



**PARA HILLS
HIGH SCHOOL**

Your vision Y our future



Special Education Unit Course and Subject Information

2019

Class Structure

Vertical Plans

Subject Descriptors

Compulsory Subjects

Choice Subjects

Subject Selection Sheet

Class structure

For care group, all students are grouped based on their year level.

Para Hills High School has 6 classes with 5 classes grouped based on their year level for their learning program. One class (ASD) is structured across all year levels (year 8 -12) for their learning.

Each class is supported by an SSO and class size is generally 8 – 10 students.

Each student accesses different learning areas within the school curriculum, modified to suit the individual needs of each student within the class. A majority of the classes are taken by Special Education staff but where applicable and available student's access mainstream teachers for a variety of subjects with SSO support. Students remain together as a class learning group.

The OCOP (One Child One Plan) underpins all our agreed learning goals and outcomes for each individual student. This document enables teachers to scaffold and structure learning specific to the individual student's needs. We meet with families/care teams at a minimum of twice per year (term 1 planning and term 3 review). Additional meetings are as needed and/or required.

Students across year 8 – 10 focus on the Australian Curriculum – General Capabilities, with an introduction of Modified SACE in year 10 (PLP – Personal Learning Plan). Students in year 11 and 12 work towards to completion of Modified SACE (200 Credits)

For students in year 11 and 12, Vocational Education and Training forms a significant part of transitional learning between school and work. Students have available a wide range of vocational learning opportunities. This varies year to year based on providers and costings.

Students within unit classes may choose to access mainstream curriculum and are supported where possible. Please make an appointment with the Senior Leader – Disability Unit to discuss this further.

Vertical Plan – Disability Unit

Year 8

Australian Curriculum

General capabilities

Personal & Social

Introduction to recreational & community activities.

Introduction to outside agencies (parent led)
Introduction of 5 is against the law.

Introduction to public transport training (parent input expected)

Basic understanding of self. Begin discussion regarding personal hygiene

Child Protection

Curriculum

Registered with NDIS

Intercultural

Understanding

Understanding own and other's disabilities (Disability awareness program)

Ethical Understanding

Learning empathy for others

Literacy

Functional Literacy Skills continuum

Numeracy

Functional Numeracy Skills continuum

Money & Time

ICT

General It Skills

Critical & Creative Thinking

Asking questions

Creative/Performing Arts (Visual Arts/Music/Dance/

Drama)

Year 9

Australian Curriculum

General capabilities

Personal & Social

Engagement with recreational & community activities

Understanding of appropriate outside agencies

Immersed in 5 is against the law

Self-awareness (including awareness of personal hygiene)

Child Protection Curriculum

Public Transport Training

Registered with NDIS

Intercultural

Understanding

Knowledge of own and other's disabilities (Disability awareness program)

Ethical Understanding

Exploring values, rights and responsibilities

Literacy

Functional Literacy Skills continuum

Numeracy

Functional Numeracy Skills continuum

Money & Time

Timetables

Measurement

ICT

IT Skills

Introduction of cyber safety

Critical & Creative Thinking

Asking informed questions

Creative/Performing Arts (Visual Arts/Music/Dance/

Drama)

Year 10

Australian Curriculum

General capabilities

Curriculum

Australian Curriculum/Beginning of 'modified' SACE PLP

City Based Program

Voluntary work – Investigate 'after school' work

SHINE SA Curriculum (in depth)

5 hours of WHS training

Personal & Social

Continued involvement with recreational & community activities

Beginning to work with appropriate outside agencies

Working knowledge of 5 is against the law

Self-awareness and self-advocacy (including awareness of personal hygiene)

Child Protection Curriculum

Uses Public Transport

Registered with NDIS

Intercultural Understanding

Can verbalise information about own disability and is aware of adjustments and supports required

Ethical Understanding

Considers the consequences of and reflects on ethical action

Literacy

Functional Literacy Skills continuum

Numeracy

Functional Numeracy Skills continuum

Money & Time

Timetables

Measurement

ICT

IT Skills

Cyber safety

Critical & Creative Thinking

Uses thinking skills

Researches and inquires

Problem solving skills

Creative/Performing Arts (Visual Arts/Music/Dance/

Year 11

Curriculum

Continued 'modified' SACE

SHINE SA Curriculum

Work Experience

School based

traineeship/

Apprenticeships

3 hour refresher of WHS training

Work Skills assessment (Boehm Concepts)

