

Individual Transition-planning Process for Mario

Student's Details (name, age, school, details of support needs)

Mario is in Year 10 and is 16 years old. Mario has a mild intellectual disability. He is enrolled in a support class at a high school eight kilometres from his home. He is undertaking some courses based on Life Skills outcomes and content to meet the requirements of the School Certificate. Mario lives with his family. Mario has a network of friends that includes students from his special class and from regular classes. He attends organised social and musical events through a local club and plays sport on the weekend.

Student's Stage 5 Pattern of Study

English (Life Skills outcomes and content)
 Mathematics (Life Skills outcomes and content)
 Science (Life Skills outcomes and content)
 Australian History (Life Skills outcomes and content)
 Australian Geography (Life Skills outcomes and content)
 Work Education 200 hr course (Life Skills outcomes and content)
 Technological and Applied Studies Life Skills
 Personal Development, Health and Physical Education

Identify Student's Strengths, Interests and Abilities

- Is an independent worker and works well as part of a team
- Is generally cooperative
- Has a positive approach to tasks both at school and at work
- Strives to complete tasks irrespective of difficulty
- Enjoys workplace learning experiences

Outline Areas for Student's Further Development

- Needs to develop skills in seeking assistance when necessary
- Needs to generalise knowledge and skills to a broader range of community contexts
- Needs to continue to develop skills in written communication and in independent money management
- Needs to develop industry-specific skills in order to secure employment

Individual Transition-Planning Meeting – End of Stage 5

- Ensure that students, parents, carers, appropriate school staff and other relevant people are fully involved in the meeting
- Agree on goals for post-school
- If it is agreed that student goals will best be met by remaining at school to complete the HSC, determine pattern of study for Year 11 (Preliminary Year)
- Document decisions made and associated responsibilities

Goals for Post-school

- Obtain full-time, paid employment in retail area
- Travel independently to work using a variety of modes of public transport
- Assume a responsible adult role
- Live with friends or independently

Pattern of Study for Year 11 Preliminary Year – 12 Units

English Life Skills – 2 Units
 Mathematics Life Skills – 2 Units
 Personal Development, Health and Physical Education Life Skills – 2 Units
 Technological and Applied Studies Life Skills – 2 Units
 Work and the Community Life Skills – 2 Units
 Retail Operations: Access Program (240 indicative hours)

Individual Transition-planning Meeting – End of Preliminary Year

- Review outcomes achieved in Preliminary Year
- Review and confirm student post-school goals
- Determine pattern of study for HSC Year – Year 12
- Document decisions made and associated responsibilities

Pattern of Study for Year 12 HSC Year – 10 Units

English Life Skills – 2 Units
 Mathematics Life Skills – 2 Units
 Citizenship and Society Life Skills – 2 Units
 Work and the Community Life Skills – 2 Units
 Retail Operations: Access Program (240 indicative hours)

Year 11

(Preliminary Year)

Pattern of Study

To Meet Identified Student Goals for Mario

Identified courses, relevant units/models, outcomes and content that constitute Mario's educational program

Year 11: Pattern of Study

Course: English Life Skills		2 Units
Module: Speaking		
Outcomes	Content	
2.4	Answers questions and gives explanations	<ul style="list-style-type: none"> – give an explanation for an action, process or event in a range of situations using a single sentence – give an explanation for an action, process or event in a range of situations using a number of complete sentences
2.5	Conveys and relays messages	<ul style="list-style-type: none"> – convey a verbal message in one or more sentences directly from one person to another and subsequently relay message in response
2.7	Makes requests for services, information or assistance	<ul style="list-style-type: none"> – identify appropriate people to ask for information or assistance – ask for service, information or assistance with known people in a range of situations – ask for service, information or assistance with unknown people in a range of situations – clarify requests for service, information or assistance by giving additional information or details
2.9	Speaks with others in a range of formal and informal situations	<ul style="list-style-type: none"> – speak with an unknown person in an appropriate manner – speak with several known people in an appropriate manner in a range of small group situations – speak with several unknown people in an appropriate manner in a range of situations
2.10	Gives directions and instructions	<ul style="list-style-type: none"> – give directions or instructions comprising two or more steps using appropriate vocabulary, tone, volume, manner, gesture to known/ unknown people in a range of situations
2.11	Uses spoken language appropriately to express points of view and to manage disagreements	<ul style="list-style-type: none"> – express a point of view to known adults on a variety of issues using appropriate vocabulary, tone, volume and manner in a range of situations – express a point of view to unknown adults on a variety of issues using appropriate vocabulary, tone, volume and manner in a range of situations – express points of view to manage disagreements affecting them using appropriate vocabulary, tone, volume and manner in a range of situations
Module: Listening		
Outcomes	Content	
3.2	Listens and responds to verbal messages and associated visual cues	<ul style="list-style-type: none"> – demonstrate understanding and cultural sensitivity when communicating with a variety of people in different contexts
3.3	Listens to and follows directions and announcements in a variety of contexts and media	<ul style="list-style-type: none"> – follow complex directions requiring multiple steps – follow directions for new procedures in a range of situations
Module: Reading		
Outcomes	Content	
4.4	Comprehends written instructions in order to undertake activities and ensure personal safety	<ul style="list-style-type: none"> – read basic information with supervision and, when assisted, comprehend the content – read basic information independently to ensure safety in work, home and community settings – demonstrate to supervisor the steps required to follow written instructions

