

Tailored Learning policy

This is a mandated policy under the operational policy framework. Any edits to this policy must follow the process outlined on the [creating, updating and deleting operational policies](#) page.

1. Overview

The Department for Education's (the department) [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.

All children have a right to education and some students will require reasonable adjustments and personalised learning to access and engage in their learning. Tailored Learning replaces Flexible Learning Options (FLO) as a key approach to support students at risk of disengaging from education due to significant and often multiple personal barriers.

The Tailored Learning policy provides the direction for schools to effectively support students who may benefit from learning programs that are flexible and personalised to their needs combined with quality case management to enhance engagement in education.

The Tailored Learning policy provides:

- A system-wide consistent approach to identifying students suitable for Tailored Learning with online tools and resources.
- Expectations of strong school oversight of student progress, learning and program delivery and targeted support, including case managers, for students at risk of disengagement.

All students remain school enrolled, and the Tailored Learning policy emphasises the need for schools to remain connected to their students and it is strongly preferred that students remain in onsite learning environments, where possible, to support the continuation of their learning.

2. Scope

This policy applies to all department schools with secondary enrolments and is a key reference for all department school principals and staff. The policy establishes the expectations and requirements of providing Tailored Learning to students who are at risk of disengaging from education due to significant and often multiple personal barriers.



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4. Detail

The Tailored Learning policy outlines how schools can support young people at risk of disengaging from education due to significant and often multiple personal barriers.

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

The Tailored Learning policy provides policy direction, tools, and resources to enable identification of young people at risk of disengaging and effective monitoring and oversight of student progress by the school.

4.1. Core elements of Tailored Learning policy

The Tailored Learning policy is supported by seven core elements. These evidence-based elements are closely aligned to the department's Strategy for Public Education.

The elements will help to guide the implementation of the Tailored Learning policy in schools.

Culture and equity

A school culture of equity, inclusion, care, commitment, and cultural awareness and cultural responsiveness is essential to enable every student to thrive.

Conditions for optimal learning

The conditions a school provides to create a safe, supportive, and respectful learning environment is critical to maximising a student's engagement, wellbeing, and achievement.

Quality assurance and guidance

Increased quality assurance and guidance strategies that support schools in their planning and monitoring of students helps to create a culture of sharing effective practices and continual improvement.

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.

Strong outcomes and future pathways for every student

Supporting all students to develop positive aspirations, confidence and hope for the future helps students to transition from school to further education and employment that is meaningful for them.

Increasing workforce capability

A school culture of equity, care and commitment for every student is reliant on a workforce which is supported, skilled and informed.

Strategically allocating funding and resources

Effective resourcing is required to prioritise the needs of students, including team support around the student and case management.

4.2. Features of Tailored Learning policy

The Tailored Learning policy requires that all schools with secondary students determine the optimal type of learning program, setting and wrap-around support for each student at risk of disengaging from education.

Students then receive a level of support that considers their engagement in learning, strength of connection to school and the impact of personal barriers. This feature of the policy is supported in schools with the Tailored Learning Tool (the Tool).

4.2.1. Identification of students for Tailored Learning

Not all students who have complex personal barriers need Tailored Learning, as many students can be supported in mainstream through additional supports and accessing departmental resources. Tailored Learning is reserved for chronic non-attending students with complex personal barriers where an alternative learning environment and case management is provided.

To assist schools in deciding if Tailored Learning is best suited for a student, schools will use the 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.

4.2.1.1. Step 1: Identification of the student's personal barriers

A student's personal barriers may include:

Family complexity	A student with complicated family circumstances impacting on their daily life (unhealthy habits and behaviours, domestic violence, neglect, abuse, family breakdown, financial hardships).
Mental health	A student may experience mental health challenges that affect their ability to participate in learning (eg anxiety, depression).
Homelessness	A student identified as (or previously) homeless or where their housing arrangements are not safe or settled.
Youth justice	A student involved in the youth justice system through family mediation, court appearances or incarceration.
Addiction	A student experiencing substance abuse or screen use concerns, which impacts their daily life or is posing a personal risk.
Child in care	A student in care, where the student's care arrangements are not safe or settled that they have become escalated.
Young carer	The student may have significant caregiving responsibilities, such as being a young parent or taking care of family members.

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, additional tailored learning provision and services are required.

Other important factors that are considered along with personal barriers that determine suitability for Tailored Learning include:

- **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.

4.2.1.2. Step 2: Determine wrap around support and learning provision

Once a student's personal barriers are identified, along with the level of engagement, school connection and safety, 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 identify the student as requiring a level of support 1-4.

The tool will also provide a directory of relevant services provided by both government and non-government organisations.

4.2.1.3. Levels of support

The 4-levels of support helps to identify the optimal type of learning program and setting for each student. 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 personalised learning program, 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 tailored 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.

4.2.1.4. Step 3: Determine appropriate learning setting for the student

Once the student's needs, engagement level, and school connection are assessed, schools can select the most appropriate and supportive learning setting. This decision, guided by the Tailored Learning tool, focuses on creating environments where students feel supported and empowered in their education. 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).

Onsite settings

It is strongly preferred for students who are receptive to learning 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 students who are disengaged 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.

4.3. Role of the school

4.3.1. Strong oversight

The Tailored Learning policy requires that schools maintain strong oversight and actively monitors students and their learning programs. The school maintains responsibility for the oversight of the learning and

transition programs, no matter what learning setting is being used. Schools need to be strongly involved in planning, delivering, and monitoring of student progress in wellbeing, engagement, and learning.

