Mitchelton State Special School

Pathways Information Handbook

MARCH 2015
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What is Pathways all about?

Mitchelton Special School supports the educational needs of a very diverse group of students. Students in all sections of our school demonstrate a wide range of skills, behaviours and attitudes which determine the nature of support programs which we must provide. Many of our students when they leave school will continue to require a range of program options. For many students the post school pathway will differ.

The purpose of the Pathways Program is threefold;

1. To identify for parents and staff the most likely post school pathway for each student (their family and service provider).

2. To identify the types of programs and resources we need to deliver in the Pathways Programs (One model will not fit all).

3. To develop a strong advocacy model to ensure the diverse needs of all students with a disability are understood by key state and federal departments involved in the funding and delivery of services for people with a disability.

PLEASE UNDERSTAND

The Pathways Program is a Mitchelton Special School concept model. We are developing this model to better enable all of members of our school community and beyond to have a shared understanding about the future needs of our students, our families and our service providers. The concept is not complete and may never be so. It is a positive attempt to create a better and smoother transition into post school life for all involved. Parents are the key partners in this concept and together our plans will be about providing a clear Pathway Plan for each student. This plan will need to be specific, measurable, achievable, relevant and time bound.
Why do we do what we do?

Research tells us that for young people to have a successful transition to post school life, training and preparation must commence at least 3 years before graduation. Further research suggests for positive post-school outcomes, practices should include:

- Provision of vocational training
- Provision of work placements and community based training in non-school settings
- Provision of work experience and vocational training to commence as early as year 9
- Integration of vocational programs into the curriculum

Our Pathways program is not only about preparing the student for life after school, but it is also about ensuring that all stakeholders involved work together to achieve a successful result.

Kohler’s Taxonomy for Transition programming and the Quality of Life Outcomes suggest that there are many different facets that need to be incorporated to ensure the quality of life for each of our students is improved. It is the combination of student focused planning and development, family involvement, high quality programs, and interagency collaboration that drives our program and in turn, leads to a successful journey to the next stage of life.
### Pathway Programs

<table>
<thead>
<tr>
<th>Supported Employment</th>
<th>Continued Education and Training</th>
<th>Volunteering and Community Service</th>
<th>Healthy Lifestyles Recreation and Leisure</th>
<th>Personal and Community Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>This pathway is about identifying and matching students with; work experience options or specific school or community based jobs. The intent is to develop work readiness skills and appropriate personal and social behaviours in workplace environments.</td>
<td>This pathway is about identifying and matching students with; explicit teaching and learning programs designed to extend the range of adaptive behaviours and skills in areas such as; Communication, Functional Academics, Community Living, Self Care, Self Direction, Leisure, Health and Safety.</td>
<td>This pathway is about identifying and matching students with; organisations and workplaces that provide structured and valued programs for volunteers. This might be in the form of supported volunteering.</td>
<td>This pathway is about identifying and matching students with; community based sporting organisations and clubs to maximise participation of people with a disability. This Pathway must also establish individual and family focused goals and programs around individual or small group leisure and recreation options.</td>
<td>This pathway is about identifying and matching students with; specific providers specialising in the long term support for students with high levels of personal, social and community access needs.</td>
</tr>
</tbody>
</table>

1. The ‘My Pathway Plan’
2. The Pathways Curriculum
3. The SET Plan & QCIA
Supported Employment Pathway

- Red Cross
- Endeavour
- Frothee Coffee Shoppee
- Sizzler
- Logoline
- Kingfisher Recycling
- Luv a Coffee
- Library
Continued Education and Training

- Red Cross College
- TAFE
- Siena
- Miraa House
- Endeavour Latch On
- Help Enterprises
- ??????
Volunteering & Community Service

- Downfall Creek
- Volunteers Queensland
- Certificate I in Active Volunteering
- Local Communities (networks)
- Meals on Wheels
- Government
Unicare
HELP Enterprises
KALP
Ablecare
Unicare
Multicap
Miraa House
Personal & Community Support
HAND
????
What is this school doing to help identify Pathways?