Course: English Life Skills (continued)		2 Units
Module: Reading		
Outcomes	Content	
4.5 Comprehends and responds to a variety of texts in a range of formats to obtain information, engage in a range of recreation and leisure activities and to undertake further education, training and employment	<ul style="list-style-type: none"> – use public libraries to select a variety of written material – select written material to read for recreation and leisure – read to gain information for personal purposes – interpret text presented in a variety of formats – read and interpret instructions to complete tasks required in a range of training and employment situations – read and interpret a range of technological and print material in order to gather information – read and respond to a range of personal, imaginative and informative texts taken from literature and other sources 	
Module: Writing		
Outcomes	Content	
5.3 Writes and transfers specific information using standard formats	<ul style="list-style-type: none"> – complete a range of forms presented in different formats – complete surveys or questionnaires – develop own resumé – provide information requested by electronic means 	
5.5 Writes to communicate information for a variety of purposes	<ul style="list-style-type: none"> – use acceptable formats for various types of correspondence – write letters for informal purposes in handwriting or using technology – write letters for formal purposes 	

Course: Mathematics Life Skills		2 Units
Module: Numeration		
Outcomes	Content	
1.5 Reads and writes numbers and demonstrates understanding of place value	– read, write and order numbers beyond 1000, demonstrating knowledge and understanding of place value	
1.6 Demonstrates knowledge, understanding and application of basic fractions and decimals	<ul style="list-style-type: none"> – use terms half, quarter, third to identify and name fractions involving concrete materials – understand and apply fractional terms such as half, quarter, third within meaningful contexts – understand and apply other fractional terms such as three-quarters, two-thirds within meaningful contexts 	
1.7 Recognises and uses percentages	<ul style="list-style-type: none"> – recognise that percentages are based on a fraction of 100 – recognise that percentages can be used to allocate portions or divide materials – recognise that fractions can be expressed as percentages – recognise occasions when use of fractional expressions and percentage expressions are common – calculate percentages of quantities, such as 10%, 20%, 25%, 50% 	
Module: Operations		
Outcomes	Content	
2.3 Uses a calculator to perform calculations	<ul style="list-style-type: none"> – use calculator to perform a given operation – use calculator to perform a given calculation utilising function key – demonstrate understanding of relevant occasions to use a calculator 	
2.4 Determines and applies appropriate processes to solve problems	<ul style="list-style-type: none"> – recognise problems that require mathematical solutions – demonstrate that a range of options may be used to find a solution – solve problems utilising appropriate individual skills 	
Module: Time		
Outcomes	Content	
3.7 Estimates and calculates with time	<ul style="list-style-type: none"> – estimate amount of time required to complete individual work or training activities – estimate amount of time required to travel from one point to another when planning day's activities – calculate finishing time of activity given the commencement time and duration of activity 	
3.9 Reads and interprets timetables	<ul style="list-style-type: none"> – understand and apply daily plan or timetable used in school, training or employment environments – read and interpret written timetables for community activities – read and interpret single mode transport timetables – read and interpret interconnecting transport timetables 	
3.10 Prioritises personal time and manages scheduled activities	<ul style="list-style-type: none"> – plan daily activities to meet priorities and scheduled events – schedule activities within a weekly plan in accordance with designated responsibilities – schedule activities over a month in accordance with designated responsibilities 	

