

# **LIFE SKILLS IMPLEMENTATION PLAN** (REFER TO NHS POLICY DOCUMENT)

## **RATIONALE:**

The purpose of this guide is to assist staff in the engagement and implementation of Life Skills within each of the Key Learning Areas. Northlakes High School recognises the need to provide relevant, accessible and meaningful options for students with special needs. This guide complies with the DEC policy and NSW BOSTES Guidelines for students with special needs.

## **WHAT IS LIFE SKILLS?**

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.

For a small percentage of students with special education needs, in particular for those students with an intellectual disability, it may be determined that the regular outcomes and content in one or more Board syllabuses and Board Endorsed courses are not appropriate. For these students, the Life Skills outcomes and content in the syllabuses can provide the basis for a relevant and meaningful program.

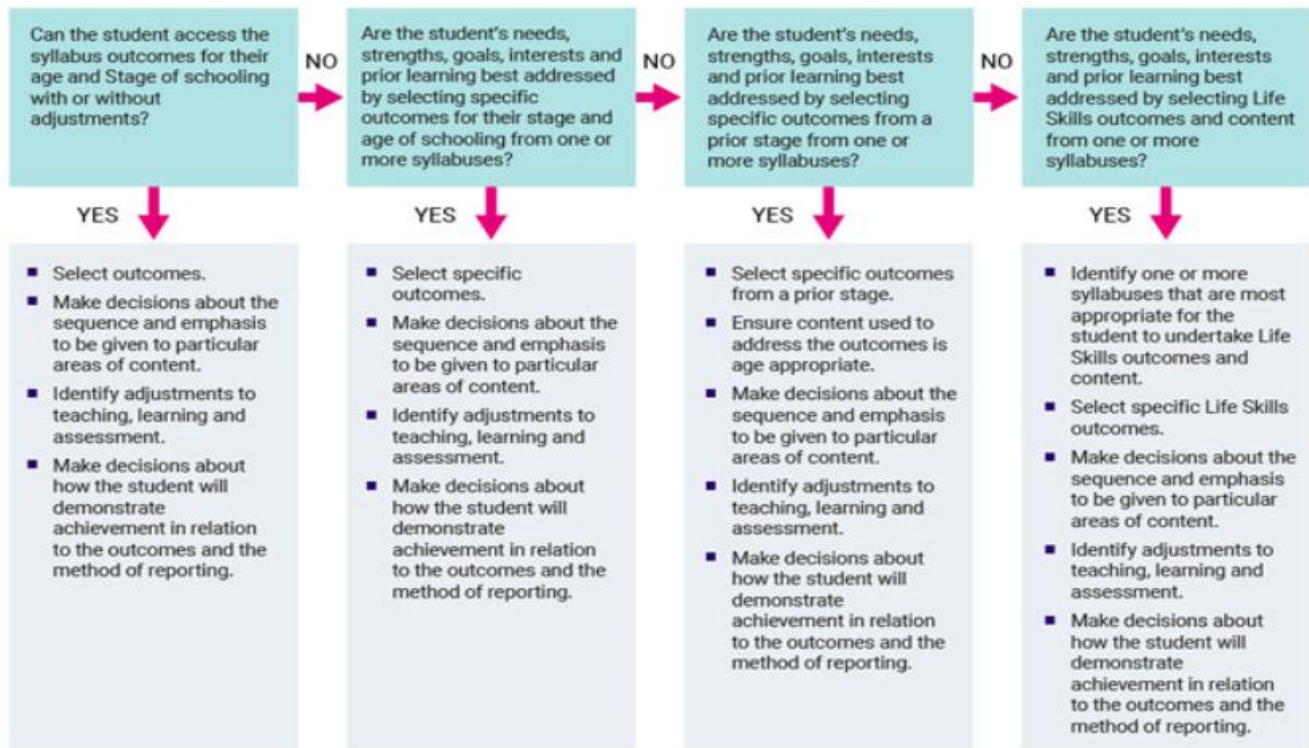
A decision to allow a student to undertake Life Skills outcomes and content in one or more courses is determined through the Learning Support Team and the decision is made collaboratively with the student, parents/ carers and the school.

Information about collaborative curriculum planning is available at [ACE 3004 Collaborative curriculum planning](#). It is expected 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.

