

School Certificate Requirements for
Students with Special Education Needs

Key Messages



Mandatory curriculum requirements for the SC

- To be awarded the SC **all** students must meet the BOS mandatory curriculum requirements in each key learning area.
- The core curriculum for the SC is mandatory for all government schools, accredited non-government schools and all students who are candidates for the School Certificate.

(ACE Manual 4.2.1, p. 28)

Mandatory curriculum requirements for the SC

- **All** students must undertake study in each of the 8 key learning areas to be eligible for the award of the School Certificate.
- All time allocations are indicative and are related to the course objectives and outcomes.

(ACE Manual 4.2.1, p. 28)

- All students in all settings must fulfil the BOS mandatory curriculum requirements, including those students undertaking Life Skills outcomes and content.
- Note: Indicative time for students undertaking Life Skills outcomes and content is addressed in slide 11.

Key Learning Areas: Courses

Key Learning Area	Courses
■ English	English
■ Mathematics	Mathematics
■ Human Society and Its Environment	History, Geography, Commerce, Work Education, Aboriginal Studies
■ Creative Arts	Visual Arts, Music, Drama, Dance, Photographic & Digital Media, Visual Design
■ Technological and Applied Studies	Technology (Mandatory), Agricultural, Design & Technology, Food, Graphics, Industrial, Information & Software, Marine & Aquaculture, Textiles
■ Science	Science
■ Languages	one course (17 languages)
■ Personal Development, Health and Physical Education	PDHPE, Physical Activity & Sports Studies

Note: The term 'courses' is used interchangeably with 'syllabuses'/'subjects'

Mandatory curriculum requirements for all students

(ACE Manual 4.2.1, pp.28, 29)

English, Mathematics and Science	400 hours of each course throughout Years 7–10
Human Society and its Environment	400 hours throughout Years 7–10 and must include: Stage 4: 100 hours each of History and Geography Stage 5: 100 hours each of Australian History and Australian Geography
Creative Arts	100 hours of Visual Arts and 100 hours of Music each to be taught as coherent units of study
Languages	100 hours to be completed in one language over one continuous 12-month period, preferably in Years 7–8
PDHPE	300 hours of the PDHPE course throughout Years 7–10. To be studied in each of Years 7–10
Technological and Applied Studies	200 hours of the Technology (Mandatory) course

- All time allocations for the SC are 'indicative'.
- Indicative time refers to the time expected for a 'typical' student to achieve the objectives and outcomes of the course.
- ICT cross-curriculum content is now embedded in all Years 7–10 syllabuses
- Please note:
 - A Language course should be based on one of the Languages syllabuses
 - Study of History and Geography is mandatory including Australian History and Geography in Stage 5
 - The school will determine the relative emphasis it puts on strands in PDHPE according to the specific needs of the students. Study from each strand must occur in each of the Years from 7–10
 - Students sitting for the SC in 2006 and 2007 will have undertaken 200 hours of Design and Technology including at least 50 hours of computing (Year 10, 2006 and 2007).

Course completion criteria

Each student will:

- follow the Board Developed or Board Endorsed course
- apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieve some or all of the outcomes.

(ACE Manual 4.3.1, p. 32)

Please note:

- Board Developed courses are courses based on a syllabus produced by the Board, eg the *English 7–10 Syllabus*.
- A Board Endorsed course can include:
 - School-developed courses endorsed by the Board
 - Content Endorsed courses developed by the Board to meet specific needs not served by the Board Developed courses, eg Physical Activity and Sports Studies, and Marine and Aquaculture Technology.

Curriculum planning

All students with special education needs

should choose the most appropriate courses, and options within courses, in keeping with their goals, interests and learning needs. (ACE Manual 3.4, p. 19)

All students with special education needs

participate fully in learning experiences and assessment activities provided by the Years 7–10 curriculum but may require adjustments to teaching and learning activities and/or assessment. (ACE Manual 3.4, p. 19)

For a small percentage of students with special education needs, particularly those with an intellectual disability, it may be appropriate to select Life Skills outcomes and content in one or more Years 7–10 syllabuses. (ACE Manual 3.2, p. 17)

- Decisions about curriculum planning should be made in the context of collaborative curriculum planning.
- A small percentage of students will meet the mandatory curriculum requirements by undertaking Life Skills outcomes and content.
- Decisions to access Life Skills outcomes and content should be made after consideration has been given to other ways of assisting the student to engage in regular course outcomes, eg adjustments to teaching/learning and assessment and/or special provisions.

