

FLO Redesign

SASPA Conference, Thursday 24 August 2023

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Government of South Australia
Department for Education

We acknowledge this land that we meet on today is the traditional lands for Kurna people and that we respect their spiritual relationship with their country.

We also acknowledge the Kurna people as the custodians of the Adelaide region and that their cultural and heritage beliefs are still as important to the living Kurna people today.

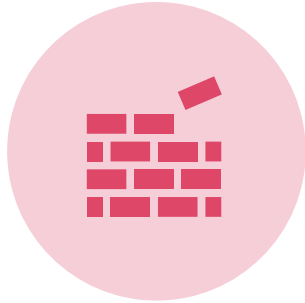
We also pay respects to the cultural authority of Aboriginal people visiting/attending from other areas of South Australia/Australia present here.



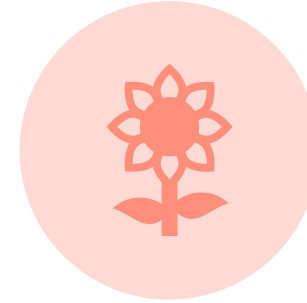
Student Engagement Reforms – Program of Work

POSITIVE BEHAVIOUR FOR LEARNING	STUDENT SUPPORT SERVICES EDUCATOR WORKFORCE REFRESH	REDESIGN FLEXIBLE LEARNING OPTIONS	TRANSPARENCY, AVAILABILITY AND USE OF BEHAVIOUR DATA	ATTENDANCE ACTION PLAN	ATTENDANCE AND ENGAGEMENT SERVICE IMPROVEMENTS
Lead: Emily Parker	Lead: Luke Davis	Lead: Pamela Kent	Leads: Debbie Dennis and Graham Bath	Lead: Sophie Tamaki	Lead: Jess Ellis
PERSISTENT ABSENTEEISM	CULTURALLY RESPONSIVE REFORMS	REDUCING EXCLUSIONARY DISCIPLINE IN RECEPTION TO YEAR 2	ADDITIONAL MENTAL HEALTH AND LEARNING SUPPORT	SOCIAL-EMOTIONAL LEARNING	SEE PROCEDURE REVIW, TRAINING AND ADVICE
Lead: Sophie Takmaki	Lead: Luke Davis	Lead: Darren Humphrys	Lead: Jess Ellis	Lead: Sally Gibson	Lead: Jade Lock

Purpose of Redesign



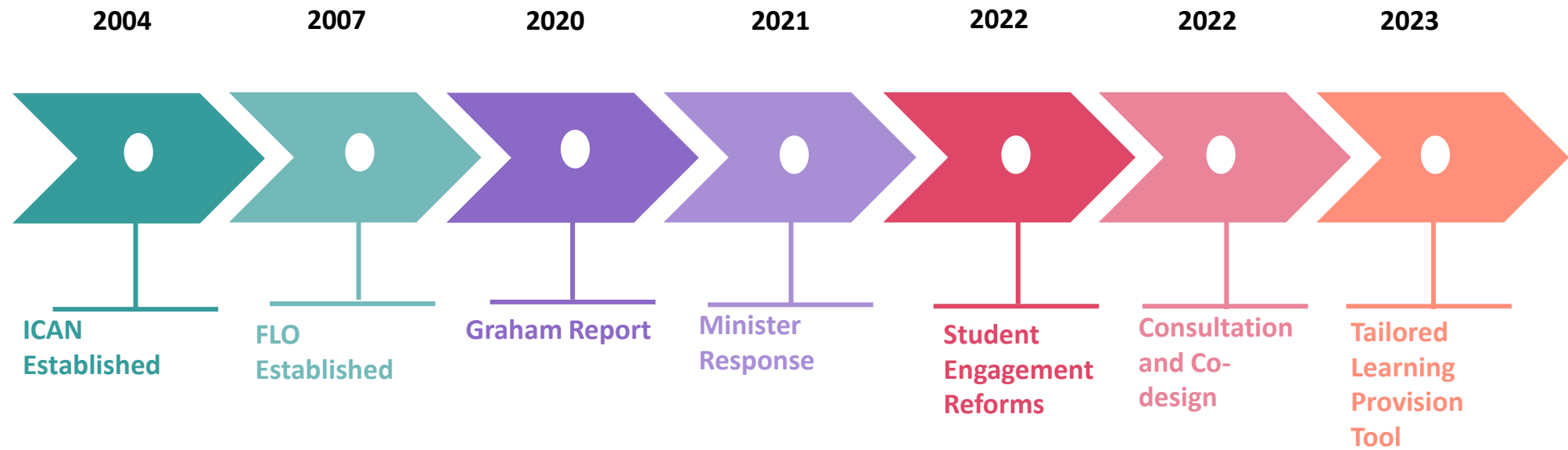
Strengthen the way we support our at-risk young people to improve education and life outcomes



