

SOUTH AUSTRALIAN TAILORED LEARNING PROVISION 2024

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.

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:

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 identified as having a mental health condition impacting on their daily life and attendance to school (eg anxiety, depression, anger).
Homelessness	A student identified as (or previously) homeless or where their housing arrangements is not safe or settled.
Juvenile justice	A student involved in the juvenile justice system through family mediation, court appearances or incarceration.
Addiction	A student experiencing addictions (eg drug or alcohol), where the addiction is impacting their daily life or is posing a personal risk.
Child in care	A student in care, where the addiction is

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 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:

Schools	<ul style="list-style-type: none">• Create a unified set of values and beliefs to drive inclusive culture and create a sense of belonging for every student.• All students' cultural backgrounds, needs and abilities are recognised and addressed in the learning program.• Ensure cultural awareness, culturally safe practices and responsiveness to Aboriginal students, families and communities.• Promote a school culture to ensure high expectations of student attendance with full attendance as the aspirational goal.
Local education teams	<ul style="list-style-type: none">• 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.
State o ce	<ul style="list-style-type: none">•

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:

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

Schools	<ul style="list-style-type: none"> • Establish and maintain open and sustained communications with students, parents, external service providers and the local community. • 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.
Local education teams	<ul style="list-style-type: none"> • Support school leaders and external service providers to develop collaborative, open and professional partnerships to provide quality support for all students.
State office	<ul style="list-style-type: none"> •

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:

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:

Strategically allocating funding and resources

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.

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