



# SOUTH AUSTRALIAN TAILORED LEARNING PROVISION 2024



Government  
of South Australia

Department for Education

# INTRODUCTION

The following summary outlines the South Australian Tailored Learning Provision to support students at risk of disengaging from education due to significant and often multiple personal barriers.

This provision is a redesign of the Flexible Learning Options (FLO) model, which was first established in 2007. The redesign is a key project of the department's [student engagement reforms](#).

For the past 16 years, the FLO model has been the department's primary intervention to support secondary school students vulnerable to school disengagement. These programs have been delivered through various models including students attending mainstream classes; specialised learning program at school (onsite); students attending school managed learning facilities; online learning and external service providers (offsite).

It is recognised that school disengagement is often caused by students encountering multiple and complex personal circumstances which create barriers to school engagement.

During the redesign process, it has been highlighted that there are current FLO practices in our schools that are highly effective and valued. The redesign looks to leverage these effective practices across all school settings with secondary students.

The department's [strategy for public education](#) goal is to nurture, develop and empower every South Australian child and young person with the knowledge, skills and capabilities they need to become fulfilled individuals, active, compassionate citizens and lifelong learners. To achieve this goal, we need to support every student to engage in their learning.

The Tailored Learning Provision model aims to embed quality practices with support to empower our schools to adapt and strengthen these practices to provide every student the conditions, understanding, guidance and support to optimise their engagement in learning to attain a hopeful, productive and purposeful future.

The name 'Tailored Learning Provision' has been chosen to emphasise the need for these students to be connected to their school, and to be inclusive of all students, regardless of their learning setting.

This document outlines the design elements of the Tailored Learning Provision model. The model will undergo further research and development in a sample of schools during 2024.

# ELEMENTS OF TAILORED LEARNING PROVISION

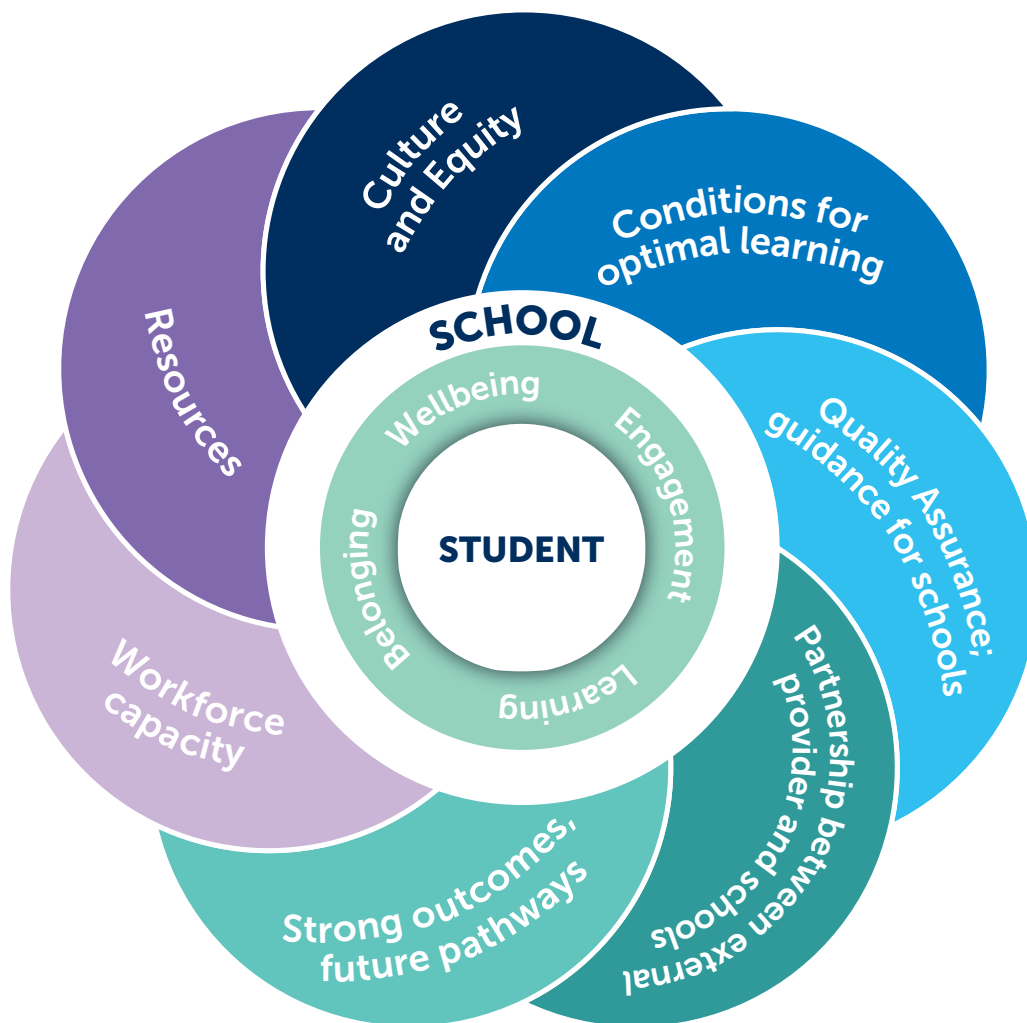
There are 7 core elements used in the Tailored Learning Provision model. These are: culture and equity, conditions for optimal learning, quality assurance and guidance for schools, partnerships between external service providers and schools, strong outcomes and future pathways, workforce capacity and resources.