4.3.2. Confirmation of students in Tailored Learning

Schools can use the Tailored Learning Tool to support student engagement and identification of wellbeing supports. Not all students that have complex personal barriers need Tailored Learning, many students can be supported in mainstream through additional supports and accessing departmental resources. Tailored Learning is reserved for chronic non-attending students with complex personal barriers where learning and support outside of mainstream in a tailored learning environment and case management may be more suitable option.

Before a student can be confirmed in Tailored Learning (level 2-4) in the Tailored Learning Tool, parent/guardian consent is mandatory to confirm the students' engagement in Tailored Learning outside of mainstream settings and access to case management services.

To further support the accurate identification of students accessing Tailored Learning, a Tailored Learning census, will be taken on day 20 of Term 1 annually. The Tailored Learning Census and the Tailored Learning Tool data will support funding provisions.

4.3.3. Tailored Learning funding

Students will maintain their individual per capita funding entitlement from tier one of the Resource Entitlement Statement (RES).

A Tailored Learning census will be taken on day 20 of Term 1 and day 6 of Term 3 to determine per capita funding. Schools will be provided with an additional annual Tailored Learning supplementary grant based on the students being confirmed in the Tailored Learning Tool from the prior year.

Students accessing Tailored Learning need to be identified separately to the mainstream Census to ensure their individual entitlement from the RES is allocated accordingly to the individual students.

The Tailored Learning supplementary grant will be allocated on an annual basis, based on the level 2-4 Tailored Learning students each school has identified. The funding for a given school year will be based on Term 1 students approved per the Tailored Learning Tool of the prior year and funding will be allocated for a full year from Term 1. The Tailored Learning supplementary grant is to support stronger school oversight and resourcing, including increased case management for students at risk of disengagement from learning, based on a plan for budgetary expenditure, including staffing.

5. Roles and responsibilities

5.1. Corporate, Program Redesign

Provide the strategic direction and policy framework for schools to support young people at risk of disengaging from education due to significant and often multiple personal barriers.

Manage a panel of external providers that meet the policy requirements and are available for schools to access to support case management and other services for students.

Provide information, advice, and resources to schools about the Tailored Learning policy.

Work with schools and Education Directors in partnership to support Tailored Learning practices in schools, including through Area Managers.

Work across the department to align other departmental processes and policies to support Tailored Learning.

Facilitate networks with school leaders and opportunities for professional development.

Establish state-wide partnerships that helps to enable seamless service provision for young people at risk of disengaging from education due to multiple complex personal barriers.

Respond to queries and issues as they arise.

5.2. Schools and principals

Comply with the Tailored Learning policy.

Maintain accurate student records and collect and submit Tailored Learning data as required.

Keep accurate attendance data.

Ensure all students have access to an individual case manager, as required.

Ensure that school staff understand and have the appropriate resources to maintain strong school oversight of all students accessing Tailored Learning.

5.3. Tailored Learning Leaders, Schools

Maintain responsibility for all students accessing Tailored Learning.

Develop and maintain strong connections with students, families and case managers.

Work in partnership with corporate staff, including Area Managers, to develop Tailored Learning practices in their school.

Utilise resources and tools to effectively manage Tailored Learning, tailored to their local conditions.

5.4. External providers

Comply with the Tailored Learning policy.

Work in partnership with schools to support students.

Comply with all departmental requirements for providing case management services and working with students.

6. Definitions

6.1. learning environment

Learning outside of the mainstream class setting. This may include on-site and off-site locations where learning programs are provided to students.

6.2. case management services

Students accessing Tailored Learning often have multiple and complex personal barriers. The department maintains an Approved Panel of Providers (APPs) that schools access to provide individual case management services for students. Case management is usually support for personal issues outside of a learning program. Schools may also choose to hire staff that can provide case management services to students accessing Tailored Learning, rather than using APPs.

6.3. chronic non-attendance

A student who is absent for 10 days or more per term for any reason.

6.4. Resource Entitlement Statement (RES)

Distributions of funding to school sites are to be made via the Resource Entitlement Statement (RES).

6.5. Tailored Learning Census

Resource allocation for students accessing Tailored Learning is calculated using the Tailored Learning Census and the Tailored Learning Tool. Students accessing Tailored Learning need to be identified separately to the mainstream Census to ensure their individual entitlement from the RES is allocated accordingly to the individual students.

7. Supporting information

[Keeping Safe: Child Protection Curriculum](#)

[RRHAN-EC – child protection training](#)

7.1. Related legislation

[Disability Discrimination Act 1992 \(Cth\)](#)

[Disability Standards for Education 2005 \(Cth\)](#)

[Education and Children Service's Act 2019 \(SA\)](#)

7.2. Related policies

[Adult education enrolment policy \(PDF 625KB\)](#)

[Attendance at school procedure \(PDF 757KB\)](#)

[Camps and excursions policy \(PDF 678KB\)](#)

[Duty of care to children and young people policy \(PDF 182KB\)](#)

[Exemption from school procedure \(PDF 646KB\)](#)

[Risk management procedure \(PDF 240KB\)](#)

[Safe transportation of children procedure \(PDF 197KB\)](#)

[School and preschool enrolment policy \(PDF 711KB\)](#)

[Screening and suitability – child safety policy \(PDF 228KB\)](#)

8. Record history

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8.1. Approvals

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Policy sponsor: Director, Program Redesign

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Amendment(s): New policy. Replaced the 'flexible learning options (FLO) enrolment and non-FLO case management procedure'.

9. Contact

Program Redesign

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