WOREE STATE HIGH SCHOOL

Special Education Program
Senior Secondary Information Booklet

2019 – Year 11 & 12
SPECIAL EDUCATION PROGRAM (SEP)

Students who access support through the SEP have made choices with their support team about individual pathway options.

Planning pathways for transition from school, to life after school, begins formally in Year 10. Student programs are monitored and discussions around student futures begin when young people are transitioning into senior secondary education. Students with verified disabilities are allocated a Case Manager who ensures the individual learning needs of students are met.

Special Education teaching staff develop individualized programs for students who access the curriculum at Woree State High School. The student’s study program will be negotiated with the Head of Special Education Services (HOSES) and the Senior Secondary Teacher (Heather Nomani). An appointment with the HOSES is essential so as to plan a student’s program prior to the commencement of the school year.

SEP students may elect to enroll in senior schooling in one of the following ways:

- Full mainstream subject load (QCE or OP eligibility)
- A combination of both SEP subjects and mainstream subjects (QCE or QCIA)
- Enrolled solely in subjects delivered by SEP (QCIA eligibility)

The Special Education Program has been developed using the Australian Curriculum, the Curriculum to Classroom programs, the QCAA Guidelines for individual learning, as well as the implementation of research relating to the learning needs of students with disabilities.

The Special Education Program uses the following QCAA Curriculum Organisers which are taken from the Guidelines for individual learning (GIL):

- **Communication and technologies (CT)** include literacy and communication; language comprehension and use; and operation of digital and other technologies
- **Community, citizenship and the environment (CCE)** contains community access and humanities-based content about the local and wider communities
- **Leisure and recreation (LR)** incorporates hydrotherapy; health and physical education; visual and media technologies; and performing arts – dance, drama, music, movement
- **Personal and living dimensions (PLD)** covers personal and social development; safety meal preparation; aspects of first aid and everyday numeracy skills
- **Vocational and transition activities (VTA)** explores options for living independently and interdependently; work experience possibilities; enterprise programs; volunteering skills; transport training; and home management skills; study skills (homework, assignment, exam support)
COMMUNICATION and TECHNOLOGIES
Taken from the SEP Curriculum Framework (Guidelines for Individual Learning)

Students gain knowledge, understanding and skills in literacy and digital and other technologies.

Why Study Communication and Technology?
Communication involves the student learning to comprehend language in listening, reading and viewing. Students learn to use language to communicate with others through speaking, writing and creating.

Technologies involves the student learning to operate digital and other technologies, including those for listening, reading, viewing, speaking, writing and creating language and texts, and calculation. They learn technical and social protocols for appropriate use of digital technologies to interact with others.

What are the courses of study within communication and technology?

Modified English Communication (MEN)

Program topics will include:
- Me, Myself & I – exploration of leisure pursuits which may interest students
- What’s Out There/Who’s Out There – research and gather information on a local community leisure/service organisation/prominent citizen and present findings to class
- Pimp My Design Brief – students explore expressions of personal taste and fantasy through a design brief
- Sign on the Dotted Line – public documents, letter writing and e-communications

What Skills Will I Develop?
- Language comprehension – listening, navigating, reading, viewing, interpreting and responding
- Language use – communicating behaviours, interacting and composing, presenting
- Operation of digital and other technologies – purpose of and audience for technologies, troubleshooting
- Written Communication – responding to a variety of written genres using real life examples

What’s It Worth?
- Meets QCIA eligibility criteria
- Prepares students for Literacy requirements for future studies

Costings:
SUBJECT FEE CHARGE
- Covered under SRS (Student Resource Scheme)

PLANNED EXCURSION anticipated costs $10 AS NEEDED

Contact:
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Phone: (07) 4081 5219
COMMUNITY, CITIZENSHIP and the ENVIRONMENT
Taken from the SEP Curriculum Framework (Guidelines for Individual Learning)

Students develop knowledge, understanding and skills about communities, citizenship and the environment.

Why Study Community, Citizenship and the Environment?
Students learn about active citizenship, and participate in and contribute to their local and wider communities. They learn about changes over time and across locations.
They explore the world around them, and investigate the natural and constructed features of places and different environments and the relationship between people and places.
They learn about how scientific understandings can inform decision making about people, environments and their relationships.