The core elements align to the department's [indicators of quality](#), that support the effectiveness of practice and the quality of education provided for students.

The Tailored Learning Provision model also connects closely with the department's [strategy for public education](#) key levers for impact, including strengthening support, effective teaching and learning, improvement and responsibility, partnering with families and communities, engaging with students and investment.

These evidence-based elements are central to changes in structures, policy, procedures, practices and processes needed to implement the Tailored Learning Provision model in schools.

**FIGURE 1: ELEMENTS OF TAILORED LEARNING PROVISION**

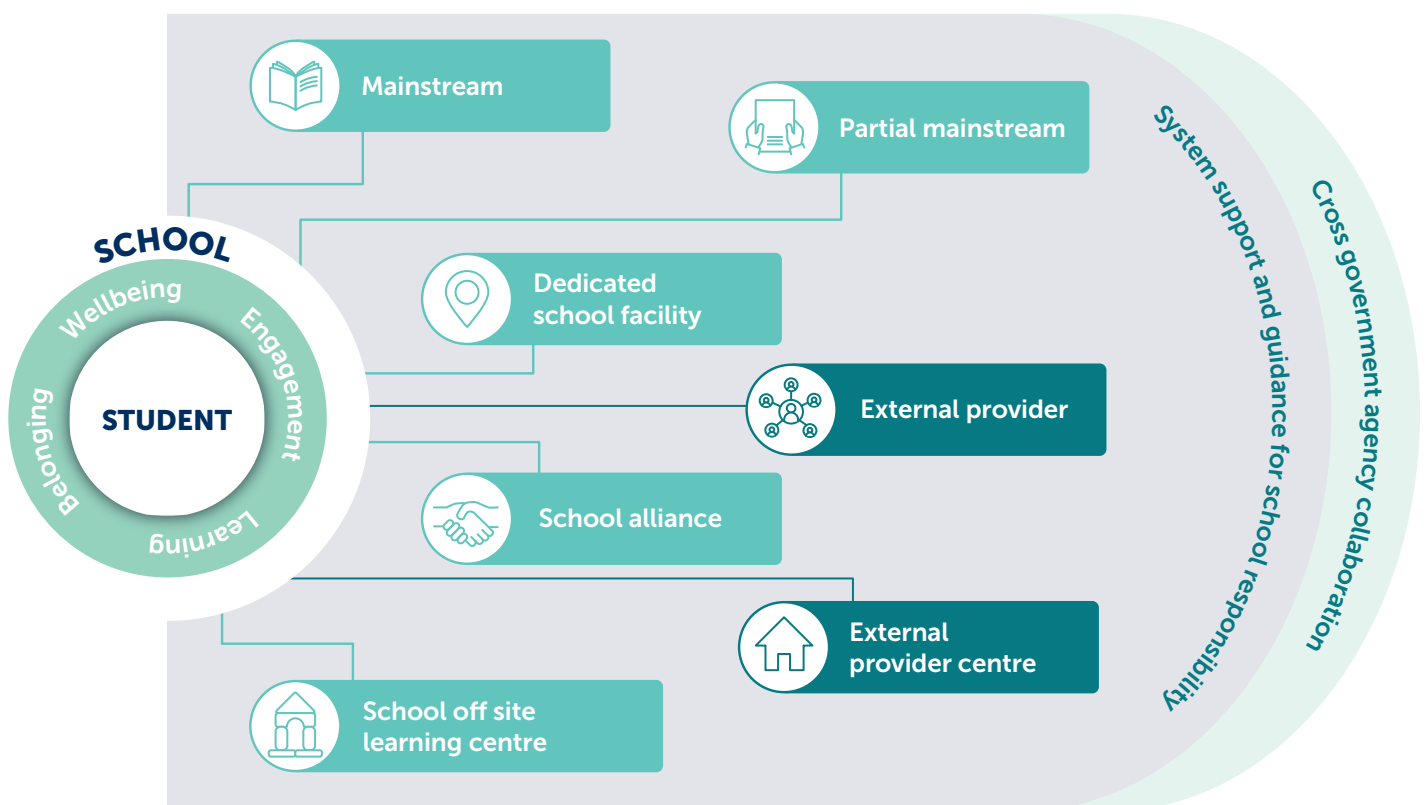


# STRUCTURE OF TAILORED LEARNING PROVISION

The Tailored Learning Provision consists of the following components:

- **Role of the school:** Clarity about the school’s role for each student’s learning and engagement including decisions to support the student in terms of wrap-around support and engagement for learning. A four-level support model assists schools in this decision-making process.
- **Identification of Tailored Learning Provisions:** Collaborative decision-making with the school, the student and ideally the parents, about the need for and the best suited Tailored Learning Provision, considering the student’s physical, material, social, emotional, and cultural safety.
- **Implementation of supports:** Actions required to implement the core elements and system supports in schools and learning settings.
- **Learning settings:** Learning setting options for the delivery of Tailored Learning Provision are shown below.

