

Accessing Life Skills outcomes and content

ACE 3001

Last Updated: 27 September 2016

Before deciding that a student should undertake a course based on Life Skills outcomes and content, consideration should be given to other ways of assisting the student to engage with the regular course outcomes. This assistance may include a range of adjustments to the teaching, learning and assessment activities.

If the adjustments do not provide a student sufficient access to some or all of the Stage 4 and Stage 5 outcomes, a decision can be explored for the student to undertake Life Skills outcomes and content in one or more BOSTES syllabus or Board Endorsed course.

The decision should be made through the collaborative curriculum planning process involving the student, parent/carer and other significant individuals. School systems and individual schools are responsible for the manner in which the collaborative process is managed. Information about collaborative curriculum planning is available at ACE 3004 Collaborative curriculum planning

BOSTES expects that the majority of students who undertake Life Skills outcomes and content in one or more Years 7–10 courses will be students with an intellectual disability.

The appropriate timing of the decision to access Life Skills outcomes and content in a Years 7–10 course will be determined by the needs of the individual student and the collaborative curriculum planning process.

Schools are not required to seek permission for students to access courses based on Life Skills outcomes and content or submit planning documentation to BOSTES.

Record of School Achievement – student entries for Stage 5 courses based on Life Skills outcomes and content

ACE 3002

Last Updated: 14 October 2016

Entry procedures

When entering students who are undertaking courses based on Life Skills outcomes and content, principals are certifying that the student is eligible and the decision is the result of a collaborative curriculum planning process.

Where a school has a student undertaking a course based on Life Skills outcomes and content, the school informs BOSTES through the submission of entries on Schools Online .

Schools should ensure that the student's entry reflects their fulfilment of mandatory study requirements in each KLA. Any mandatory ungraded courses that have been satisfactorily completed will need to be added to the Record of School Achievement entry through Schools Online.

Supplementing courses from additional syllabuses

For students with particular needs, schools may need to draw on some of the Life Skills outcomes and content from additional syllabus(es) to supplement or replace those from the syllabus on which the course is predominantly based. In this situation, the student should be entered for the course from which the outcomes and content are predominantly drawn. The Life Skills outcomes achieved from additional syllabus(es) are reported through the Profile of Student Achievement. See ACE 4025 Profile of Student Achievement – procedures for Stage 5 for further information.

The student cannot be entered for any other course drawn from the same syllabus(es).

Record of School Achievement requirements for students undertaking Years 7–10 courses based on Life Skills outcomes and content

ACE 3003

Last Updated: 15 August 2012

Mandatory curriculum requirements for students undertaking courses based on Life Skills outcomes and content

Students are able to satisfy the mandatory curriculum requirements for the Record of School Achievement in individual key learning areas (KLAs) by completing courses based on Life Skills outcomes and content.

Students can meet the mandatory curriculum requirements by undertaking regular outcomes and content in some Years 7–10 Board Developed and/or Board Endorsed Courses and Life Skills outcomes and content in other courses of study.

To be eligible for the Record of School Achievement, students must meet the mandatory curriculum requirements in each KLA. The KLAs are English; Mathematics; Science; Human Society and Its Environment; Technological and Applied Studies; Creative Arts; Personal Development, Health and Physical Education; Languages other than English.

Time allocation for courses

In developing programs for those students with special education needs who undertake courses based on Life Skills outcomes and content from one or more of the Years 7–10 syllabuses, it may be necessary to vary the time allocated for study of the course(s). When considering whether a variation is needed, the principal should ensure that appropriate time is allocated across the KLAs.

Collaborative curriculum planning

ACE 3004

Last Updated: 5 October 2016

Collaborative curriculum planning is the process undertaken to determine the most appropriate curriculum options and adjustments for a student with special education needs.

This process usually involves a team of people who have significant knowledge and understanding of the student, including parents/carers, teachers, community service providers and the student themselves.

During the collaborative curriculum planning process it is important to consider:

- the needs, strengths, interests and aspirations of the student as they transition through stages of schooling
- whether any adjustments are required to teaching, learning and assessment in relation to each course
- the sequence and the emphasis to be given to particular areas of content
- how the student will demonstrate achievement in relation to the outcomes and the method of reporting.

Through the collaborative curriculum planning process, the following can be determined:

- *The outcomes and content most appropriate for the student in each key learning area.* For example, it may be more appropriate for a student in Stage 2 to be working on one or more Stage 1 outcomes in the English KLA. Alternatively, a student in Stage 4 may work on one or more Stage 3 outcomes in the Mathematics KLA. When working with outcomes from different stages, it is important to ensure age-appropriate content is used to address the outcomes.
- *The adjustments or support required for particular teaching, learning and assessment opportunities.* For example, scaffolds or visual organisers may be required to accompany multi-step or complex instructions.
- *The learning goals for the student.* For example, incorporating communication goals into a problem-solving task in a mathematics lesson.
- *The pattern of study most appropriate for the student.* For example, selecting a combination of regular and Life Skills courses.

