



BLACKALL RANGE INDEPENDENT SCHOOL

Flexible Arrangements Policy

PURPOSE OF THE POLICY

The purpose of the policy is to establish guidelines for the approval of flexible arrangements at Blackall Range Independent School (B.R.I.S.).

Scope of Policy

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 Executive Board

Point of Contact

Principal

LEGISLATION

Education (General Provisions) Act 2006, Part 2 (182)

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
- registered training organisation; or
- community organisation 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 executive/principal retains authority and responsibility for the student's educational program.

Disclaimer: The information contained in this policy is to the best of our knowledge and belief correct at the date of publication. However, no warranty or guarantee is or can be given by Blackall Range Independent School or any member of its staff, and no liability is or can be accepted for any loss or damage resulting from any person relying on or using the information contained in this policy.



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POLICY

Blackall Range Independent School values the diversity of its students and considers the specific educational needs of all of its students. For this reason the school has a policy of 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 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;
- facilitating options and pathways for students wishing to take advantage of flexible arrangements; and
- supporting and assisting students to make alternative satisfactory educational arrangements when the school is unable to meet their needs.

Implementing the Policy

Approvals

At Blackall Range Independent School, the School Board approves **in writing** the establishment of flexible arrangements for the school. The School Board delegates **in writing** authority for the approval of flexible arrangements to the Principal or the Principal's nominee (the 'authorised entity'). A student wishing to access flexible arrangements applies to the Principal.

Decision-making

A registered teacher of the school, designated by the authorised entity, assesses:

- 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;
- the 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
- the suitability of course providers by determining that each provider is identified as eligible to offer courses considered suitable for students accessing flexible arrangements.

Based on the information supplied by the registered teacher, the authorised entity:

- approves/disapproves the flexible arrangements recommended by the registered teacher; and
- makes an assessment of the support the student will need to successfully complete the program; and
- decides how and by whom the student is to be monitored; and
- decides how and by whom each provider is to be monitored and evaluated.

In deciding how the provider is to be monitored the authorised entity might consider:

- the timeliness of reporting the student's results in the program to the school;
- how quickly the school receives advice on any problems the student is experiencing, including notification of absenteeism;
- the results received by the student;
- the motivation of the student to complete the course; and
- any other matters which contribute to the success or failure of the student in the program.



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Communication

The authorised entity communicates to parents and students about the suggested flexible arrangements. This includes informing them **in writing** of the course that has been approved; the requirements of the school in relation to the course; and the requirements of the provider in relation to the course. At this time both 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 Executive 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;
- the 'success' or 'failure' rate.

Review

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

Record Keeping

All records related to the flexible arrangements for an individual 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

June 2010

Approved by

Executive Board

Review Date Annually, in consultation with students, staff and parents



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APPENDIX

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 each provider.	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.	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 for at least 5 years after the arrangements stop applying to the student the written assessments.	Yes <input type="checkbox"/> No <input type="checkbox"/>
14.	The school has a system in place to keep for at least 5 years after the arrangements stop applying to the student a record of the authorised entity's considerations.	Yes <input type="checkbox"/> No <input type="checkbox"/>
15.	The school has a system in place to keep for at least 5 years after the arrangements stop applying to the students the written agreements.	Yes <input type="checkbox"/> No <input type="checkbox"/>