FIGURE 2: LEARNING SETTINGS FOR DELIVERY OF STRUCTURE OF TAILORED LEARNING PROVISION



# THE 4-LEVELS OF SUPPORT MODEL

The 4-levels support model describes the process to identify the optimal type of learning program and setting for each student. The level of support each student needs helps to identify the type of learning program and setting most suitable for the student.

The level of support also considers a student's engagement in learning, strength of connection to school, the impact of personal barriers to school and the student's ability to self-regulate attitudes and behaviours.

A student may move within and between the level of support, as their engagement level is assessed.

## LEVEL 1

The student has varying personal barriers but continues to be committed to education and demonstrates a strong desire to learn. They are currently learning at school, and are motivated to continue to be engaged.

The student continues to attend the school onsite within the mainstream setting, with the school providing additional supports from established strategies. The school regularly monitors the student's ability to remain engaged.

## LEVEL 2

The student has varying personal barriers which are beginning to impact on their learning. The student is becoming disconnected from school and the school community, and they may not consider the school environment as suiting their needs.

The student continues to attend the school onsite, with a specialised learning program in a dedicated learning space, if possible, with the school providing additional support such as mentoring and/or personalised support (eg youth worker or external case manager).

## LEVEL 3

The student is experiencing significant personal barriers that prevent them from fully engaging in learning.