1. My Pathway Plan’ including Transition Goals

The transition from school to post-school life is an important journey that should commence at least 3 years prior to the completion of school. Through the process of engaging with and completing the My Pathway Plan, we can begin the process of transitioning your child from school to post-school opportunities.

The ‘My Pathway Plan’ assists with identifying potential pathways and options for your child. The plan is broken up into five different pathways:

1. Supported Employment
2. Continued Education and Training
3. Volunteering and Community Service
4. Healthy Lifestyles Leisure and Recreation
5. Personal and Community Support

It further provides a comprehensive overview of services and opportunities for your child within each pathway.

Within the plan will also sit your child’s Transition Goals. In Pathways, our priority is for transition to post-school placements. To guide our programming, transition goals will be developed with a long term focus. Transition goals essentially create direction and focus for transition. Within these long term goals will sit shorter term goals that assist with reaching the overall objective.

The ‘My Pathway Plan’ is a comprehensive document that records your and your child’s vision for post-school. This document will continually evolve as your child travels through their transition years in the Pathways Program. This document seeks to not only support you with important milestones that are imperative in the Pathway years, but to also ensure you and your child start preparing early for post-school life.

The role of staff is to:

- Assist with determining appropriate pathway transition goals
- Initiate discussion regarding pathways for post school life
- Document measurable objectives and strategies to be addressed within the My Pathway Plan
- Determine clearly understood roles and responsibilities of each stakeholder
- Develop an awareness of service provision and coordinate the involvement of agencies to maximize successful community adjustment
- Promote active participation in the transition process by students, families/caregivers
- Monitor the process on an ongoing basis
The Pathways Curriculum

The Pathways Curriculum is age appropriate, meaningful, and transition focused. We do not follow the Australian Curriculum as our students are now in their Senior Phase of Learning is the implementation of the Australian Curriculum is not mandated.

The Pathways Curriculum is an evolving document and will be shaped by the inclusion of:
1. The Australian Core Skills Framework
2. The ASDAN Towards Independence framework where personal, social and independence skills can be developed
3. Adaptive Behaviour Profile
4. Vocational Education and Training Opportunities

<table>
<thead>
<tr>
<th>The Australian Core Skills Framework</th>
<th>ASDAN Towards Independence</th>
<th>Adaptive Behaviour Profile</th>
<th>Vocational Education and Training Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td>Certificate I in Active Volunteering</td>
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<tr>
<td>Writing</td>
<td></td>
<td></td>
<td>Certificate I in Information, Digital Media and Technology</td>
</tr>
<tr>
<td>Oral Communication</td>
<td></td>
<td></td>
<td>Hospitality</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td></td>
<td>Retail</td>
</tr>
</tbody>
</table>
Work Experience opportunities, Vocational Education and Training and Enterprise Programs are also very important within the Pathways Curriculum. Students access a variety of these programs and it is determined through the vision and goals documented in the My Pathway Plan.

<table>
<thead>
<tr>
<th>Pathway Programs</th>
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<tbody>
<tr>
<td><strong>Supported Employment</strong></td>
</tr>
<tr>
<td>- Logoline</td>
</tr>
<tr>
<td>- Woolworths</td>
</tr>
<tr>
<td>- Downfall Creek</td>
</tr>
<tr>
<td>- Kingfisher Recycling</td>
</tr>
<tr>
<td>- Frothee Coffee Shoppee</td>
</tr>
<tr>
<td>- Sizzler</td>
</tr>
<tr>
<td>- Red Rooster</td>
</tr>
<tr>
<td>- Pristine Cleaning Services</td>
</tr>
<tr>
<td>- My Time Café</td>
</tr>
<tr>
<td>- Bellevue Aged Care Centre</td>
</tr>
<tr>
<td>- Library</td>
</tr>
<tr>
<td>- Paper Delivery Program</td>
</tr>
<tr>
<td>- Mitchie My Time Café</td>
</tr>
<tr>
<td>- Dog Biscuit Program</td>
</tr>
<tr>
<td>- Car Wash Program</td>
</tr>
</tbody>
</table>
2. The SENIOR EDUCATION TRANSITION PLAN (SETP) & The QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

The SET Plan – This is a DETE Framework

All senior students (15 years and over) must have a Senior Education Transition Plan (SETP). This Plan is designed to facilitate a smooth transition from school to post-school programs, services and community living. The SET Plan will form the curriculum plan for your child and will be used as part of the process for the QCIA. This will be incorporated into the My Pathway Plan.