Course: Mathematics Life Skills (continued)		2 Units
Module: Space		
Outcomes	Content	
4.5 Reads and understands a variety of directories and maps	<ul style="list-style-type: none"> – understand the purpose and functions of directories and maps – understand basic features of maps and directories – locate their own position on a map 	
Module: Money		
Outcomes	Content	
5.3 Reads and writes amounts of money and relates operations to money	– use operations in relation to money, choosing the method most appropriate for individual skills	
5.5 Demonstrates an understanding of the purchasing power of money and relates and compares value to price	<ul style="list-style-type: none"> – understand the hierarchy of value of notes and coins – understand the relationship between value of coins and notes and their purchasing power – understand the hierarchy of value attached to goods and services – use an understanding of the relationship between value and price within a range of environments 	
5.7 Demonstrates knowledge, understanding and application of financial decision-making skills	<ul style="list-style-type: none"> – use a savings account – understand the various forms of credit available – become aware of the impact of interest, fees and charges on account balances 	
Module: Measurement		
Outcomes	Content	
6.5 Estimates and calculates quantities	<ul style="list-style-type: none"> – estimate quantity using standard or non-standard units – measure quantity using standard and non-standard units. 	

Course: Personal Development, Health and Physical Education Life Skills		2 Units
Module: Growth and Development		
Outcomes	Content	
1.11 Demonstrates understanding of possible consequences of a range of sexual activities and knows how to seek advice or assistance if necessary	<ul style="list-style-type: none"> – recognise the importance of contraception and ‘safe sex’ – identify appropriate sources for advice on, and assistance with, the implications and consequences of sexual activity, and how to contact them – identify appropriate sources for advice on, and assistance with, contraception, and how to contact them 	
Module: Developing and Maintaining a Healthy Lifestyle		
Outcomes	Content	
2.8 Recognises and demonstrates understanding of appropriate and inappropriate use of drugs	<ul style="list-style-type: none"> – identify and discriminate between legal and illegal drugs – discuss reasons why people take drugs – discuss the nature and purposes of medicinal drugs – describe the dangers associated with the use of drugs – know how to seek advice and assistance in relation to the use of drugs – recognise the need for personal responsibility in the use of legal drugs and substances 	
2.10 Demonstrates an understanding of the relationship between personal and community health	<ul style="list-style-type: none"> – acknowledge that community health is influenced by the actions of every individual in the community – demonstrate personal practices that contribute to positive community health – demonstrate concern for the welfare of other community members – understand and value personal health and the health of others 	

Course: Personal Development, Health and Physical Education Life Skills (continued)		2 Units
Module: Interpersonal Relationships		
Outcomes	Content	
3.4 Demonstrates awareness of the skills and personal qualities involved in initiating and maintaining relationships	<ul style="list-style-type: none"> – identify personal qualities that promote positive relationships – recognise and value relationships – respond to the ideas, feelings and values of others – recognise and accept that interpersonal relationships are dynamic – accept that relationships may involve levels of dependence, independence and interdependence – demonstrate the skills involved in initiating a friendship – demonstrate the skills involved in maintaining a friendship 	
3.5 Demonstrates awareness and understanding of the qualities of friendships	<ul style="list-style-type: none"> – define qualities of friendship such as honesty, trust, reliability – acknowledge that friendships involve responsibilities for themselves and others – recognise that there may be issues that need to be resolved in maintaining friendships – identify and show appropriate behaviour and respect towards others 	
Module: Safe Living		
Outcomes	Content	
4.2 Demonstrates appropriate behaviour in emergency situations	<ul style="list-style-type: none"> – identify circumstances when first aid may be required – demonstrate skills in administering basic first aid – practise appropriate emergency procedures for different situations – follow basic guidelines in an emergency – evacuate an area or building when alarm sounds 	
Demonstrates basic first aid and CPR techniques	<ul style="list-style-type: none"> – demonstrate knowledge of first aid techniques and procedures – practise first aid techniques – demonstrate knowledge of CPR techniques and procedures – practise EAR and CPR techniques 	
Module: Leisure		
Outcomes	Content	
5.1 Chooses and participates in a range of indoor and outdoor leisure activities	<ul style="list-style-type: none"> – indicate knowledge of indoor leisure activities in the local community – indicate knowledge of outdoor leisure activities in the local community – participate in a range of indoor and outdoor leisure activities 	
5.3 Finds information about and accesses venues and services for leisure activities	<ul style="list-style-type: none"> – select venues for leisure activities about which further information is required – find sources of information about venues – find information about selected activities from a variety of sources – attend leisure activities as a spectator or participant using information gathered from a variety of sources 	