Create the best conditions and supports possible for students vulnerable to disengagement, with a key driver being increased inclusive school culture



Redesign process



Goal of the redesign

The goal of the redesign is to provide students:

- connection with community, safety and belonging at school
- trustful and positive relationships with school staff
- tailored and personalised supports
- a learning environment suited to their needs
- student agency in identifying areas of learning.



New model designed

The new model is designed to:

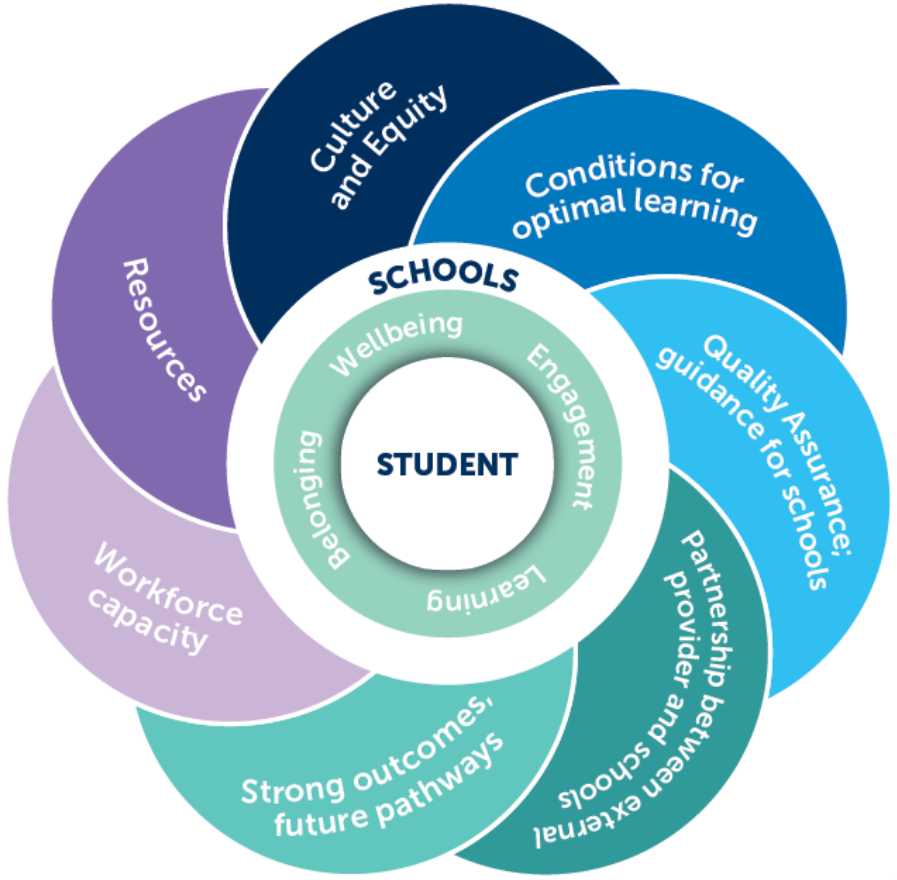
- remove student segregation and disengagement from learning
- develop a positive and inclusive school culture
- improve ongoing school oversight
- strengthen collaboration
- provide equitable learning opportunities
- address the over representation of minority groups
- develop consistent practices