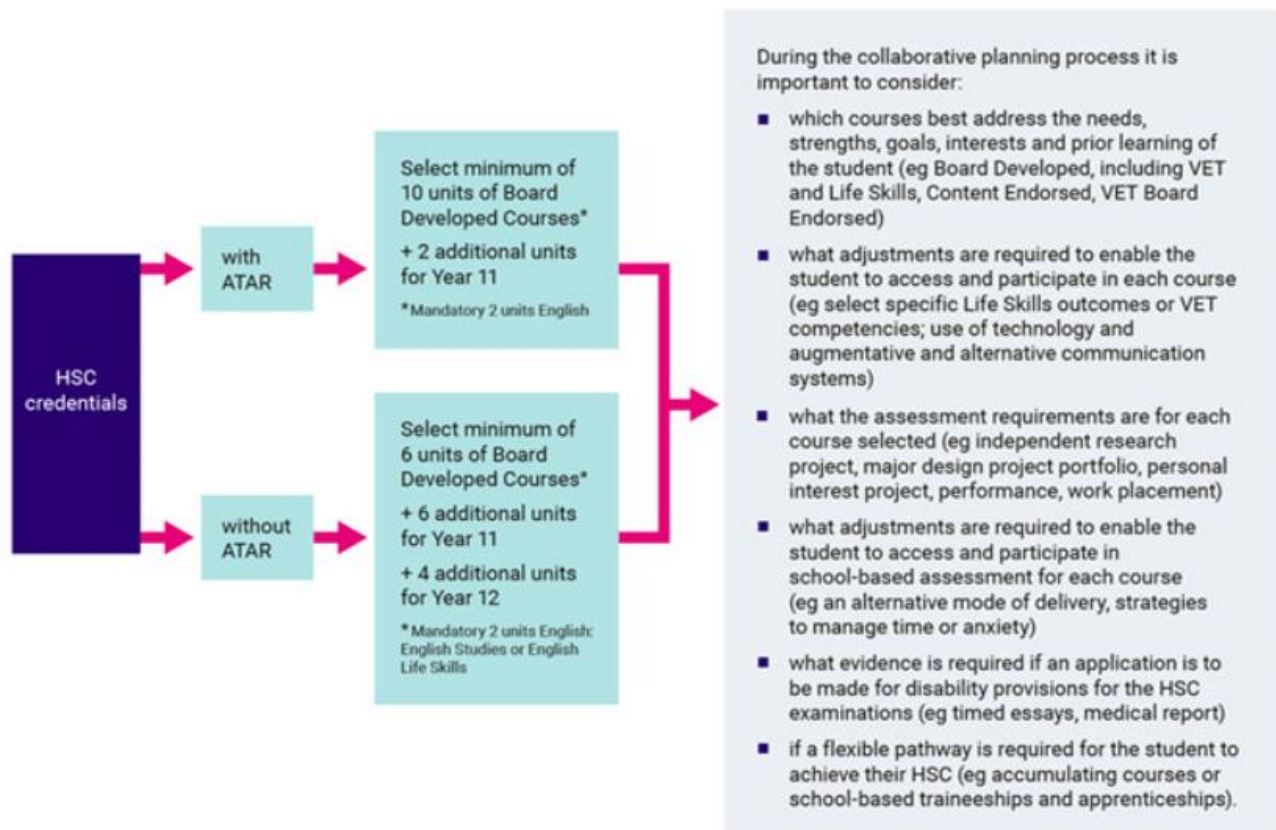
The appropriate timing of the decision to access Life Skills outcomes and content in a Years 7–10 course will be determined by the needs of the individual student and the collaborative planning process.