Decision to select Life Skills outcomes and content

The decision:

- is made through the Collaborative Curriculum Planning process
- can be made at any time through Years 7–10.

(ACE Manual 3.2, p. 19)

Collaborative curriculum planning

- The decision-making process will identify the courses that the student with special education needs should study.
- A student may undertake one or more courses based on Life Skills outcomes and content.

(ACE Manual 3.2, p. 17)

- All students with special education needs are different. Courses should be selected based on the needs, priorities and strengths of the individual student.

Satisfactory course completion

- Schools will select the Life Skills outcomes and content for each course to be accessed by the student based on their learning needs.
- The number of Life Skills outcomes addressed and/or achieved will vary for individual students.

- The examples provided for the content in each syllabus are suggestions only. Content will be selected on the basis that it meets the needs, goals and priorities of each student.

Indicative time

- Indicative time refers to the time expected for a 'typical' student to achieve the objectives and outcomes of the course.
- In developing programs for those students who undertake courses based on Life Skills outcomes and content, it may be necessary to vary the time allocated for study of the course(s)
- When considering whether a variation is needed, the principal should ensure that appropriate time is allocated across the KLAs.

(ACE Manual 3.3, p. 18)

Assessment of courses based on Life Skills outcomes and content

Assessment:

- is an opportunity for students to demonstrate evidence of learning
- is developed by the school in response to the needs of the individual students
- is based on outcomes identified in the planning process
- may be conducted in a variety of ways, eg teacher observation, oral reports, visual representation
- may be conducted across a range of environments, eg school, community

(ACE Manual 3.7, p. 20)

School reporting on courses based on Life Skills outcomes and content

Schools:

- will develop a reporting system that addresses the learning needs of their student population.
- should seek advice from their sector
- may determine that students are outside the A–E reporting requirement.

For further advice please refer to a representative of your sector:

- Department of Education and Training
- Catholic Education Commission
- Association of Independent Schools.

School Certificate Credentials

The BOS will provide for all students:

- a School Certificate Testamur
- a School Certificate Record of Achievement. Each course based on Life Skills outcomes and content will be reported as 'completed'.

For students undertaking Life Skills outcomes and content the school will generate and provide:

- a Profile of Student Achievement using the template on *Schools Online*.

(ACE Manual 3.8, pp. 20, 21)

Procedures for online entry of courses based on Life Skills outcomes and content

The Board of Studies has provided:

- *Schools Online* (eBOS) for SC entries
- individual course numbers for all subjects on eBOS. For each course there is a number for:
 - life skills outcomes and content
 - regular outcomes and content
- an auto enrol facility for mandatory curriculum requirements in Years 7 and 8.

Schools:

- enter each student through *Schools Online* at the start of the year they expect to receive the SC
- enter students for each course they have undertaken in Years 9 and 10
- enter mandatory curriculum requirements met by each student
- enter any SC tests to be undertaken by each student
- cannot enter a student for any other course drawn from the same syllabus.

Students:

- **are not required** to sit for the corresponding School Certificate test in English-Literacy and/or Mathematics and/or Science and/or Australian History, Geography, Civics and Citizenship
- have the option to undertake the Computing Skills Test.

- To be eligible for the SC all students need to be enrolled for the mandatory curriculum requirements:
 - Languages
 - Technology
 - Music
 - Visual Arts
 - PDHPE
- Courses undertaken in Years 9 and 10 must be entered individually.
- For further advice contact your BOSLO.

Profile of Student Achievement

- Outcomes achieved in courses undertaken in Years 9 and 10 are recorded at the time of the collection of SC grades.
- Outcomes can be achieved with or without support
- Outcomes achieved will be presented under syllabus headings.
- The principal will verify that the Profile of Student Achievement is a true and accurate record of outcomes achieved by the student.