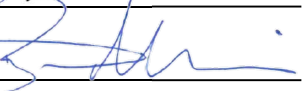
- 5.1.1 Information gathered from primary school reports, discussion with previous school teachers, allied health professional reports, standardised testing results, discussion with current subject teachers and parents.
- 5.1.2 Students' skills, strengths, personal challenges and learning needs.
- 5.2 Individual cases may be referred to the Gleeson College Leadership Team for further input and decision.

6. SUPPORTING DOCUMENTS

- 6.1 'Vocational Education & Training Access Policy'.

7. EVALUATION

The Leadership Team is responsible for the evaluation of this policy which will take place every 3 years. They may wish to seek opinions from other staff, parents and students as to the effectiveness of the policy.

Signed		Principal or delegate	Dated 22/04/2022
Signed		Chairperson of Board or delegate	Dated: 4/05/2022

This Policy now replaces all previous versions and evaluations of this Policy originally implemented in 2012.