Course: Technological and Applied Studies Life Skills		2 Units
Module: Accessing Technology		
Outcomes	Content	
1.3 Uses technology to gain information and obtain access to services	<ul style="list-style-type: none"> – use the telephone to gain information and access services – use a facsimile to gain information or access services – use the Internet to gain information, access services or purchase goods 	
1.5 Use a range of computer hardware and programs for personal, social and recreational purposes	<ul style="list-style-type: none"> – open, save and close files – use a variety of software programs for specific design requirements such as producing graphics for a letter to a friend or locating relevant information from the Internet or browsing the Internet – use a printer, scanner and other peripheral devices with computer-based technology for personal, social and recreational purposes such as writing letters or printing cards for a celebration 	
Module: Food Purchasing and Preparation		
Outcomes	Content	
2.3 Undertakes or arranges for the purchase of food items to prepare a meal or menu	<ul style="list-style-type: none"> – identify items in a pantry or food cupboard that do not need to be purchased regularly – develop a budget for the purchase of food items required – discriminate between items for daily use and items for later consumption – undertake to purchase items themselves – consider quantity, quality and price when purchasing food items 	
2.4 Identifies and demonstrates basic food preparation methods	<ul style="list-style-type: none"> – identify a range of different food preparation techniques – safely use a range of different food preparation techniques and equipment – identify and use food preparation techniques and methods specific to a recipe – determine if the appropriate utensils or facilities are available to prepare a specific recipe – select methods of food preparation appropriate for different types of food 	
2.10 Develops skills in meal planning and organisation	<ul style="list-style-type: none"> – recognise that meals follow a general pattern or order – identify various meal patterns appropriate to an occasion – undertake to plan meals with appropriate patterns – recognise that tasks must be done in a given time frame – identify tasks that can be done ahead of time – demonstrate time-management skills – plan an order of events when preparing a meal – plan and undertake the preparation of a meal in a given time frame 	

Course: Technological and Applied Studies Life Skills (continued)		2 Units
Module: Home Management, Care and Organisation		
Outcomes	Content	
4.6 Understands and carries out regular internal maintenance activities required in the home	<ul style="list-style-type: none"> – indicate recognition of maintenance tasks by direct observation – identify specific maintenance tasks required – recognise and identify the materials needed to carry out tasks – decide if they can carry out the task themselves, or if they need help – carry out regular maintenance tasks themselves – ask other people for help with tasks if necessary – identify potential hazards around the home – take action to correct potential hazards 	
4.7 Understands and carries out outdoor and grounds maintenance	<ul style="list-style-type: none"> – identify and carry out steps in preparing for lawn mowing – identify precautions to be taken in order to operate lawn mowers and other motorised equipment safely – use motorised equipment themselves – identify potentially hazardous chemicals used around the home – use and store chemicals according to instructions 	
4.9 Demonstrates knowledge, understanding and skills in the various home-care responsibilities associated with different types of accommodation	<ul style="list-style-type: none"> – identify different living situations – recognise responsibilities associated with different forms of accommodation – identify role responsibilities in shared accommodation 	
Course: Work and the Community Life Skills		2 Units
Module: Understanding The World of Work		
Outcomes	Content	
1.1 Demonstrates knowledge and understanding of the purposes of work	<ul style="list-style-type: none"> – identify purposes of work, recognising that work has different meaning for different people 	
1.3 Demonstrates knowledge and understanding of the nature of work	<ul style="list-style-type: none"> – identify the nature and variety of work environments – demonstrate understanding of a range of work arrangements – recognise that most employment is open to both women and men 	
1.4 Demonstrates knowledge and understanding of the patterns and variety of work	<ul style="list-style-type: none"> – identify patterns and opportunities for work in the local area – demonstrate understanding of the concept of changing employment – undertake different tasks in workplace learning environments for interest and personal satisfaction 	
Module: Developing a Portfolio in Preparation for Employment		
Outcomes	Content	
3.3 Understands the impact of a range of personal considerations on workplace learning choices and options	<ul style="list-style-type: none"> – assess requirements for various workplace learning situations, taking into consideration personal needs – recognise their strengths and areas where development is required for workplace learning 	
3.4 Demonstrates skills in determining the entry level requirements in prior knowledge, training and/or experience for specific workplace learning environments	<ul style="list-style-type: none"> – identify prior knowledge and prerequisite skills required to undertake workplace learning 	