Personal & Social

Becoming self-aware

Developing independent skills

Self-advocacy

Cyber safety

Independent travellers

Have/develop hobbies, involvement in clubs

Cyber safety

Student owns and

accepts responsibility for their own behaviour and

accepts consequences

Self-management of hygiene

General skills and abilities

Positive role-model for younger students

Transition

Applied for Disability

Support Pension

Review Exit/Transition Plan

Bring in agencies to provide

information to parents and students

Year 12

Curriculum

Completion of 'modified' SACE

Involvement with the Transition program

VET courses/ Work experience

School based traineeship/ apprenticeships

Combining school and employment

3 hour refresher of WHS training

Personal & Social

Independent travellers

Have/develop hobbies, involvement in clubs

Cyber safety

Student owns and

accepts responsibility for their own behaviour and

accepts consequences – does not need reminders

or redirection

Self-management of

hygiene

General skills and abilities

Positive role-model for younger students

(mentors)

Transition

Registered with a

Disability Employment

Service

Receiving the Disability

Support Pension

Exit/Transition Plan

finalised

Post-School

Your vision – Your future

Being able to use and access public transport Work ethics and work skills

Positive interpersonal/public skills and behaviours Involvement in recreational and social activities

Accepting difference ICT skills

Basic finance knowledge Life skills Being creative Having a voice

Self-expression

Have (and keep) a paid job or have a Day Options placement Having support services in place and knowing what's available

Positive self-esteem, health and well-being (emotional, physical and sexual) Independent decision making and problem solving Functional numeracy and literacy for their community

Long-term friendships

Positive social-media presence

Subject Selections – Disability Unit

Compulsory subjects

Year 8	Year 9	Year 10	Year 11	Year 12
Literacy Numeracy PE Science History/Geography Health Community Access	Literacy Numeracy PE Science Health Community Access	Literacy Numeracy PE Science PLP Cycle of Change / Work Readiness program	Literacy Numeracy PE Science	Literacy Numeracy PE Research project Transition Program
Australian Curriculum		Australian Curriculum/ Introduction to Modified SACE	Modified SACE (200 Credits)	

Choice subjects – Disability Unit

Art

A course which enables students to discover and explore a variety of art experiences, processes and materials. Students are involved in initial experiences of a wide range of art subjects that include art appreciation, drawing, painting, printmaking and sculpture.

Dance

Modern dance skills are developed with an emphasis on good posture, learning and perfecting new ways of moving, building student confidence. Students learn effective methods and processes for composing their own dances and have numerous opportunities to perform in small and large groups. Dance is a very energetic subject so students must be prepared to be very physical.

Drama

Students are given the opportunity to create their own plays as well as use scripts for performance. Each semester students create their own performance work using different styles and performance spaces. They must reflect on their work and the work of others.

Music

This course aims to develop students' confidence and skills in their ability to engage in music by developing their musical understanding, skills and knowledge.

Construction Technology

Throughout the semester students will be exposed to the use of various machinery and hand tools. The semester is divided up into two sections. First term is designated to woodwork, while the second term is designated to metalwork.

Electro-Technology

Students will design a small electric car to race on a drag strip. Some parts will be machined in the CAD/CAM environment and additional knowledge and skills will be gaining in electro-technology.

Digital Technology

Setting up folders and saving work, use of a USB, use of Microsoft applications, internet safety, making and editing videos.

Food Technology

Students investigate the importance of breakfast in reference to their physical and intellectual needs and Students investigate nutrition and healthy eating and design, plan and create a product suitable for a healthy school lunch.

Subject Selection – Disability Unit

Student Name:	Care Group:
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Subject Choice Preferences (all students)

1.	
2.	
3.	
4.	

For year 11/12 students only VET course selection

Please read through information provided (via care group) and put your course preferences below

		Provider
1.		
2.		
3.		
4.		

Please note: entry into VET courses is dependent on the signing of VET Course agreement

Parent/Caregiver Signature	Date:
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C.G Teacher Signature:	Student Signature:
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