What are the courses of study within Community, Citizenship and the Environment?
Senior Transition Program (STR)
Program topics will include:
- Workplace Volunteering
- Transition Planning (SET Plan)
- Places, Environments and People
- Strengths, Abilities and Interests

What Skills Will I Develop?
Volunteering – students will develop necessary skills to view themselves as volunteers, to motivate themselves to become a volunteer and to understand what can be gained from volunteer work
Transition planning – all students are required to develop a Senior Education and Training (SET) Plan
Places, environments and people – students will explore and become familiar with location, constructed features of places, relationship between people and places
Strengths, abilities and interests – these play an important role when students are looking at future experiences, including jobs and careers; students will identify their strengths (ways to develop them) and weaknesses (ways to overcome them)

What's It Worth?
- Meets QCIA eligibility criteria

Costings:
SUBJECT FEE CHARGE
- Covered under SRS (Student Resource Scheme)
PLANNED EXCURSION anticipated costs
- Senior Transition Program – Post School Options EXPO

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**What are the courses of study within Community, Citizenship and the Environment?**

**Modified Science (SSC)**

Program topics will include:

- The local and wider environment using the senses
- People use science in their daily lives
- Scientific understandings, discoveries and inventions
- Science and technology contribute to finding solutions to issues
- Science in their occupations
- The importance of environments to animals and people, as well as protecting them
- Plan to use scientific evidence to solve a community problem

**What Skills Will I Develop?**

**Active Citizenship in local and wider communities** — using gained scientific knowledge as a reliable basis for action in personal, social and economic lives

**Similarities and differences between the past and present** — understanding science’s contribution to our culture and society, and its applications in our lives. Investigating the natural world and changes made to it through human involvement

**Places, environments and people** — making sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems

**Making decisions using scientific understandings** — experiencing the joy of scientific discovery and nurturing the natural curiosity about the world; developing critical and creative thinking skills

**What’s It Worth?**

- Meets QCIA eligibility criteria

**Costings:**

**SUBJECT FEE CHARGE**
- Covered under SRS (Student Resource Scheme)

**PLANNED EXCURSION** anticipated costs
- Excursions will be planned around topics and may incur a small cost

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What are the courses of study within Community, Citizenship and the Environment?

Senior SEP Humanities (SMU)

Program topics will include:

Similarities and differences between past and present

✓ Show awareness of people, events and objects in the past, present and future
✓ Show awareness of different individuals and groups within communities including families, peer and friendship groupings, community organisations and service providers
✓ Recognise how the present, past and future are signified by terms indicating time such as ‘a long time ago’, ‘then and now’, ‘now and then’, ‘old and new’, ‘tomorrow’; dates
✓ Recognise that communities exist at different levels — local, state, national, regional and international, and change and develop over time

Active citizenship in local and wider communities

✓ Engage with the ideas of what makes a community, e.g. a common location, shared purposes, lifestyle choices, employment/industry
✓ Identify home and school within the local community
✓ Identify different types of communities, including Aboriginal communities and Torres Strait Islander communities
✓ Show awareness of the role of the individual in different communities.

What Skills Will I Develop?

Active Citizenship in local and wider communities – decision making in communities, participating in and contributing to communities

Similarities and differences between the past and present – changes in communities, important events over time in Australia and the world

What's It Worth?

✓ Meets QCIA eligibility criteria

Costings:

SUBJECT FEE CHARGE

• Covered under SRS (Student Resource Scheme)

PLANNED EXCURSION anticipated costs

• Excursions will be planned around topics $10 per excursion

Contact:

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LEISURE and RECREATION
Taken from the SEP Curriculum Framework (Guidelines for Individual Learning)

Students gain knowledge, understanding and skills to participate in a variety of leisure, recreation, artistic and cultural activities.

Why Study Leisure and Recreation?
They learn about different physical activities and the importance of lifelong physical activity.
They learn to identify, experience and participate in their own preferred leisure and recreation activities.
They learn to make, participate, perform, contribute to and express opinions for artistic and cultural activities.

What are the courses of study within Leisure and Recreation?

Senior Leisure and Recreation (SLR)
Program topics will include:
- Basic cricket skills of batting, bowling and fielding
- Basic basketball skills
- Learning, following and accepting rules
- Social skill development through activity and group participation
- Experiencing and learning activities as leisure options

What Skills Will I Develop?
Physical activities for leisure and recreation – movement skills & challenges, group activities & fair play
The importance of lifelong physical activity
Preferred leisure and recreation activities – Identifying preferences, participating in activities

What’s It Worth?
- Meets QCIA eligibility criteria

Costings:
SUBJECT FEE CHARGE
- Covered under SRS (Student Resource Scheme)

PLANNED EXCURSION anticipated costs
- Outdoor Games – external providers come to the school, cost to student $5 per session

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What are the courses of study within Leisure and Recreation?