Through participation and engagement in a range of curricular activities, students will learn:
- To become as independent as possible
- To adapt to new situations, new people and new codes of conduct
- To take responsibility for their actions and behaviour
- To further develop self-esteem and a more mature outlook
- To transfer learned skills from one situation to another

The SETP will focus on the 6 areas prescribed in the QCIA:
- Areas of Study and Learning
- Communication and Technologies
- Community, Citizenship and the Environment
- Leisure and Recreation
- Personal and Living Dimensions
- Vocational and Transition Activities
The QCIA

On graduating after 24 semesters of education students will receive a senior certificate. This Certificate is called the ‘Queensland Certificate of Individual Achievement’ (QCIA). This is a Certificate issued by the Queensland Studies Authority (QSA) to meet the needs of school leavers (having had at least 12 years of schooling) with certain special educational needs.

What does this mean for my child: The QCIA values and recognizes the 12 years of schooling your child will have completed. It provides a formal certification for their achievements and learning obtained at school.

The certificate reports the educational achievements of students who are on highly individualized learning programs and reports achievement (where appropriate) in two sections: Statement of Achievement and Statement of Participation.

Curriculum plans are required to be lodged by the school with the QSA for all students in years 11 and 12. Evidence of achievement is collected and in conjunction with the curriculum plan is used to substantiate the final certificate information in the students exiting year.

Statement of Achievement

Achievement information is recorded under the following organizers:

- Areas of Study and Learning
- Communication and Technologies
- Community, Citizenship and the Environment
- Leisure and Recreation
- Personal and Living Dimensions
- Vocational and Transition Activities

These are explained in more detail in the Teaching and Learning Elements.

Statement of Participation

The participation section includes the names or titles of activities that a student has undertaken. There is no provision for explanation of this activity nor is there any indication of the nature of any achievements or standards that might be associated with the activity. Examples might include:

- Community based learning
- Work placement or work experience
- Extra-curricula activities
- Community access programs
- Sporting events
The QCIA is a fundamental component of the Pathways Program. It is the yr 12 certificate for our students in recognition of their hard work and achievements obtained at school.

Listed below are some of the teaching and learning elements taught within our Pathways Curriculum. Elements are detailed under the curriculum organizers as prescribed by the QSA.

