Decision-making process for Life Skills outcomes and content

1. Can the student access some or all of the regular syllabus outcomes in a particular subject without adjustments?
   - If yes, then the student should follow a regular syllabus program in that subject without adjustments.
   - If no, then consider a range of adjustments.

2. Can the student access some or all of the regular syllabus outcomes in a particular subject with adjustments to teaching, learning and/or assessment?
   - If no, then consider Life Skills courses.
   - If yes, then the student should follow a regular syllabus program in that subject with appropriate adjustments.

3. Are the student’s interests, strengths, goals and present and future learning needs best addressed by following one or more Life Skills courses?
   - If yes, then the student should follow one or more Life Skills courses.

4. Which Life Skills courses are the most appropriate for the student to follow?

5. What further adjustments are required to teaching and learning?

6. What further adjustments are required to assessment?

7. Will the student’s pattern of study meet the requirements for the award of the Higher School Certificate?

8. What are the implications for the student’s future study and transition to adult life?