School systems and individual schools are responsible for the manner in which the collaborative process is managed. Schools do not need to send planning documentation to BOSTES.

Further information on the collaborative curriculum planning process is available.

Collaborative curriculum planning – procedures

ACE 3005

Last Updated: 5 October 2016

Collaborative curriculum planning involves a team of people meeting to discuss and make decisions about curriculum options that will lead to eligibility for the award of the Record of School Achievement, and determining the adjustments that will enable a student with special education needs to undertake course work and demonstrate achievement of course outcomes.

The planning should consider whether a student could access the regular outcomes and content with adjustments in the delivery of course work and/or assessment tasks.

When making decisions about curriculum options it is important to consider:

- the student's learning needs, strengths, goals and interests
- the support and/or adjustments that may be necessary for the student to access course work and demonstrate achievement of outcomes
- the transition needs of the student from school to adult life.

Implementation of Years 7–10 courses based on Life Skills outcomes and content

ACE 3006

Last Updated: 5 October 2016

Schools may develop integrated programs that address specific Life Skills outcomes from selected Years 7–10 syllabuses in order to meet the needs of individual students. Schools will assess the student's achievement of the selected Life Skills outcomes for recording on the Profile of Student Achievement.

When it has been decided that a student should undertake a course based on Years 7–10 Life Skills outcomes and content, school planning to support the student in the learning process should:

- select specific Life Skills outcomes for each course that will address the individual needs, strengths, goals and interests of the student
- identify the most appropriate settings (eg school, community or workplace) for the student to demonstrate achievement of outcomes
- estimate the time needed to address the selected outcomes and content in each course
- identify adjustments that may be required to enable the student to access the selected Life Skills outcomes and content and demonstrate achievement of outcomes
- identify strategies for monitoring the student's progress
- include ongoing collaborative planning to assist the student's successful transition from school to adult life.

School planning for implementation of Years 7–10 Life Skills outcomes and content – procedures

ACE 3007

Last Updated: 23 June 2016

When it has been decided that a student should undertake a course based on Years 7–10 Life Skills outcomes and content, school planning to support the student in the learning process should:

- involve appropriate personnel in the design and implementation of the student's overall study pattern
- select the Life Skills outcomes and content for each course that will be accessed by the student on the basis of the student's learning needs
- identify the most appropriate settings (eg school, community or workplace) for the student to demonstrate achievement of outcomes
- estimate the time needed to address the selected outcomes and content in each course
- identify the resources required to assist the school in meeting the needs of the student
- plan teaching strategies that are appropriate to the age and abilities of the student
- identify adjustments that may be required to enable the student to access the Life Skills outcomes and content and demonstrate achievement of outcomes
- identify strategies for monitoring the student's progress
- include ongoing collaborative planning to assist the student's successful transition from school to adult life.

Satisfactory completion of a course based on Life Skills outcomes and content

ACE 3008

Last Updated: 13 September 2016

The course completion criteria for courses of study that include Life Skills outcomes and content are the same as those for all Board Developed and Board Endorsed Courses.

A student is considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

1. followed the course developed or endorsed by BOSTES;
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes.

BOSTES does not set a minimum attendance for the satisfactory completion of a course. The principal may determine that, as a result of absence, the above course completion criteria might not be met. Clearly, such absences are serious and principals must give students early written warning of the consequences of non-completion of course requirements. The warning must relate the student's absence to the non-completion of the course requirements.

It is not necessary for students to address or achieve all the Life Skills outcomes in a course in order to satisfactorily complete the course.

Assessment of Years 7–10 Life Skills outcomes

ACE 3009

Last Updated: 5 October 2016

Students undertaking Years 7–10 Life Skills outcomes and content in one or more courses will be assessed on their achievement of the outcomes identified in the collaborative curriculum planning process. Students do not need to complete all of the associated content to demonstrate achievement of Life Skills outcomes.

Students can demonstrate achievement of outcomes in a number of ways and across a range of appropriate settings, including the school, community or workplace.

Evidence of achievement of outcomes can be gathered through ongoing assessment for learning and assessment of learning at particular points in the course of study.

Students entered for Life Skills courses may achieve the designated outcomes independently or with support.

Achievement of outcomes independently or with support

ACE 3010

Last Updated: 27 September 2016

An outcome should be considered as ‘achieved independently’ if there is evidence that a student can demonstrate the achievement of an outcome either:

- without adjustments, or
- with the adjustments that enable the student to access course work and/or demonstrate achievement during assessment opportunities. These adjustments should have been determined through the collaborative curriculum planning process.

Further information about adjustments is available.

Credentialling of courses based on Life Skills outcomes and content

ACE 3011

Last Updated: 13 September 2016

Achievement of students in course(s) based on Life Skills outcomes and content will be reported on the Record of School Achievement with the notation *Refer to Profile of Student Achievement*. The Profile of Student Achievement lists all of the Life Skills outcomes achieved by the student in each course completed.