<http://ace.bos.nsw.edu.au/ace-3001>

## Collaborative planning process for Stages 4 and 5



## Collaborative planning process for Stage 6

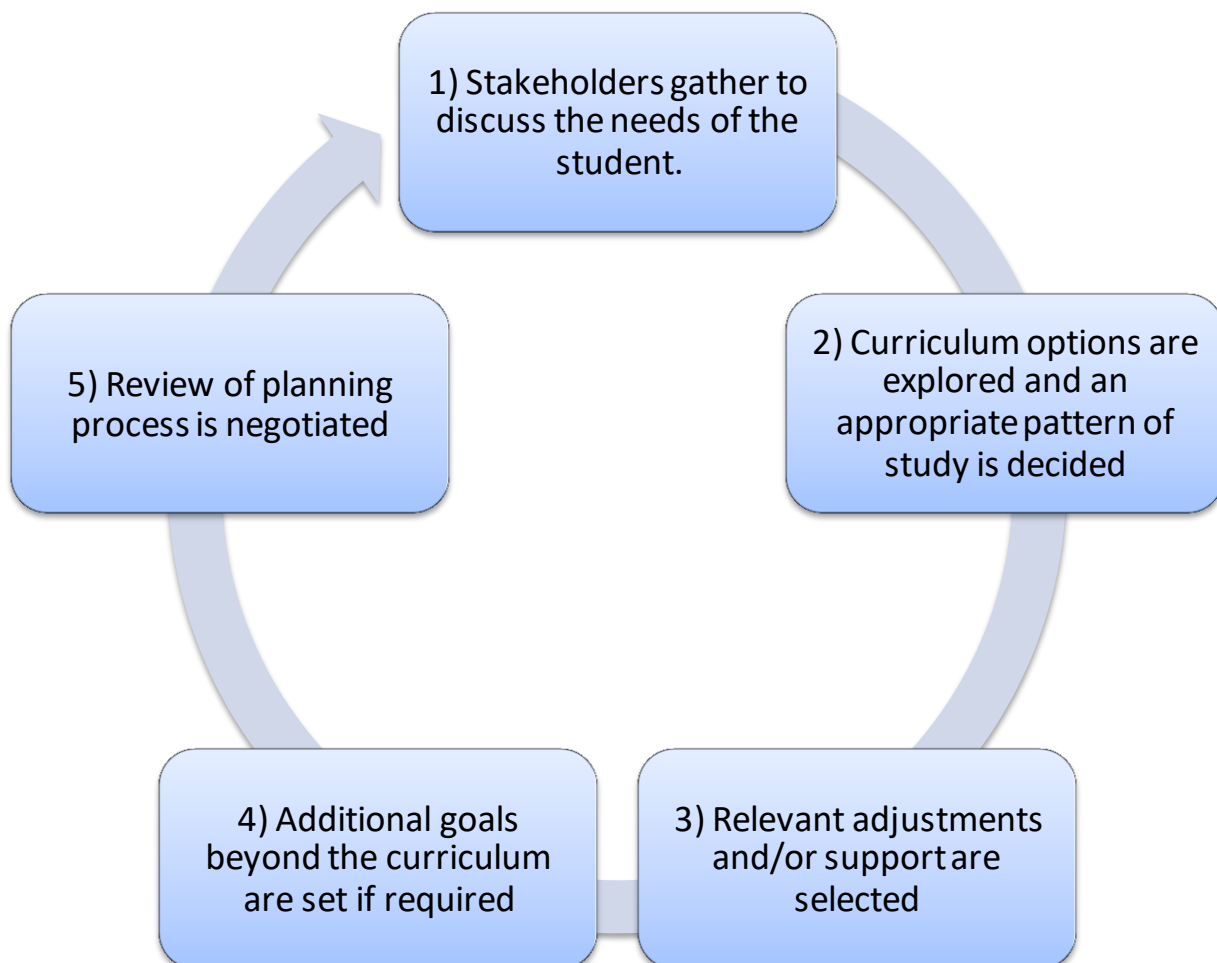


## COLLABORATIVE CURRICULUM PLANNING PROCEDURES

Collaborative Curriculum planning for students will involve the Northlakes High Learning Support Team/ Special Education Faculty and Parents/Carers to make decisions about the curriculum options for students. As part of this planning process it should be considered whether a student could access the regular outcome and content with adjustments in the delivery of course work and/or assessment tasks. When making decisions regarding 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 coursework and demonstrate achievement of outcomes
- the transition needs of the student from school to adult life.
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<http://ace.bos.nsw.edu.au/ace-3005>



# Collaborative curriculum planning

## What is collaborative curriculum planning?

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

## Who is involved in the collaborative curriculum planning process?

These decisions need to involve those who have significant knowledge and understanding of the student. Participants should include the student and parents/ carers. In addition, the principal, subject/classroom teachers, learning support personnel and professionals with specific expertise may be involved. It might be necessary to provide the student with additional assistance or encouragement to enable them to be actively involved in the process.