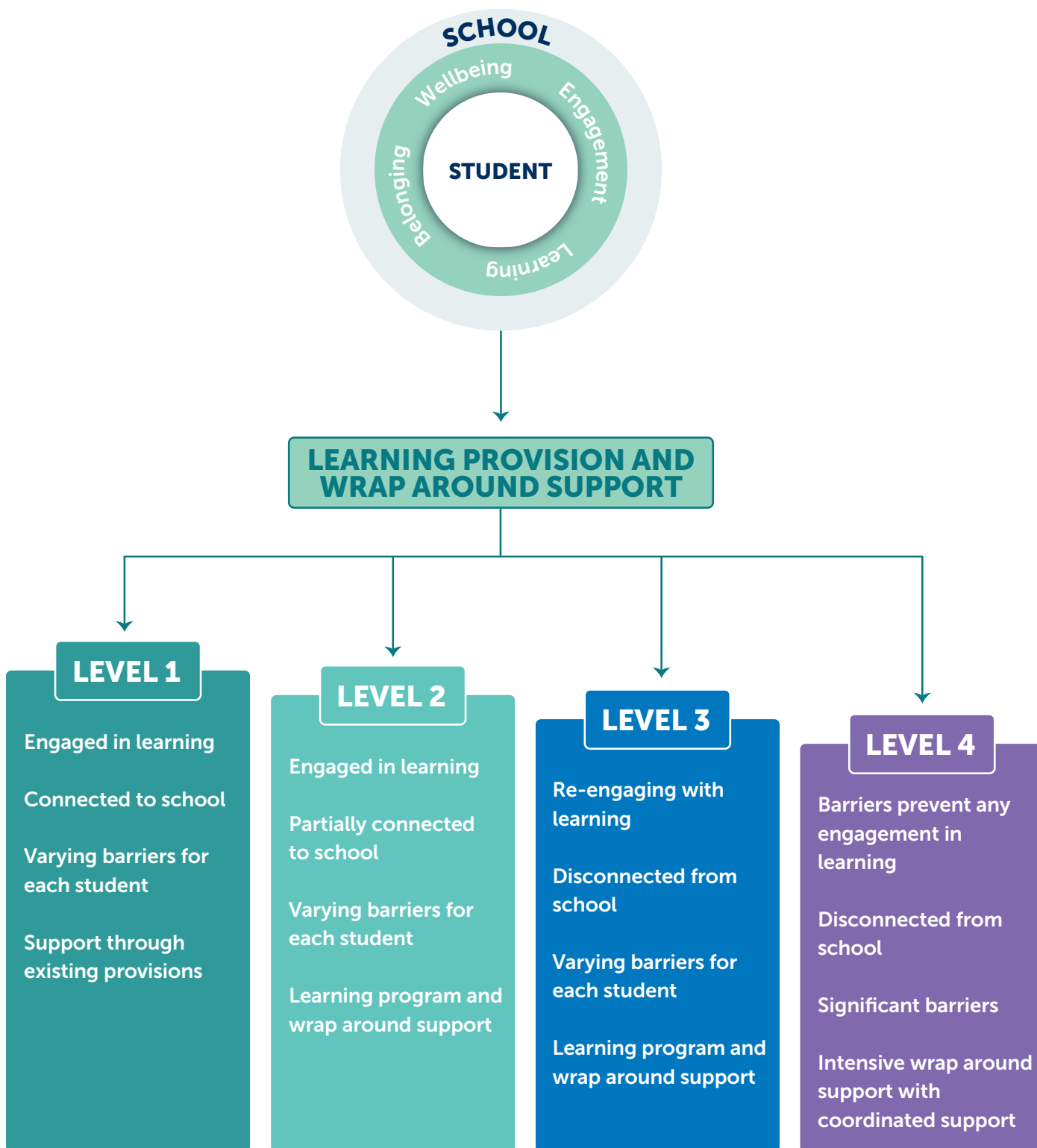
The learning program may be offsite at a specialised learning program managed by the school, a group of schools, or an external provider centre with personalised support to assist the student to develop strategies and connect with services to address the personal barriers they are facing.

## LEVEL 4

The student is experiencing significant personal barriers and is not engaging in learning at all. The student and their families may have completely disconnected from the school and the school community.

The student would be provided intensive case management support for social and emotional needs to encourage engagement in learning. Support is generally offsite and provided by external service providers, including outreach practices to visit the student's home. Appropriate support services may include referrals to health and government services, and there continues to be a strong oversight from schools.

FIGURE 3: THE 4 LEVELS OF SUPPORT MODEL



# IDENTIFYING STUDENTS FOR TAILORED LEARNING PROVISION

To assist schools in deciding if Tailored Learning Provision is best suited for a student, schools will use the Tailored Learning Provision Tool and undertake the following 3-step process:

1. Identify the student's personal barriers.
2. Determine the wrap around support required based on the 4-level support model.
3. Determine the most appropriate learning setting(s) for the student.