3.5 Demonstrates knowledge, understanding and skills in planning a personalised 'career path'	<ul style="list-style-type: none"> – gather relevant information in preparation for individual transition planning, highlighting skills, abilities, interests and preferences – seek further assistance to clarify suitable employment options – develop long-term and short-term goals and actions to achieve these as part of a collaborative planning process
Module: Dealing with Workplace and Community-based Learning Environment Issues	
Outcomes	Content
<p>5.1 Demonstrates an understanding of the general occupational health and safety issues in workplace learning and community-based learning environments</p> <p>5.4 Demonstrates knowledge, skills and appropriate attitudes relating to interpersonal and social issues in workplace learning or community-based learning situations</p>	<ul style="list-style-type: none"> – discuss the responsibility of employers, employees and students involved in workplace learning or community-based learning in complying with occupational health and safety requirements – identify and describe specific occupational health and safety issues – demonstrate safe work practices in workplace learning situations – describe or role-play appropriate interpersonal behaviour in workplace learning or community-based learning situations – successfully manage interpersonal relationships in workplace learning or community-based learning situations – successfully manage social interactions in workplace learning or community-based learning situations
Module: Participating in Workplace Learning and Community-Based Learning Experiences	
Outcomes	Content
6.3 Engages in workplace learning experiences in the community	<ul style="list-style-type: none"> – demonstrate generic work and social skills in workplace learning experiences in the community – conduct themselves appropriately in workplace learning experiences in the community showing awareness of occupational health and safety, anti-discrimination and equal employment opportunity considerations

Course: Retail Operations – Access Program (240 indicative hours) Life Skills	2 Units
The following units of competency were selected through the individual transition-planning process from the Retail Operations (240 indicative hours) course for delivery to Mario:	
Phase A	
RET 001 WRRCS.1A WRRER.1A WRRLP.1A WRRM.2A WRRCA.1A	Introduction to retailing Communicate in the workplace Work effectively in a retail environment Apply safe work practices Perform routine housekeeping activities Operate retail equipment
Phase B	
WRRLP.2A WRRCS.3A	Minimise theft Interact with customers
Phase C	
WRRS.1A	Sell products and services

Year 12

(HSC Year)

Pattern of Study To Meet Identified Student Goals for Mario

Identified courses, relevant units/modules, outcomes and content that constitute Mario's educational program

HSC Year 12: Pattern of Study Priorities

Course: English Life Skills		2 Units
Module: Speaking		
Outcomes	Content	
2.5 Conveys and relays messages	<ul style="list-style-type: none"> – convey and relay messages using a telephone answering machine – convey and relay messages through a third person 	
2.10 Gives directions and instructions	<ul style="list-style-type: none"> – give directions or instructions comprising two or more steps using appropriate vocabulary, tone, volume, manner, gesture to known/unknown people, in a range of situations – clarify instruction or direction if asked to do so by: <ul style="list-style-type: none"> – repeating the instruction or direction – breaking down the instruction or direction into separate parts – rephrasing the direction or instruction 	
2.11 Uses spoken language appropriately to express points of view and to manage disagreements	<ul style="list-style-type: none"> – express a point of view to known adults on a variety of issues, using appropriate vocabulary, tone, volume and manner in a range of situations – express a point of view to unknown adults on a variety of issues, using appropriate vocabulary, tone, volume and manner in a range of situations – express points of view to manage disagreements affecting them, using appropriate vocabulary, tone, volume and manner in a range of situations – express point of view to assist in managing disagreements involving others (at appropriate times and in a range of situations), using suitable vocabulary, tone, volume and manner 	
Module: Listening		
Outcomes	Content	
3.3 Listens to and follows directions and announcements in a variety of contexts and media	<ul style="list-style-type: none"> – interpret public announcements in a range of situations and take appropriate action 	
3.5 Listens and responds to the views of others	<ul style="list-style-type: none"> – listen to a speaker and wait for an appropriate opportunity to respond – listen to views of known and unknown people and make responses using appropriate vocabulary, tone, volume and manner – listen and respond to a range of speakers in a variety of situations 	
Module: Reading		
Outcomes	Content	
4.4 Comprehends written instructions in order to undertake activities and ensure personal safety	<ul style="list-style-type: none"> – read basic information with supervision and, when assisted, comprehend the content – read basic information independently to ensure safety in work, home and community settings – demonstrate to supervisor the steps required to follow written instructions 	
4.5 Comprehends and responds to a variety of texts in a range of formats to obtain information, engage in a range of recreation and leisure activities and to undertake further education, training and employment	<ul style="list-style-type: none"> – use public libraries to select a variety of written material – select written material to read for recreation and leisure – read to gain information for personal purposes – interpret text presented in a variety of formats – read and interpret instructions to complete tasks required in a range of training and employment situations – read and interpret a range of technological and print material in order to gather information – read and respond to a range of personal, imaginative and informative texts taken from literature and other sources 	