Hydrotherapy (JQPLDH)
Program topics will include:
- Water awareness, safety and confidence
- Gross motor exercise and relaxation
- Moving and acting safely in the community
- Experiencing and learning activities as leisure options
- ASDAN modules

What Skills Will I Develop?
- Endurance
- Confidence
- Safety

What’s It Worth?
- Meets QCIA eligibility criteria

Costings:
SUBJECT FEE CHARGE
- Covered under SRS (Student Resource Scheme)

PLANNED EXCURSION anticipated costs
- Hydrotherapy – $5 entry fee per visit

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What are the courses of study within Leisure and Recreation?

Senior Modified Arts (SMR)

Program topics will include:
- Dance; movement
- Dramatic play; role play
- Music
- Visual; media arts

What Skills Will I Develop?
Performing Arts activities – dance, drama, music
Visual and Media Arts activities

What’s It Worth?
- Meets JCIA eligibility criteria

Costings:
SUBJECT FEE CHARGE – $30
PLANNED EXCURSION anticipated costs
- The Arts – Gallery visit excursion $10; Theatre excursion $10

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PERSONAL and LIVING DIMENSIONS
Taken from the SEP Curriculum Framework (Guidelines for Individual Learning)

Students develop knowledge, understanding and skills in relevant personal and living dimensions, including health, wellbeing and everyday numeracy.

Why Study Personal & Living Dimensions?
Students learn about their own and others’ identity, health and wellbeing.
They explore and take actions to keep themselves and their peers healthy and safe through food and nutrition, safe use of medicines and ways to keep safe in the environment.
They learn about emotions, how to enhance their interactions and relationships with others, and the physical and social changes they go through as they get older.
They develop their ability to use numeracy skills in everyday situations.

What are the courses of study within Personal & Living Dimensions?

Modified Pre-vocational Mathematics (MPM)
Program topics will include:
- Hone your skills
- Tricks of the Trade
- Health and Fitness
- Playing Fields

What Skills Will I Develop?

Hone your skills – everyday numeracy skills, number values, basic operations
Tricks of the trade – measurement, rounding, BOMDAS
Health and fitness – fractions, percentages, ratios, statistical analysis, data gathering
Playing fields – geometric 2D and 3D shapes, scale drawing, perimeter, area, using formula, Pythagoras’ theorem

What’s It Worth?

✓ Meets QCIA Eligibility criteria
✓ Prepares students for Numeracy requirements for future studies

Costings:

SUBJECT FEE CHARGE
- Covered under SRS (Student Resource Scheme)

PLANNED EXCURSION anticipated costs
- Modified Prevocational Mathematics – opportunities may arise to undertake excursions to see mathematics being used in real life contexts

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VOCATIONAL & TRANSITION ACTIVITIES
Taken from the SEP Curriculum Framework (Guidelines for Individual Learning)

Students develop knowledge, understanding and skills by identifying and investigating their post-school pathways.

Why Study Vocational and Transition Activities?
Students learn how to set goals and make decisions to achieve them. They learn about local and community resources for living independently and interdependently. Students learn how to access resources to support their needs when they transition to life beyond school.

What are the courses of study within Vocational and Transition Activities?

Work Education, Work Experience and Study (SST)
Program topics will include:
- Introduction to the world of work – work skills, developing work ethic
- Being a safe worker – work, health & safety
- Setting work goals – short term & long term goals
- Personal Skills analysis – resume development and review
- Work experience placement

What Skills Will I Develop?

Post-school pathways – options for living independently and interdependently, vocational and transition options, accessing local and community resources
Skills for life beyond school – self-knowledge, skills for managing self and others, independence skills, goal setting and decision making

What’s It Worth?

- Meets QCIA eligibility criteria

Costings:
SUBJECT FEE CHARGE - Nil
Work Experience if offered $50 annual fee

PLANNED EXCURSION anticipated costs
- Industry visit excursions $5 per week

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Accept the opportunity of a lifetime at a great Cairns school where every student counts