## Tailored Learning Provision Tool

A new tool has been tested at scale with all schools with secondary students to identify disengaged students who may require Tailored Learning Provision support. The tool has been designed to assist the school in identifying the student's personal barriers, connection to school, engagement with learning and indicates the most appropriate supports and learning settings for the student.

### Step 1: Identify the student's personal barriers

Schools are responsible for offering inclusive and personalised education to every student. Access to equitable education can be challenging for students who experience personal barriers that disrupt school attendance and exclude them from fully engaging with their school and their learning.

A student's personal barriers may include:

<b>Family complexity</b>	A student with complicated family circumstances impacting on their daily life (unhealthy habits and behaviours, domestic violence, neglect, abuse, family breakdown, financial hardships).
<b>Mental health</b>	A student identified as having a mental health condition impacting on their daily life and attendance to school (eg anxiety, depression, anger).
<b>Homelessness</b>	A student identified as (or previously) homeless or where their housing arrangements is not safe or settled.
<b>Juvenile justice</b>	A student involved in the juvenile justice system through family mediation, court appearances or incarceration.
<b>Addiction</b>	A student experiencing addictions (eg drug or alcohol), where the addiction is impacting their daily life or is posing a personal risk.
<b>Child in care</b>	A student in care, where the student's care arrangements are not safe or settled that they have become escalated.
<b>Young parent</b>	A student with personal or family caring responsibilities impacting on their attendance and learning.

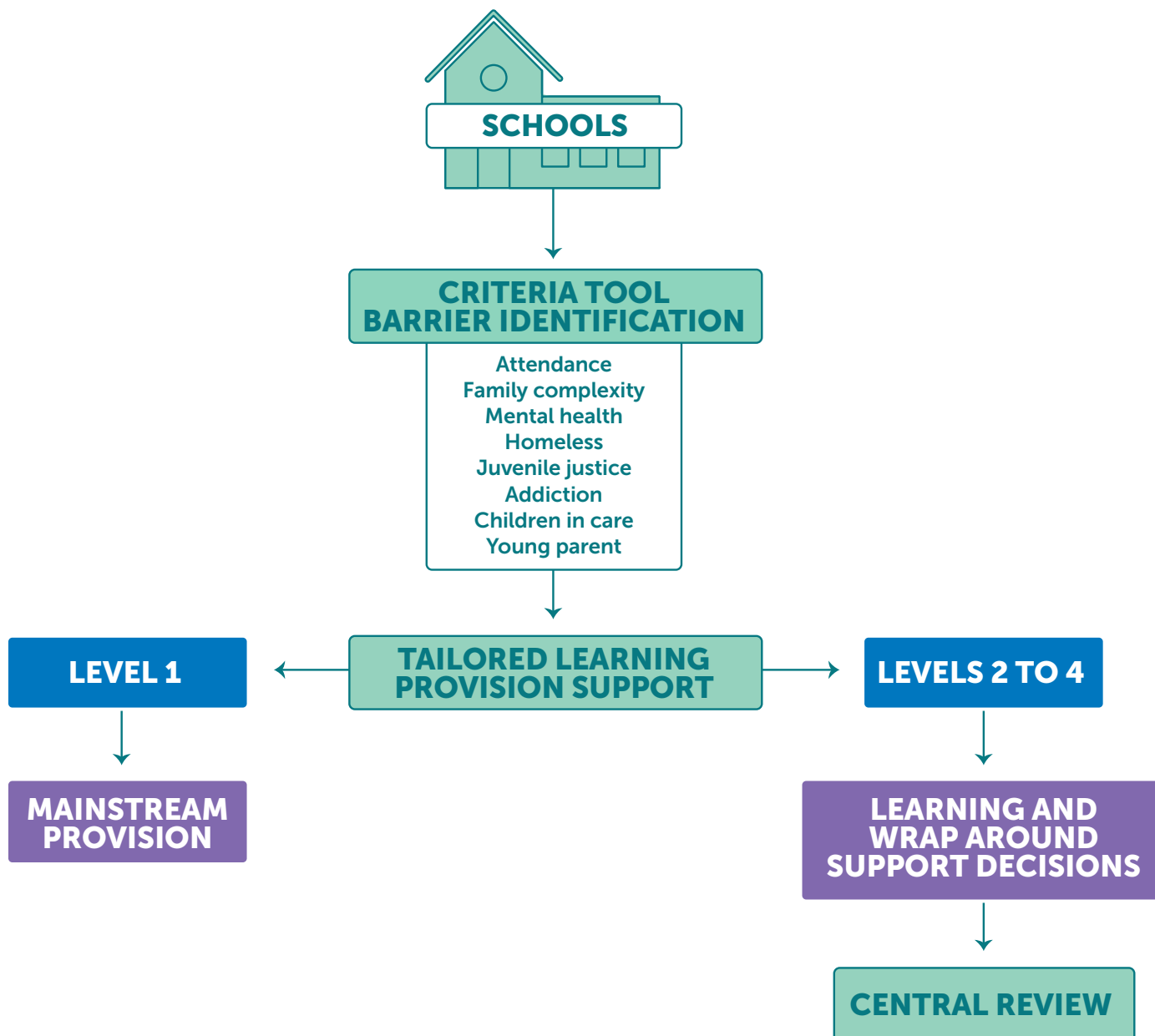
Depending on the level of impact these personal barriers are having on the student's daily life and attendance, the services within a school may be sufficient to support the student through strategies or referrals.

