



**PROCEDURE:** Life Skills

**UPDATED:** 2018

**REVIEWED BY:** Jan Curran

---

**STATEMENT OF INTENT:**

The Melbourne Declaration on Educational Goals for Young Australians (MCEETYA 2008) recognises the importance of promoting personalised learning that aims to fulfil the diverse capabilities of every student. Northlakes High works in collaboration with key stakeholders to support individual students to develop their capacity to learn, develop their sense of self worth and provide high quality education to all students. Life Skills courses provide relevant, accessible and meaningful options for students with special needs.

**APPLICABILITY:**

All teaching staff at Northlakes High school

**DoE POLICY/PROCEDURE REFERENCE:**

- Policy Standards for Curriculum Planning and Programming, Assessing and Reporting to Parents K - 12
- Policy PD/2005/0290/V09: Curriculum Planning and Programming, Assessing and Reporting to Parents K-12: policy standards 2006
- Relevant Syllabus and Support Documents
- BOS Life Skills 7 -12 Decision making Process Flow Chart
- ACE (Assessment Certification Examination) Manual 3001 Life Skills Outcomes and Content 2013 (<http://ace.bos.nsw.edu.au/ace-3001>)
- ACE 3001 Years 7–10 courses based on Life Skills outcomes and content – eligibility – consideration of adjustments to regular course work/assessment
- ACE 3003 Record of School Achievement requirements for students undertaking Years 7–10 courses based on Life Skills outcomes and content
- ACE 3011 Record of School Achievement – credentialling of courses based on Life Skills outcomes and content
- ACE 2001 Board Developed Courses for Years 7–10 (Stages 4–5)
- ACE 3002 Record of School Achievement – entry procedures for Stage 5 courses based on Life Skills outcomes and content
- ACE 3004 Collaborative curriculum planning
- ACE 3005 Collaborative curriculum planning – procedures

**DEFINITIONS:**

Life Skills is a curriculum option for students with special education needs. Life Skills is for those students who cannot access the regular outcomes and content with adjustments and/or disability provisions and is predominantly for those students with an intellectual disability. Life Skills may provide a more relevant, accessible and meaningful option for some students with special education needs.

**ELIGIBILITY:**

For most students with special education needs, the regular course outcomes and content in the Years 7–10 Board syllabuses and Board Endorsed courses will be appropriate. Before placing a student in a Life Skills course, 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 teaching, learning and assessment activities.

**RATIONALE:**

This policy is intended to:

- ensure provision of school systems to meet the individual needs of students
- ensure the implementation of a collaborative planning process
- ensure appropriate and relevant curriculum delivery
- ensure appropriate assessment and reporting procedures

**PROCEDURES:**

- Student needs are reviewed and documented through LST
- LST determines appropriate course of study via Life Skills Decision Making Flow Chart (BOSTES 2013)
- Teaching staff determine Life Skills outcomes for the individual student and implement a Life Skills program of study (via syllabus document)
- LAST staff support teaching staff to implement further adjustments to teaching, Learning and assessment
- Assessment reflects Life Skills outcomes and reporting is via NHS Life Skills report format using the P4 – P1 scale indicating whether the student has achieved the designated outcomes independently or with support.

**See Implementation Guide**