<table>
<thead>
<tr>
<th>Areas of Study &amp; Learning</th>
<th>Communication &amp; Technology</th>
<th>Community, Citizenship and the Environment</th>
<th>Leisure and Recreation</th>
<th>Personal &amp; Living Dimensions</th>
<th>Vocational and Transition Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional reading (read to get information and/or follow instructions, reading familiar community signs and symbols)</td>
<td>Express needs/make requests</td>
<td>Fairness</td>
<td>Competitive individual and team sports</td>
<td>Manage personal care routines</td>
<td>Do classroom/home jobs</td>
</tr>
<tr>
<td>Functional writing (use writing tools to form letters, words, personal details, signature)</td>
<td>Make choices</td>
<td>Sharing</td>
<td>Manage personal belongings</td>
<td>Job readiness</td>
<td>Work readiness</td>
</tr>
<tr>
<td>Functional numeracy (counting, money skills, use clock, calculator, calendar, computer)</td>
<td>Appropriately greet/farewell</td>
<td>Tolerance</td>
<td>Transport/travel training</td>
<td>Work habits/skills</td>
<td>Work habits/skills</td>
</tr>
<tr>
<td></td>
<td>Follow instructions</td>
<td>Turn taking</td>
<td>Use GoCard for public transport</td>
<td>Interact appropriately with co-workers, clients, supervisors</td>
<td>Follow worksite rules for safety, conduct and appearance</td>
</tr>
<tr>
<td></td>
<td>Sustain communication with others</td>
<td>Acceptance</td>
<td>Interact and cooperate with peers and adults</td>
<td>Behave appropriately in public</td>
<td>Work independently at a task</td>
</tr>
<tr>
<td></td>
<td>Initiate communication with others</td>
<td>Socially acceptable behaviour</td>
<td>Recognize and understand road and traffic signs</td>
<td>Behave appropriately in public</td>
<td>Work with others</td>
</tr>
<tr>
<td></td>
<td>Respond to questions</td>
<td>Social understanding</td>
<td>Sexual awareness</td>
<td>Job selection</td>
<td>Follow schedule of work activities</td>
</tr>
<tr>
<td></td>
<td>Comment/describe</td>
<td>Community education</td>
<td>Select appropriate clothing to wear</td>
<td>Programs in the workplace</td>
<td>Job selection</td>
</tr>
<tr>
<td></td>
<td>Ask questions</td>
<td>Sensitivity</td>
<td>Outdoor Maintenance</td>
<td>Job sampling</td>
<td>TAFE course modules</td>
</tr>
<tr>
<td></td>
<td>Computer/internet and email usage</td>
<td>Self-identity and personal adjustment</td>
<td>Cleaning/Hygiene/Household Jobs</td>
<td>Community access programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adaptive technology</td>
<td>Interpersonal relationships</td>
<td>Leisure and recreation activities</td>
<td>Pets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Telephone usage/mobile phone/SMS</td>
<td>Respond to the presence and interactions of others</td>
<td>Hobbies</td>
<td>Television/radio/stereo</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use ATM</td>
<td>transport and mobility (travel training)</td>
<td>Gardening</td>
<td>Arts/crafts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conversational skills</td>
<td>Advocate for self-understanding</td>
<td>Indoor games</td>
<td>Meal planning and preparation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Initiate and sustain social interactions</td>
<td>the facilities offered by community service providers</td>
<td>Pets</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Further Information to support transition:

You also need to know about the:

Department of Communities, Child Safety and Disability Services
(You must visit this site)

This website is a major source of disability specific information about services and programs you may be entitled.


Three of the major programs of interest:

1. Your Life Your Choice Self Directed Funding
2. My Future: My Life
3. Support for School Leavers
### Your Life Your Choice – Self Directed Funding

Self-directed support enables you, your family and carers to have choice and control over the disability supports and services you purchase to achieve positive outcomes in your life. By using a combination of disability funding and other resources to plan and purchase supports and services, you become an active participant in the design and delivery of how you will meet your disability support needs.

**Who can self-direct their supports?**

Self-directed support will initially be for people and/or families who have:
- ongoing (recurrent) funding
- individualised funding, and
- support needs that are considered stable

You can choose to self-direct your individual funding through either a:
1. host provider model – where you make decisions with a host provider about whether you want to take some or all of the responsibility for buying and managing your disability supports and services, or
2. direct payment model - where you take all the responsibility for buying and managing your disability supports and services and you receive funding directly from Disability Services to pay for these.

### My Future: My Life Strategy

The My Future: My Life strategy is a key element of the Queensland Government’s commitment to supporting young people with a disability transition effectively from school to adult life.

The key premise of the My Future: My Life strategy is to promote and support individuals’ empowerment by supporting young people with a disability before they leave school to make plans for and make choices about their future after they leave school.

The key drivers underlying this strategy include:

1. The recognised need to provide an early response to the transition from school, which will avert the stress and anxiety experienced by this group of young people and their families. Through effective and early planning it is anticipated that this will help in building the resilience and capacity of the young person and their family.

