

Accessing Years 7–10 Life Skills outcomes and content

ACE 3001

Last Updated: 4 December 2017

All students are entitled to participate in and progress through the curriculum. Courses based on Life Skills outcomes and content provide options for students with disability in Years 7–10 who cannot access the regular course outcomes, particularly students with an intellectual disability.

Before deciding that a student should access 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 may include a range of adjustments to teaching, learning and assessment activities. If the adjustments do not provide a student with sufficient access to some or all outcomes in Years 7–10, a decision to access one of more courses based on Life Skills outcomes might be appropriate.

Courses based on Life Skills outcomes are not an appropriate option for students:

- performing below their cohort
- who could be helped with appropriate adjustments and support.

The appropriate timing of the decision to access Life Skills outcomes and content in Years 7–10 will be determined by the needs of the individual student. All decisions about curriculum options for students with disability should be made through 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 NESAs.

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

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Entry procedures

Where a school has a student undertaking a Stage 5 course based on Life Skills outcomes and content, the school informs NESA through the submission of entries on Schools Online when the student is in Year 10.

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.

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.

Students may not access both regular outcomes and content and Life Skills outcomes and content from the same syllabus. For example, a student may not study both Science Stage 5 and Science Life Skills.

Supplementing courses from additional syllabuses

For some students with disability, schools may need to draw on selected 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.

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

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Mandatory curriculum requirements for students undertaking courses based on Life Skills outcomes and content in Years 7–10

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

Students can meet the mandatory curriculum requirements requirements by accessing one or more courses based on Life Skills outcomes and content at any time during Years 7–10. The appropriate timing of the decision to access Life Skills outcomes and content is guided by the needs of the student and the collaborative curriculum planning process.

To be eligible for the RoSA, 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 (Technologies); Creative Arts; Personal Development, Health and Physical Education; Languages other than English.

Time allocation for courses

When programming courses based on Life Skills outcomes and content, all indicative hour requirements should be met. This will ensure the courses are credentialled on the RoSA. The indicative hour requirements for courses based on Life Skills outcomes and content in Years 7–10 are the same as the mandatory curriculum requirements.

In some cases it may be necessary to vary the time allocated by increasing the number of hours of study for a course. When considering whether an increase in time is necessary, schools should ensure that indicative hour requirements across the KLAs are met.

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

ACE 3008

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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 NESAs;
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.

NESA 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. The number of outcomes addressed and/or achieved will vary for individual students.

Assessment of Years 7–10 Life Skills outcomes

ACE 3009

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Each student accessing a course based on Life Skills outcomes and content in Years 7–10 will be assessed on their achievement of the outcomes selected through the collaborative curriculum planning process. The syllabus outcomes and content form the basis of learning opportunities for students.

Assessment should provide opportunities for students to demonstrate achievement in relation to the selected outcomes. Assessment can occur in a range of situations or environments such as the school and wider community.

There is no requirement for formal assessment of Life Skills outcomes.

Students accessing courses based on Life Skills outcomes and content may achieve the designated outcomes independently or with support.

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 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.

Schools are not required to use the Common Grade Scale (A–E) or equivalent to report achievement for students undertaking courses based on Life Skills outcomes and content.

Credentialling of Stage 5 courses based on Life Skills outcomes and content

ACE 3011

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Students who satisfactorily complete a Stage 5 course based on Life Skills outcomes and content will have the course 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.

Schools submit information on *Schools Online* regarding outcomes that have been achieved, either independently or with support, for all students undertaking courses based on Life Skills outcomes and content.

Outcomes achieved in School Developed Board Endorsed Courses will not be reported on the Profile of Student Achievement.

Students will receive the Profile of Student Achievement together with any other Record of School Achievement credentials being awarded.

Students who leave school prior to gaining the Record of School Achievement can access a Transcript of Study through *Schools Online*. If the student has satisfactorily completed one or more Stage 5 courses based on Life Skills outcomes and content, a Profile of Student Achievement can be accessed listing the outcomes achieved in the courses.