Tailored Learning Provision model 2024

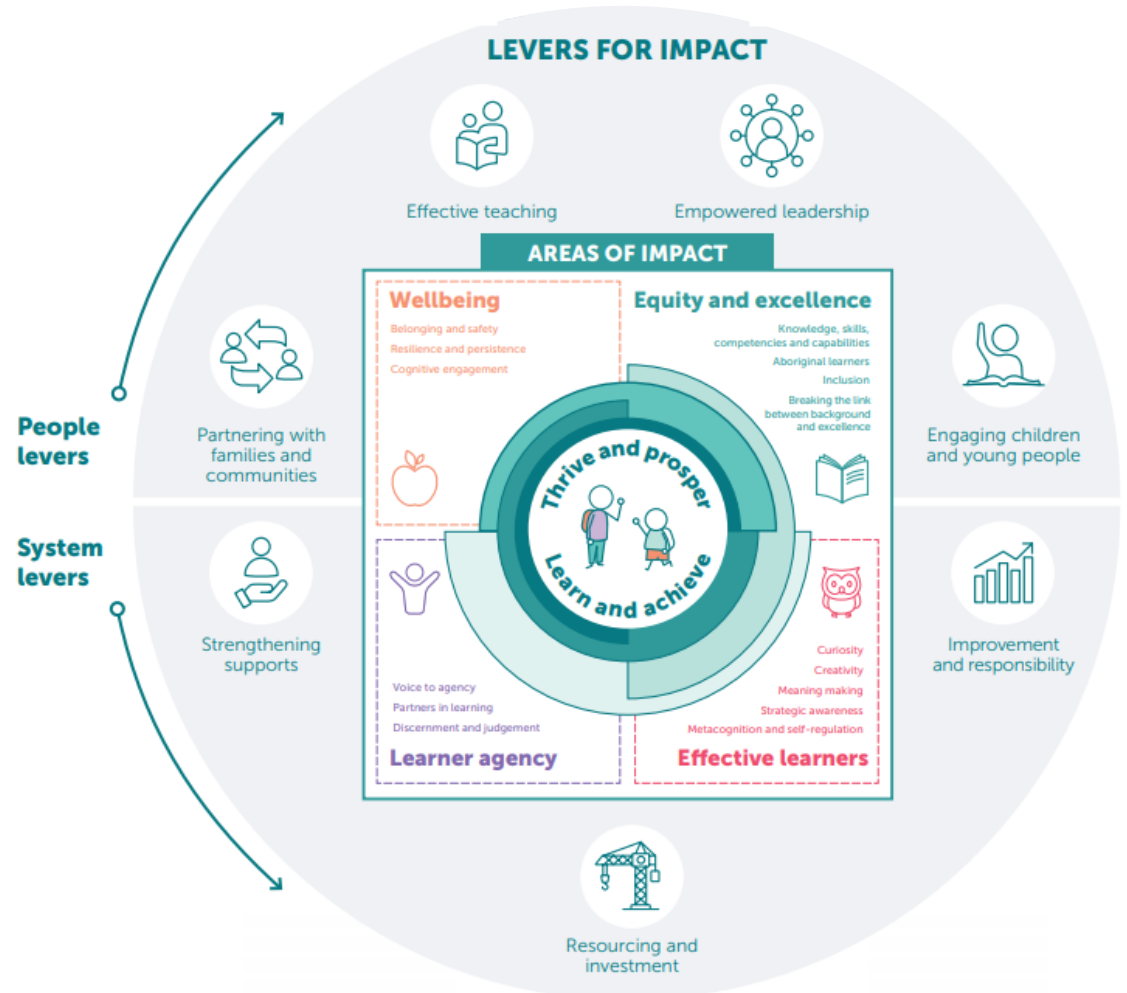


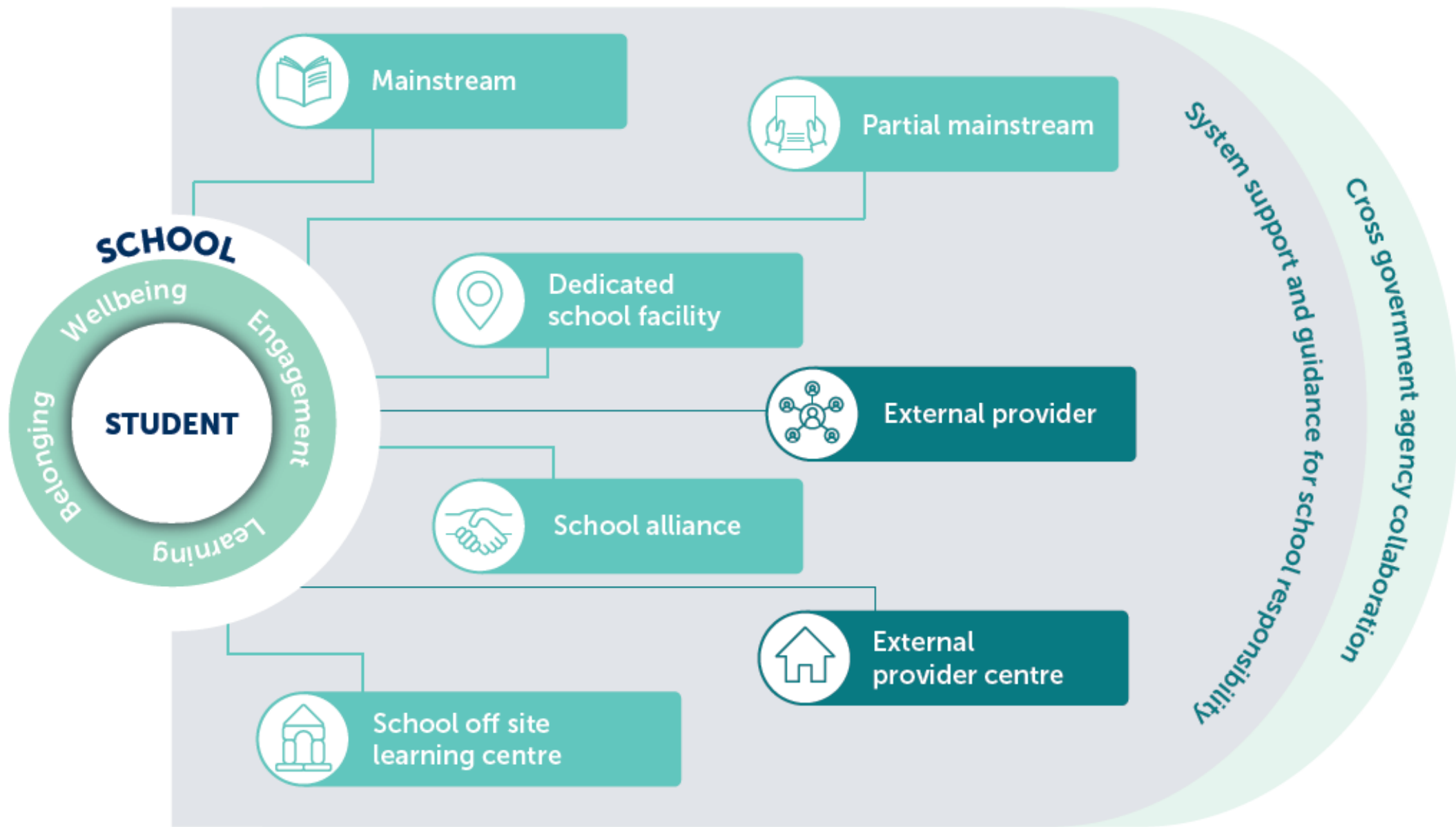
Tailored Learning Provision – the elements



Model aligns to the Strategy

- Strengthening supports
- Partnering with families & communities
- Engaging with students
- Improvement & responsibility
- Resourcing & investment