Module: Writing	
Outcomes	Content
5.3 Writes and transfers specific information using standard formats	<ul style="list-style-type: none"> – develop their own resumés – provide information requested by electronic means – write, using technology, to request information
5.5 Writes to communicate information for a variety of purposes	<ul style="list-style-type: none"> – use acceptable formats for various types of correspondence – write letters for formal purposes – value writing as an activity for pleasure, enjoyment and creativity – write to produce factual and creative accounts for themselves – write for purpose of producing creative material – write creative and factual material to present to an audience using editing and publishing skills

Course: Mathematics Life Skills		2 Units
Module: Numeration		
Outcomes	Content	
1.7 Recognises and uses percentages	<ul style="list-style-type: none"> - calculate percentages of quantities, such as 10%, 20%, 25%, 50% - apply percentage terms within broader contexts 	
Module: Operations		
Outcomes	Content	
2.3 Uses a calculator to perform calculations	<ul style="list-style-type: none"> - demonstrate understanding of relevant occasions to use a calculator - use calculators to solve problems in a range of environments 	
2.4 Determines and applies appropriate processes to solve problems	<ul style="list-style-type: none"> - demonstrate that a range of operations may be used to find a solution - solve problems utilising appropriate individual skills - generalise problem-solving skills in abstract form across a range of environments 	
Module: Time		
Outcomes	Content	
3.7 Estimates and calculates with time	<ul style="list-style-type: none"> - estimate amount of time required to travel from one point to another when planning day's activities - calculate finishing time of activity given the commencement time and duration of activity - calculate duration of activity given commencement and finishing times of activity - calculate commencement time for an activity given finishing time and duration - estimate periods of time 	
3.8 Reads and understands calendars and plans events	<ul style="list-style-type: none"> - demonstrate an understanding of the common structure of calendar formats - identify days of special significance on calendar - identify number of days, weeks, months between one event and another - use a calendar in planning regular events - use a calendar to plan ahead for special events 	
3.10 Prioritises personal time and manages scheduled activities	<ul style="list-style-type: none"> - plan a week's activities to meet priorities and scheduled events - schedule activities within a weekly plan in accordance with designated responsibilities - schedule activities over a month in accordance with designated responsibilities - manage personal time to ensure that conflicts of schedules do not occur - identify changing circumstances and alter activities accordingly 	
Module: Space		
Outcomes	Content	
4.4 Demonstrates knowledge and understanding of distance and direction	<ul style="list-style-type: none"> - communicate information about distance and direction - use correct terminology for direction 	
4.5 Reads and understands a variety of directories and maps	<ul style="list-style-type: none"> - use maps for a variety of personal purposes 	

Course: Mathematics Life Skills (continued)		2 Units
Module: Money		
Outcomes	Content	
5.4 Tenders amounts of money to make purchases and estimates and calculates change	<ul style="list-style-type: none"> – recognise need to tender money to complete purchases – determine cost of purchases – estimate amount to tender – estimate change – calculate and check change using mental or calculator techniques – complete purchase process in an appropriate manner across a range of environments 	
5.7 Demonstrates knowledge, understanding and application of financial decision-making skills	<ul style="list-style-type: none"> – become aware of the impact of interest, fees and charges on account balances – make appropriate financial decisions – determine value of purchasing a weekly train ticket rather than five daily tickets – understand the relationship between income and expenditure – recognise the need to manage money to achieve long and short-term goals 	
5.8 Demonstrates an understanding of the responsibilities and obligations associated with money management	<ul style="list-style-type: none"> – learn about the responsibilities and obligations involved in financial relationships – prepare personal budgets 	
Module: Measurement		
Outcomes	Content	
6.4 Estimates and calculates lengths and distances	<ul style="list-style-type: none"> – estimate length or distance using standard or non-standard units – calculate length or distance using standard or non-standard units 	
6.5 Estimates and calculates quantities	<ul style="list-style-type: none"> – estimate quantity using standard or non-standard units 	
6.6 Estimates and calculates perimeter and area	<ul style="list-style-type: none"> – understand the concepts of perimeter and area – estimate perimeters – estimate areas – calculate perimeter and area using appropriate units 	

