

# The Learning Journey of an Education Support Student

EXAMPLES	Year 8	Year 9	Year 10	Year 11	Year 12/13
<b>Individual Education Planning</b>	<p>← Programs developed in collaboration between teaching staff, parents, students and other stakeholders targeting the individual needs of students. These programs support classroom teaching and address the specific needs of each individual student. Programs can cover a wide range of areas and may include the following: Social Skills, Health and Personal Hygiene, Community Access, Money Handling, Transition to Work, Working in the Mainstream, Speech, Recreation Skills including Swimming, curriculum based skills (English, Maths, Reading, Writing, Computer, etc.) →</p>				
<b>Individual Transition Plans</b>				<p>← Individual Transition Plans (ITP), which plan for individual students transition to the post school world. These are developed in collaboration with students, parents, community agencies and staff and take into account the individuals skills and needs as a member of society. →</p>	
<b>Curriculum Improvement Program</b>	<p>Staff plan using the outcomes articulated in the CIP as appropriate. Students are reported on using outcome levels and when appropriate students will sit MSE and WALNA assessments. Decisions about participation will be made in collaboration with parents. Moderation will be conducted by staff to ensure accuracy of levelling process.</p>				
<b>Inclusion in Mainstream (dependent on needs of the individual student)</b>	<p>Inclusion in taster units, Physical Education, English, Maths and Society &amp; Environment if appropriate</p>	<p>← →</p> <ul style="list-style-type: none"> <li>• Inclusion in Technology, Arts, Physical Education and other elective subjects</li> <li>• Inclusion in English, Maths and Society &amp; Environment if appropriate</li> </ul>		<p>← →</p> <p>Inclusion in 'electives' in Design &amp; Technology, Home Economics, Business, Art, Drama, Childcare, Physical Education. Students chose area of interest.</p>	
<b>Preparation for Work</b>		<ul style="list-style-type: none"> <li>• Field Trips and Employer Interviews</li> <li>• Job Research</li> <li>• Skills in getting employment</li> </ul>	<ul style="list-style-type: none"> <li>• Job Club</li> <li>• Half day weekly Structured Workplace Learning Placement</li> </ul>	<p>← →</p> <p>Structured Workplace Learning. One day a week (depending on student's individual programs and readiness for work). Students achieve generic competencies, which are assessed in the workplace by the student's workplace supervisor. Students access the workplace independently or with appropriate level of support. In Year 12, students may progress to Specific Workplace competencies. School Based Traineeships may also be an option for some students. In Career and Industry Awareness, students learn about the changing workplace, making career decisions, applying for jobs and the interview process. Students also develop understanding of their own personal attributes and skills and how to make career choices based on these.</p>	
<b>Vocational Education and Training in Schools (VET)</b>		<ul style="list-style-type: none"> <li>• Enrolled in one competency - BSBCMN101A and SWL (competency embedded in SWL)</li> </ul>	<ul style="list-style-type: none"> <li>• Enrolled in 3 competencies - BSBCMN101A, BSBCMN106A AND BSBCMN103A (embedded in SWL)</li> </ul>	<p>← →</p> <p>Course that prepares students for the workplace. The course is based on Certificate I Office Skills Training Package - students can achieve workplace competencies. This course also includes Structured Workplace Learning and Career &amp; Industry Awareness. Vocational English and Maths are practical subjects which use the workplace as the focus for all assignments</p>	
<b>Camps</b>	<p>← Recreational Camps with objectives in the areas of Community Access, Social Skills and Independent Living Skills →</p>			<p>← →</p> <p>Career's Camp. Students visit relevant workplaces and explore issues such as Occupational Health and Safety requirements in those areas. Camps also incorporate Social Skills and Independent Living and Leisure and Recreation.</p>	
<b>Human Relationships</b>	<p>← Students participate in programs through the Health priority that target issues concerned with sexuality, human relationships, protective behaviours, working collaboratively communication in the workplace and communication in the wider community. A key focus is developing strong relationships with others and is supported through initiatives such as inclusion, FRIENDS and MindMatters. →</p>				
<b>Independent Living Skills</b>	<p>← →</p> <p>This can involve the students in Cooking, Shopping, Money Management, Self Care and Community Access. These sessions form part of the program offered in the ESC and are developed based on individual and/or group needs.</p>				
<b>Recreation</b>	<p>← →</p> <p>As part of the Lower School program students participate in a range of recreational activities.</p>			<p>← →</p> <p>Preparation for post school. The focus is on the importance and diversity of recreational pursuits for a balanced life, opportunities to develop decision-making, negotiation and organisational skills and time management.</p>	