## What is the purpose of collaborative curriculum planning?

Team members meet to design and implement an appropriate program of study for the student, considering curriculum options and goals to enable the student to meet curriculum requirements.

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 fully access the curriculum
- the transition needs of the student between stages of schooling, and from school to adult life
- how the student's overall study pattern will meet the requirements for the award of the Record of School Achievement or Higher School Certificate.

## **PROGRAMMING OF LIFE SKILLS:**

Curriculum planning and programming will account for the needs of all students including students with disabilities in regular classes and special classes. For students with an intellectual disability where the learning program does not follow age/stage curriculum expectations of the Board of Studies syllabuses, consultation on curriculum and content occurs with parents/ carers.

Head Teachers will be notified of the LST's decision to place a student on a Life Skill program. Within the Teaching Programs/ units of work of all KLA's Life Skills must be matched to appropriate regular Syllabus outcomes. Classroom teachers need to document all adjustments and modifications within the variation column of programs. Teachers should refer to the following documents to assist with differentiation; [http://www.boardofstudies.nsw.edu.au/special\\_ed/pdf\\_doc/LS-programming.pdf](http://www.boardofstudies.nsw.edu.au/special_ed/pdf_doc/LS-programming.pdf) [http://www.boardofstudies.nsw.edu.au/special\\_ed/pdf\\_doc/LS-assessment-activities.pdf](http://www.boardofstudies.nsw.edu.au/special_ed/pdf_doc/LS-assessment-activities.pdf)

## **ASSESSMENT OF LIFE SKILLS:**

Students undertaking Years 7–10 Life Skill outcomes and content in one or more courses will be assessed on their achievement of the outcomes identified in the 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 environments, including the school, home and community.

Evidence of achievement of outcomes can be gathered through ongoing assessment for learning and/or assessment of learning at particular points in the course of study. This assessment needs to be reflected within the *Assessment Schedule* for each stage.

## **REPORTING OF LIFE SKILLS:**

Students in years 7-10, will receive reports on subjects studied in the key learning areas (KLA) of English, Mathematics, Science, Technology, Human Society and its Environment, Personal Development, Health and Physical Education, Creative Arts and Languages. Students within years 11-12 will be reported in all subjects or courses studied. In all subjects or courses, reports will show information for components of each subject. Students with disabilities eligible for Life Skills study pattern will be reported in all KLA's with those studying a partial Life Skills Program indicated on reports.

Students entered for Life Skills courses may achieve the designated outcomes independently or with support. For these students, where learning adjustments have been made, reporting will indicate achievement against a personalised learning program. Subjects will report student achievement using the following scale:

|                  |  |
|------------------|--|
| P4 – Independent | The student can complete a task independently, without assistance. The student maintains the skill or knowledge over time. The student generalises the skill or knowledge to new settings, people or materials.                                |
| P3 – Frequent    | The student relies on partial prompts to complete a task. The student can regularly perform the skill or demonstrate knowledge. The student uses the skills or knowledge in a variety of familiar settings and situations.                     |
| P2 – Occasional  |  |
| P1 – Beginning   | The student understands information, concept and/or can perform skill. The student often relies on physical or verbal assistance when participating in a task. The student has begun to demonstrate the skills in selected, familiar settings. |

The student has some existing prior knowledge and/or necessary pre skills for the task. The student is beginning to participate in a task with maximum teacher assistance. The student uses skills and knowledge in a single setting.

[https://www.det.nsw.edu.au/policies/curriculum/schools/curric\\_plan/policystandards161006.pdf](https://www.det.nsw.edu.au/policies/curriculum/schools/curric_plan/policystandards161006.pdf)

<http://ace.bos.nsw.edu.au/ace-3009>

### **RESPONSIBILITY OF CLASSROOM TEACHERS:**

- Undertake assessment of all students including learners with disabilities
- Provide students with appropriate accommodation to support student learning, including accommodations during assessment activities.
- Use current N Award procedures for Students on Life Skills pattern of study who fail to maintain appropriate attendance in class or do not demonstrate due diligence in completion of course requirements.
- Report student achievement using the personalised P1-P4 criteria on Semester Reports.