Course: Citizenship and Society Life Skills		2 Units
Module: Participation as an Individual in Adult and Community Life		
Outcomes	Content	
1.2 Demonstrates skills in participating and role-taking in the family or group through involvement in a range of activities, celebrations and special or significant events	<ul style="list-style-type: none"> – undertake specific roles and responsibilities in the family or group and carry out tasks consistently – participate in planning, organising and undertaking family or group activities on a regular basis – participate in planning, organising and undertaking family or group celebrations or special and significant events 	
1.6 Demonstrates knowledge and skills in consulting businesses, organisations and government agencies in the community	<ul style="list-style-type: none"> – identify and describe the specific nature of a variety of retail stores and take-away food outlets – identify and describe the specific nature of a variety of businesses – identify and describe the specific nature of a variety of government departments and agencies – use appropriate retail stores and take-away food outlets for identified purposes – use appropriate businesses for specific purposes – use appropriate government agencies for specific purposes 	
1.7 Identifies options for participating in community activities by joining one or more of a variety of recognised clubs or organisations	<ul style="list-style-type: none"> – identify a range of clubs and organisations in the community – identify and describe the roles and functions of clubs and organisations in the community – identify and discuss specific clubs and organisations in the local community for personal interest – identify requirements for joining particular clubs or organisations – identify whether it is necessary to become a member of the club or organisation in order to participate in activities – gather information about the types of membership or affiliation available for specific organisations or clubs – clarify preferred membership status of specific clubs or organisations if appropriate – identify facilities in preferred clubs or organisations that cater for the needs of people with disabilities 	
1.8 Understands the responsibilities of membership of a range of community organisations	<ul style="list-style-type: none"> – gather information about and describe the process of joining particular clubs or organisations – describe the responsibilities and liabilities of membership of particular clubs or organisations – describe attendance, dress and related requirements for participation in the activities of specific organisations – describe the personal and financial commitment that may be involved in becoming a member of a particular organisation – identify roles and responsibilities of office bearers, board and committee members of particular organisations 	

Module: Travel and Holidays	
Outcomes	Content
3.9 Demonstrates understanding of roles and responsibilities as a tourist or traveller in relation to health, safety and legal issues in Australia and overseas	<ul style="list-style-type: none"> – identify health issues that may affect tourists or travellers – take responsibility for their own health and manage health issues to protect themselves and others – identify safety issues that may affect tourists or travellers – take responsibility for their own safety and manage safety issues – identify legal issues that may affect tourists or travellers – take responsibility for their own legal matters and manage legal issues
Module: Citizenship and the Law	
Outcomes	Content
4.4 Understands support available from advocates and how to access it	<ul style="list-style-type: none"> – recognise circumstances when they might need support or assistance with legal matters – identify individuals and organisations who can provide support – identify the kinds of support that advocates can give – understand the role of an advocate
4.8 Understands how to participate in democratic processes in a range of environments	<ul style="list-style-type: none"> – develop an understanding of democratic processes in a range of environments – investigate and identify the responsibilities of participants in democratic processes – recognise the connection between the electoral process and democratic processes