Identifying students for tailored learning

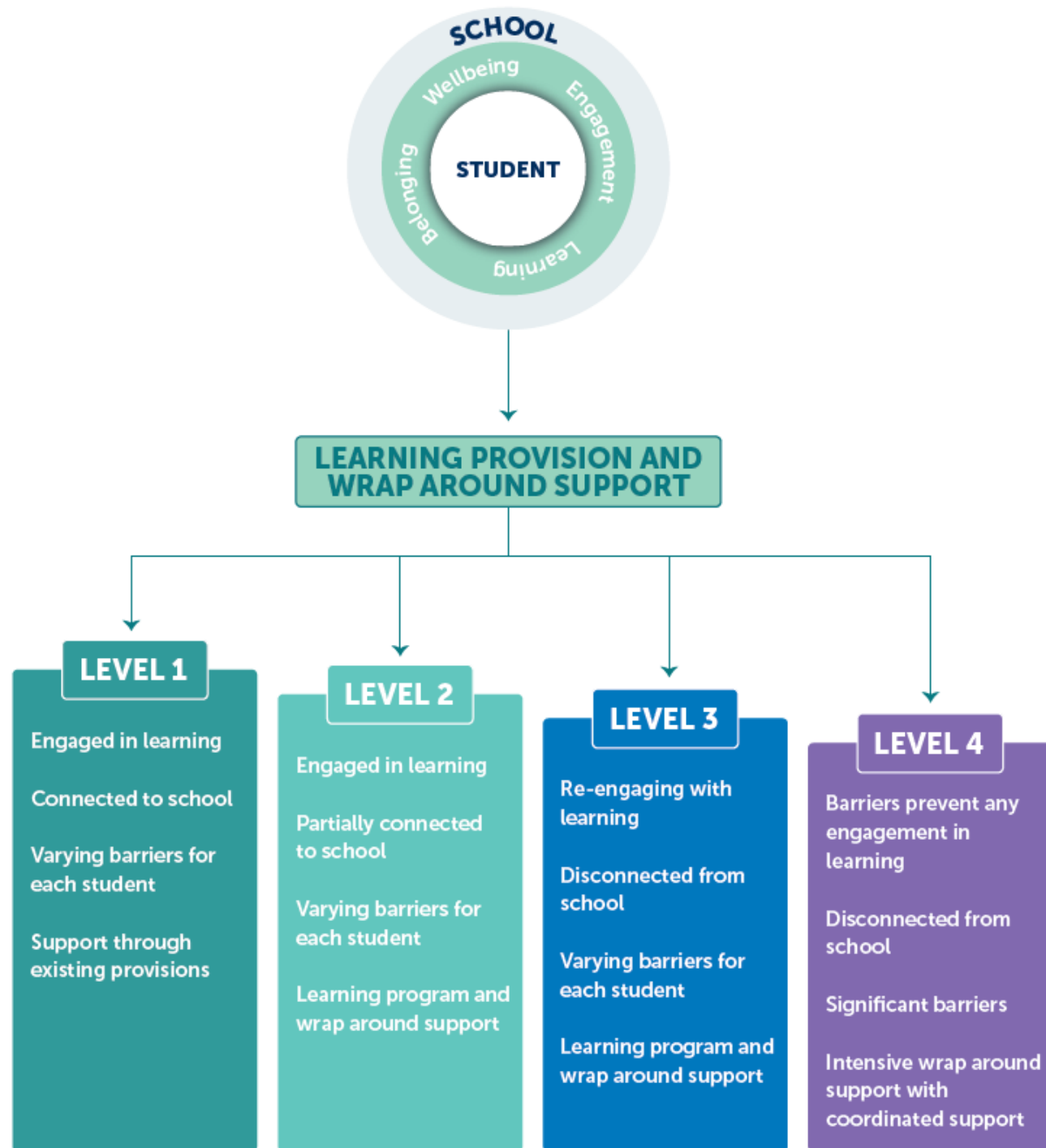
A new tool has been tested at scale with all schools.

Schools use the Tailored Learning Provision Tool to:

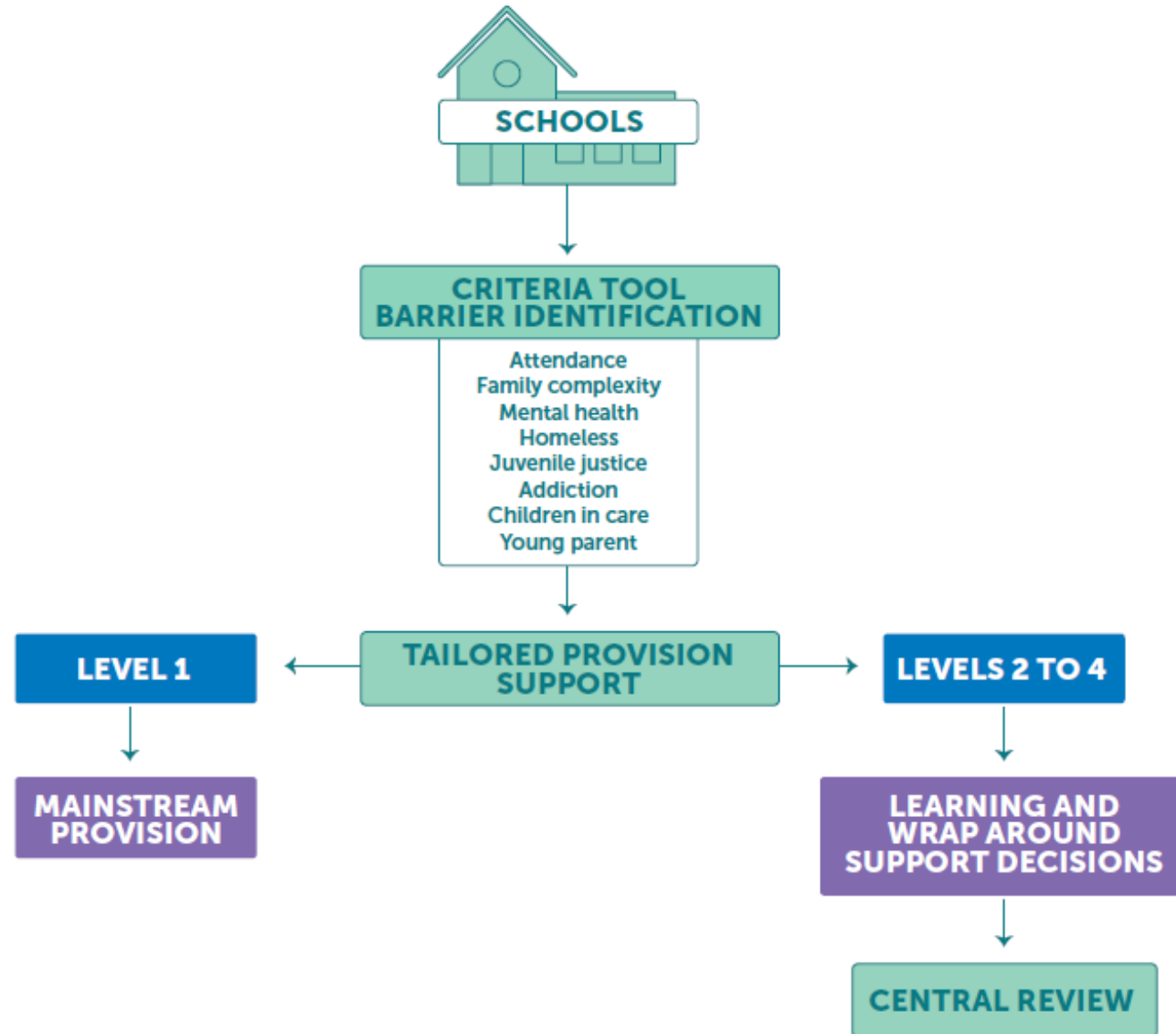
1. Identify the student's personal barriers
2. Determine the support required based on the 4-level support model
3. Determine the most appropriate learning setting(s)

Feedback from schools has been very positive.





Student levels of support





Next steps 2024



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Continued development and research 2024

The Tailored Learning Provision model to be considered in a 'live' school context.

The practical operation of the Tailored Learning Provision model to be researched and reviewed in selection of sample schools.

What does this mean for next year?

- Sample schools feed back to further develop and review model.
- Continuation of current FLO programs in other schools (business as usual).
- All schools encouraged to emulate effective practices.

Next steps

1. Tailored Learning Provision model distributed
2. Welcome comments from stakeholders in term 3, 2023
3. Confirm and finalise sample schools for 2024
4. Gain information and learnings from sample schools
5. Further develop model, with key stakeholders and feedback from sample schools.



Table discussions

Consider how the Redesign translates into your current context and what does this make you think about in relation to your next steps?

What is possible?

What are the challenges?





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**Public education is for
every child and
young person
in South Australia.**