The more significant and complex the student's personal barriers the greater the impact on their wellbeing, attendance and engagement. In these cases, the school support structures may not be extensive enough to adequately support the student through the barriers, and additional services are required.

## Step 2: Determine wrap around support and learning provision

Once a student's personal barriers are identified, the tool will then recommend the best level of wrap around support and the type of learning program most suitable for the student. The tool will also provide a directory of relevant services provided by both government and non-government organisations.

FIGURE 4: STUDENT LEVEL OF SUPPORT THROUGH TAILORED LEARNING PROVISION





### Step 3: Determine appropriate learning setting for the student

Once a student's personal barriers and level of support are determined, the school selects an appropriate learning setting, as guided by the tool, to support the student's engagement and delivery of wrap around support and learning opportunities.

Students with similar personal barriers may not necessarily need the same settings. Determining a student's most appropriate learning setting will be based on:

- **Level of engagement** – the student's motivation to learn
- **School connection** – the student's connection to school
- **Safety** – the student's capacity to self-regulate, and assessment of any risks to staff and students within the school context.

Tailored Learning Provision settings are flexible and can be a combination (hybrid) of settings.

A school continues to be responsible for a student's learning regardless of the learning setting (on or offsite). For Tailored Learning Provision to have the intended learning delivery and learning achievements for the student, strong oversight by the school is needed.

#### Onsite settings

It is strongly preferred for students who want to learn and who are fully or partially connected with the school to remain attending their school.

Settings for learning and support on the school site could include mainstream, or partial mainstream and/or a dedicated onsite learning facility.

#### Offsite settings

These include settings not at the school, for example:

- School managed learning centres, where schools may hire a facility such as TAFE or community facility and staff it accordingly.
- School alliances, where schools collectively pool funds for staff and facility hire.
- External provider learning centres run entirely by approved panel providers with a focus on case management (social and emotional support).

While highly disengaged students may be best placed with external service providers, the goal is for students to engage with their learning within their school setting. If an offsite learning setting is recommended, a school managed offsite learning setting is strongly preferred.

When accessing an offsite setting, schools will continue to be strongly involved in planning, delivering and monitoring of student progress in wellbeing, engagement and learning. The school is responsible for the oversight of the learning and transition programs in collaboration with external service providers to ensure students are provided quality and effective wrap around supports and learning programs, even when students are not physically attending a school setting.

# KEY ACTIONS ALIGNED TO CORE ELEMENTS

Each core element of Tailored Learning Provision has recommended key actions that will provide the attributes needed to deliver a quality Tailored Learning Provision to every student and is outlined below.