Course: Work and the Community Life Skills		2 Units
Module: Understanding the World of Work		
Outcomes	Content	
1.3 Demonstrates knowledge and understanding of the nature of work	<ul style="list-style-type: none"> – identify issues relating to self-employment, including the establishment of a small business – recognise that most employment is open to both women and men – investigate and identify changes in the nature of work over time – develop awareness of future directions for employment based on social and economic factors 	
1.4 Demonstrates knowledge and understanding of the patterns and variety of work	<ul style="list-style-type: none"> – undertake different tasks in workplace learning environments for interest and personal satisfaction – demonstrate understanding of the concept of promotion in employment 	
1.5 Demonstrates understanding of the concepts and implications of paid and volunteer work	<ul style="list-style-type: none"> – distinguish between paid and volunteer work and recognise that both have value – discuss the benefits and implications of undertaking volunteer work – recognise that volunteer work may increase wages or access to paid employment – recognise that standards and codes of conduct must be acknowledged and followed while undertaking paid, unpaid or volunteer work 	
Module: Developing a Portfolio in Preparation for Employment		
Outcomes	Content	
3.3 Understands the impact of a range of personal considerations on workplace learning choices and options	<ul style="list-style-type: none"> – seek assistance with skills that require further development as part of the individual transition-planning process – identify workplace learning options that utilise strengths and minimise their need for support 	
3.4 Demonstrates skills in determining the entry level requirements in prior knowledge, training and/or experience for specific workplace learning environments	<ul style="list-style-type: none"> – identify prior knowledge and prerequisite skills required to undertake workplace learning – keep records to demonstrate prior learning that may be used towards a recognised credential – assess literacy, numeracy and access skills necessary for some workplace learning situations 	
3.5 Demonstrates knowledge, understanding and skills in planning a personalised 'career path'	<ul style="list-style-type: none"> – keep journal of daily tasks, impressions and skills learned while on work experience in order to determine strengths and preferences – create a personal portfolio from documentation and information on skills, abilities and interests using technology 	
Module: Dealing with Workplace and Community-Based Learning Environment Issues		
Outcomes	Content	
5.2 Adapts successfully to features of workplace learning environments	<ul style="list-style-type: none"> – identify and describe the physical features of a range of workplace learning environments – recognise that features such as noise, space and change in the workplace may have implications for individual workers – demonstrate skills in dealing with issues such as noise, space and change by observing others and using appropriate strategies – demonstrate skills in adapting to a range of workplace learning situations 	
5.3 Understands and uses appropriate communication processes in workplace learning environments	<ul style="list-style-type: none"> – identify and describe the hierarchy which influences communication in specific workplace learning environments – identify from an organisation chart the person responsible for direct supervision in a particular workplace learning situation 	

<p>5.4 Demonstrates knowledge, skills and appropriate attitudes relating to interpersonal and social issues in workplace learning or community-based learning situations</p> <p>5.8 Recognises personal responsibility for the quality and quantity of work produced</p>	<ul style="list-style-type: none"> – identify issues which should be taken up with a supervisor – describe how, when and where issues should be raised with supervisor or line manager – demonstrate knowledge and skills in communicating with supervisor or line manager on the following issues: <ul style="list-style-type: none"> – explaining need for time off due to illness – reporting a potential hazard in the workplace – discussing the issue of keeping up with the amount of work – demonstrate skills in communicating with others as part of a team – successfully manage social interactions in workplace learning or community-based learning situations <ul style="list-style-type: none"> – identify and describe expectations of quality of work in specific workplace learning situations – identify and describe expectations of quantity of work in specific workplace learning situations – demonstrate knowledge and understanding of appropriate action required if expectations regarding quality of work cannot be met – demonstrate knowledge and understanding of appropriate action required if expectations regarding quantity of work cannot be met
<p>Module: Participating in Workplace Learning and Community-Based Learning Experiences</p>	
<p>Outcomes</p>	<p>Content</p>
<p>6.3 Engages in workplace learning experiences in the community</p>	<ul style="list-style-type: none"> – develop work skills when participating individually or in small groups with direct supervision in workplace learning experiences in the community – develop work skills when participating independently with some supervision in workplace learning experiences in the community

Course: Retail Operations – Access Program (240 indicative hours) Life Skills		2 Units
At the end of Year 11 the individual transition-planning process determined that Mario had made progress in his retail course. It was decided that an additional unit of competency from Phase B be delivered to Mario. <i>Apply point of sale handling procedures</i> was selected to provide skills that would be required to complete sales transactions in a retail store.		
Phase A		
RET 001 WRRCS.1A WRRER.1A WRRLP.1A WRRM.2A WRRCA.1A	Introduction to retailing Communicate in the retail workplace Work effectively in a retail environment Apply safe work practices Perform routine housekeeping duties Operate retail equipment	
Phase B		
WRRLP.2A WRRCS.3A WRRCS.2A	Minimise theft Interact with customers Apply point of sale handling procedures	
Phase C		
WRRS.1A	Sell products and services	