2. Early planning means that young people are better equipped to leave school with more opportunities identified and available. This strategy invests in early planning responses which can generate longer-term benefits and will ensure that supports and resources are provided based on the young person’s needs, goals, choices and aspirations.

Our students are eligible to receive up to $1000 of funding in year 11 and up to $2000 in year 12. This funding can be used to support a wide variety of transition goals. For more information and details of how to apply, visit the My Future: My Life website and talk to Courtney in Pathways.

Support is available for young people who are leaving school, special school or special education programs or services. This support will assist young people to make the transition from school to adult life and support them to develop skills that enable them to participate in the life of their local community and take on adult roles within their families. Information about the initiative is available from http://www.communities.qld.gov.au/disability/support-and-services/our-services/support-for-school-leavers or see Courtney for a copy.

This initiative affirms the Queensland Government’s commitment to assisting young people with a disability and their families to make the transition from school into further learning, training, employment or other community participation activities.

**NB:** Although this initiative focuses on transition, assistance through these funding initiative supports may not meet the entire assessed support needs of every young person. Additional support needs, both formal and informal, may need to be explored through other avenues.

Support for school leavers assists young people to access their local community and build relationships, skills and networks. By building and developing transition pathways, young school leavers can experience opportunities to:

1. transition to work or further study options
2. build relationships
3. experience recreational activities
4. enhance social networks
5. strengthen communication skills
6. develop social skills and community awareness
7. enhance daily living and life skills.

**The Process:** Young people seeking supports for when they leave school will need to contact their local Disability Services service centre to go through the intake, assessment and prioritisation process. If you are eligible, a referral will be sent to a support linker who will contact you to talk about the outcome of the assessment. It is important to understand that even if you are eligible for specialist disability services, Disability Services will still need to check whether there are services available.

This process is firmly based around the provision of a holistic, person-centred approach that strengthens the person with a disability and enhances their resilience.
The Role of Centrelink – Disability Support Pension

Centrelink is the agency you approach to obtain the Disability Support Pension.

The Disability Support Pension is important – not only as a means of income and extra financial assistance to cover the extra costs associated with a disability, but also, because it opens the door to many of the services and supports available in the community for people with a disability.

The pension is paid to persons over the age of 16 years who have a disability. (Application should be made at 15 years and 10 months, but the benefit, if paid, is from 16th birthday). Application packages are available from Centrelink.

Centrelink has established a dedicated phone line to answer queries relating to Centrelink payments and services for people with a disability, illness or injury and for carers. This phone line is staffed by specially trained Centrelink Customer Service Advisers. The phone number is 132717.

When a student has been granted the Disability Support pension, additional benefits may apply from time to time. As aforementioned in the vocational education section, students who are enrolled in an accredited TAFE course are entitled to the Pensioner Education Supplement.

The Mobility Allowance is paid to people who need a lot of extra help to use public transport because of a disability. Applicants must be working or training for work in an approved course of study (post compulsory High School and Special School programs are an approved course of study.) This must be for at least 8 hours per week. They can also be looking for work, or undertaking job search activities as part of a program arranged with a service provider funded through various government departments.

The school will forward details of these benefits as your child nears the age to apply. Support letters will also be forwarded to confirm your child's enrolment and eligibility to receive these benefits.

Applicants are required to have a tax file number for the bank account that the pension is to be paid into. Centrelink will arrange this for you or you can arrange this from the Taxation Office. Tax File Application Forms can also be obtained from post offices.

For further assistance with the Disability Support Pension process please contact Courtney Bernard (Pathways Coordinator) and / or Kylie Graham (Parent Liaison Officer).

The End Point of Schooling

The End Point of Schooling as determined by Parliament in November 1997, is when the student has accessed 24 semesters of schooling. An additional four semesters may be provided in certain circumstances at the discretion of the Principal, and, in exceptional circumstances, a further two semesters at the discretion of the Director General of Education. To determine when students have accessed their 24 semesters, this school maintains a Register of Remaining Allocation which records when each student commenced formal schooling.