## Culture and equity

A school culture of equity, inclusion, care, and commitment is essential to enable every student to thrive. Key actions to support this include:

<b>Schools</b>	<ul style="list-style-type: none"> <li>• Create a unified set of values and beliefs to drive inclusive culture and create a sense of belonging for every student.</li> <li>• All students’ cultural backgrounds, needs and abilities are recognised and addressed in the learning program.</li> <li>• Ensure cultural awareness, culturally safe practices and responsiveness to Aboriginal students, families and communities.</li> <li>• Promote a school culture to ensure high expectations of student attendance with full attendance as the aspirational goal.</li> </ul>
<b>Local education teams</b>	<ul style="list-style-type: none"> <li>• Support leaders to self-assess and reflect on areas of strength and areas for future focus for Tailored Learning Provision within an inclusive school culture.</li> </ul>
<b>State office</b>	<ul style="list-style-type: none"> <li>• Development of professional learning for leaders to develop their awareness, knowledge, and skills in relation to inclusion, equity, belonging and engagement.</li> <li>• Support increased access to services for remote and regional schools.</li> </ul>

## Conditions for optimal learning

The conditions a school provides to create a safe, supportive and respectful learning environment are critical to maximising a student’s engagement, wellbeing and achievement. Key actions to support this include:

<b>Schools</b>	<ul style="list-style-type: none"> <li>• Provide strong oversight and leadership in the management of student learning and engagement (eg student review teams), with close monitoring of progress in all settings.</li> <li>• Convey high expectations of learning, effort and engagement for every student, including student voice, agency and leadership to empower students.</li> <li>• Provide a safe, inclusive and supportive environment for all, in which positive relationships develop.</li> <li>• Personalised learning delivery, including smaller classes and dedicated spaces that best support engagement.</li> </ul>
<b>Local education teams</b>	<ul style="list-style-type: none"> <li>• Support leaders to create supportive and productive learning environments that promotes inclusion and collaboration.</li> </ul>
<b>State office</b>	<ul style="list-style-type: none"> <li>• Support schools’ capacity to provide dedicated learning environments, that are secure, safe, create a sense of belonging and provide additional support to meet student needs.</li> </ul>

## Quality assurance and guidance

Increased quality assurance and guidance strategies that support schools in their planning and monitoring of students are in place to create a culture of sharing effective practices. Key actions to support this include:

<b>Schools</b>	<ul style="list-style-type: none"><li>• Rigorously review the impact of practices on students learning and engagement through feedback to inform continual improvement.</li><li>• Regularly review and update learning programs in line with student needs and goals.</li></ul>
<b>Local education teams</b>	<ul style="list-style-type: none"><li>• Support schools' capacity to monitor and evaluate students' progress and achievement.</li></ul>
<b>State office</b>	<ul style="list-style-type: none"><li>• Evaluate the impact of Tailored Learning Provision on learning and wellbeing by analysing evidence (including multiple sources of data).</li><li>• Draw on current research and use a continual improvement cycle.</li></ul>

## Partnership between school, parents and external service providers

Strong connectivity, communication and collaboration between schools and external service providers is vital to provide a team around the student with wrap-around support for learner development, wellbeing and engagement. Key actions to support this include:

<b>Schools</b>	<ul style="list-style-type: none"><li>• Establish and maintain open and sustained communications with students, parents, external service providers and the local community.</li><li>• Provide additional time for strong school collaboration with external service providers and youth workers to provide necessary support and collaboration, including follow up with outreach services (visiting student's residence), learning programs and additional community services.</li></ul>
<b>Local education teams</b>	<ul style="list-style-type: none"><li>• Support school leaders and external service providers to develop collaborative, open and professional partnerships to provide quality support for all students.</li></ul>
<b>State office</b>	<ul style="list-style-type: none"><li>• Strengthen cross-government agency collaboration for greater wrap around responses for the students.</li></ul>

## Strong outcomes and future pathways for every student

Tailored Learning Provision maximises the development of positive aspirations, confidence and hope for the future for students. Key actions to support this include:

<b>Schools</b>	<ul style="list-style-type: none"> <li>Scaffold and tailor learning to enable students to achieve successful transition from school to further studies, training or employment that is meaningful to them.</li> </ul>
<b>Local education teams</b>	<ul style="list-style-type: none"> <li>Provide advice and guidance for meaningful pathways for functional and successful post school lives for students.</li> </ul>
<b>State office</b>	<ul style="list-style-type: none"> <li>Provision of specialised support for schools, eg expert teachers for intensive literacy and numeracy learning.</li> <li>Support planning for future pathways to be in place for every student prior to exiting from school.</li> </ul>

## Increasing workforce capability

A school culture of equity, care and commitment for every student is reliant on a workforce which is supported and informed. Key actions to support this include:

<b>Schools</b>	<ul style="list-style-type: none"> <li>Provide opportunities for teachers to learn from each other and expand their knowledge and expertise in delivery of learning for young people vulnerable to disengagement and address the barriers faced by this cohort of students.</li> </ul>
<b>Local education teams</b>	<ul style="list-style-type: none"> <li>Support leaders to improve and share effective practices for Tailored Learning Provision that lead to strong outcomes.</li> </ul>
<b>State office</b>	<ul style="list-style-type: none"> <li>Provide support focussed on student support and progress, as well as aspects of quality assurance, monitoring of progress, appropriate support for students and networking support for schools.</li> </ul>

## Strategically allocating funding and resources

Ensure appropriate resourcing to acknowledge and prioritise the needs of students needing Tailored Learning Provision is required, including the team support around the student and case management.

Key actions to support this include:

<b>Schools</b>	<ul style="list-style-type: none"> <li>Provide additional resourcing for ensuring school staff have time for management and monitoring of student learning and progress, including the use of case managers, youth workers and mentors.</li> <li>Use diagnostic tools available to support Tailored Learning Provisions to reflect and engage in collaborative practice development.</li> </ul>
<b>Local education teams</b>	<ul style="list-style-type: none"> <li>Support schools to effectively utilise their resources for learning and engagement for students vulnerable to engagement.</li> </ul>
<b>State office</b>	<ul style="list-style-type: none"> <li>Identify and target areas that can streamline processes for schools and external service providers.</li> <li>Establish a funding and resourcing solution that enables enhanced student engagement, the address of personal barriers to engagement, strong learning and wellbeing outcomes and meaningful post school transition pathways.</li> </ul>

# MEASURING OUR PROGRESS

We will use measures to guide our understanding of how the Tailored Learning Provision model is working. These will be collected through a variety of methods, including local education teams, school leaders, students and teacher surveys and feedback, observations and department and school reporting systems and tools.

New and adapted measures will continue to be developed and trialled collaboratively. The overall impact of the Tailored Learning Provision model will be measured over time:

## Early indicators of success

Early indicators of success are based on school leaders, staff and student input, activities, involvement and reactions to the Tailored Learning Provision model, such as:

- Schools are using the Tailored Learning Provision tool consistently for all students to identify personal barriers and level of support for each student.
- More leaders and educators engaging in formal and informal networking opportunities.
- Resources in relation to effective practice are utilised.
- Increased staffing at schools to ensure one-on-one support and oversight of students offsite.

## Mid-term indicators of success

Mid-term indicators of success will consider the impact to changes in practice, knowledge, attitudes and aspirations, such as:

- Students increasingly feel school is safe, inclusive, equitable and provides a sense of belonging.
- Increased number of highly disengaged students (level 3 and 4) returning to full-time participation at school, through personalised and flexible learning environments (eg smaller classes) at school, particularly for Aboriginal students and students with disability.
- Increased frequency of staff interactions with external service providers and oversight collaboration with wrap around approaches.
- Increased commitment from leaders and staff to work in partnership with all parties (eg external service providers) for highly disengaged students.
- More students accessing specialised support from expert teachers at school.
- Increased number of staff participating in professional learning and shared effective practice to improve their knowledge and expertise.

## Long-term indicators of success

Long-term broader goals, outcomes, effects, and benefits resulting from the changed model, include:

- Improved student attendance and retention as more students return to or continue with full time participation in learning at school.
- Less highly disengaged students requiring the higher support levels away from school (eg intensive case management) as inclusive school culture and tailored learning are embedded.
- Increase number of students participating and completing accredited learning.
- Increase number of students transitioning to meaningful pathways such as further studies, training or employment.

