

Stage 6
Life Skills Courses

Case Studies

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Case Studies

Schools make decisions about whether to enrol individual students in one or more Stage 6 Life Skills courses in the context of an individual transition-planning process that is completed for both Year 11 and Year 12. The process must address how the patterns of study and attainment of the Higher School Certificate will contribute to the student's transition from school to adult life. The 'Guidelines for Schools' section in the Stage 6 Life Skills syllabuses describes the individual transition-planning process and the importance of linking student goals to the selection of courses.

The completion of a transition-planning process is a condition of access to Stage 6 Life Skills courses.

Key characteristics of the transition-planning process

The individual transition-planning process will:

- support a student's transition from school to adult life
- take account of a student's level of prior learning
- acknowledge a student's strengths, interests and abilities
- take account of areas required for further development
- include key stake holders
- be completed for both Year 11 and Year 12.

The Stage 6 Life Skills courses case studies are designed to illustrate how schools can use the individual transition-planning process to make decisions about a student's Preliminary and HSC pattern of study.

Each of the case studies provides a scenario for a student with individualised educational support needs. The case studies demonstrate how the transition-planning process is used to gather relevant student information. They also emphasise the need to work collaboratively with key stakeholders in determining a student's pattern of study requirements based on any agreed post-school goals for the student.

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Case Studies

This publication provides five case studies. A brief background statement for each student is provided below.

Case Studies:

1. Mario

Mario is in Year 10 and is 16 years old. Mario has a mild intellectual disability. He is enrolled in a support class at a high school eight kilometres from his home. He is undertaking some courses based on Life Skills outcomes and content to meet the requirements for the School Certificate. Mario lives with his family. Mario has a network of friends that includes students from his special class and from regular classes. He attends organised social and musical events through a local club and plays sport on the weekend.

2. Tom

Tom is in Year 10 and is 16 years old. Tom has a mild intellectual disability. He previously attended his local high school, but is currently enrolled in a special school. Tom is completing requirements for the School Certificate by undertaking courses based on Life Skills outcomes and content. Tom lives with his family. His behaviour has been of some concern in out-of-school social situations. Tom rarely participates in outings with his family. He prefers the company of peers from his local area.

3. Amy

Amy is in Year 10 and is 15 years old. Amy has a moderate intellectual disability. She also has a vision impairment and receives assistance from an Itinerant Support Teacher, Vision. Amy is enrolled in a support class at her local high school and is undertaking courses based on Life Skills outcomes and content to meet the requirements for the School Certificate. Amy lives with her family. Amy has few friends of her own age. She attends organised social events and weekend sport and leisure activities organised for people with disabilities by a local community group.

4. Alan

Alan is in Year 10 and is 16 years old. Alan has a mild intellectual disability. He is enrolled at his local high school. Alan is undertaking some courses based on Life Skills outcomes and content to meet the requirements for the School Certificate. Alan lives with his family. He has a network of friends at school and his social skills are effective in that setting. Most of Alan's leisure time is spent with his family.

5. Belinda

Belinda is in Year 10 and is 16 years old. She is enrolled in a special school. Belinda is undertaking courses based on Life Skills outcomes and content to meet the requirements for the School Certificate. Belinda lives with her family, who are very supportive of her needs. Belinda has significant physical and intellectual disabilities and has high support needs. Belinda participates in outings with her family on weekends. She also has a large extended family who socialise with her frequently.