

## Individual Transition–planning Process for Tom

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

Tom is in Year 10 and is 16 years old. Tom has a mild intellectual disability. He previously attended his local high school, but is currently enrolled in a special school. Tom is completing requirements for the School Certificate by undertaking courses based on Life Skills outcomes and content. Tom lives with his family. His behaviour has been of some concern in out-of-school social situations. Tom rarely participates in outings with his family. He prefers the company of peers from his local area.

#### 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)  
 Personal Development, Health and Physical Education (Life Skills outcomes and content)  
 Australian History (Life Skills outcomes and content)  
 Australian Geography (Life Skills outcomes and content)

#### Identify Student’s Strengths, Interests and Abilities

- Enjoys the company of peers
- Likes heavy metal music
- Works cooperatively when interested in a task
- Is interested in tinkering with cars
- Displays good generic work skills when involved in community-based work experience

#### Outline Areas for Student’s Further Development

- Develop greater self-control when confronted with difficulties at school or in social situations
- Extend oral and written communication skills to enhance participation in training courses
- Develop skills through undertaking TAFE delivered Automotive Content Endorsed Course
- Take responsibility for managing own budget

### Individual Transition–planning Meeting – End of Stage 5

- Ensure that the student, 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 Preliminary year (Year 11)
- Document decisions made and associated responsibilities

### Goals for Post-school

- Obtain employment in automotive industry
- Live 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  
 TAFE delivered Vehicle Industry – Autobody Refinishing – 2 Units

### 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 Course – 2 Units  
 Work and the Community- Life Skills – 2 Units  
 TAFE delivered Vehicle Industry – Autobody Refinishing– 2 Units

# **Year 11**

## **(Preliminary Year)**

### **Pattern of Study**

#### **To Meet Identified Student Goals for Tom**

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

### Year 11: Pattern of Study

<b>Course: English Life Skills</b>		<b>2 Units</b>
<b>Module: Speaking</b>		
Outcomes	Content	
2.6 Uses the telephone appropriately	<ul style="list-style-type: none"> <li>– leave a message on an answering machine</li> <li>– use telephone books and dial businesses or shops for information or to arrange purchases</li> <li>– use the telephone to make appointments for interviews</li> <li>– consult directory assistance if number is not known and there is no available directory</li> <li>– demonstrate telephone etiquette in a range of situations</li> </ul>	
2.9 Speaks with others in a range of formal and informal situations		
2.11 Uses spoken language appropriately to express points of view and to manage disagreements		
<b>Module: Listening</b>		
Outcomes	Content	
3.3 Listens to and follows directions and announcements in a variety of contexts and media	<ul style="list-style-type: none"> <li>– seek clarification/explanation of directions</li> </ul>	
3.5 Listens and responds to the views of others		
<ul style="list-style-type: none"> <li>– listen to views of known and unknown people and make responses using appropriate vocabulary, tone, volume and manner</li> <li>– listen and respond to a range of speakers in a variety of situations</li> </ul>		

<b>Course: English Life Skills (continued)</b>		<b>2 Units</b>
<b>Module: Reading</b>		
<b>Outcomes</b>	<b>Content</b>	
4.4 Comprehends written instructions in order to undertake activities and ensure personal safety	<ul style="list-style-type: none"> <li>– read and comprehend multiple step instructions in a range of situations</li> <li>– read and act on instructions on labels for medication or chemicals</li> </ul>	
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"> <li>– use public libraries to select a variety of written material</li> <li>– select written material to read for recreation and leisure</li> <li>– read to gain information for personal purposes</li> <li>– interpret text presented in a variety of formats</li> <li>– read and interpret instructions to complete tasks required in a range of training and employment situations</li> <li>– distinguish between fact and opinion in texts</li> <li>– identify and describe different perspectives in a variety of texts on the same topic</li> </ul>	
<b>Module: Writing</b>		
<b>Outcomes</b>	<b>Content</b>	
5.3 Writes and transfers specific information using standard formats	<ul style="list-style-type: none"> <li>– complete a range of forms presented in different formats</li> <li>– complete surveys or questionnaires</li> <li>– develop their own resumés</li> <li>– provide information requested by electronic means</li> <li>– write, using technology, to request information</li> </ul>	
5.4 Writes and documents information for personal use	<ul style="list-style-type: none"> <li>– keep daily diaries</li> <li>– summarise information in educational and training settings</li> <li>– keep personal records</li> <li>– write to clarify thoughts and ideas and to express emotions and reactions</li> <li>– value writing as an activity for pleasure, enjoyment and creativity</li> <li>– write to produce factual and creative accounts for themselves</li> <li>– write for purpose of producing creative material</li> </ul>	
5.5 Writes to communicate information for a variety of purposes	<ul style="list-style-type: none"> <li>– write messages on cards</li> <li>– use acceptable formats for various types of correspondence</li> <li>– write letters for informal purposes in handwriting or using technology</li> <li>– write letters for formal purposes</li> <li>– write instructions and explanations</li> </ul>	

<b>Course: Mathematics Life Skills</b>		<b>2 Units</b>
<b>Module: Numeration</b>		
<b>Outcomes</b>	<b>Content</b>	
1.6 Demonstrates knowledge, understanding and application of basic fractions and decimals	– demonstrate that decimals are another way of describing fractional portions	
1.7 Recognises and uses percentages	<ul style="list-style-type: none"> <li>– recognise occasions when use of fractional expressions and percentage expressions are common</li> <li>– calculate percentages of quantities, such as 10%, 20%, 25%, 50%</li> <li>– apply percentage terms within broader contexts</li> </ul>	
<b>Module: Operations</b>		
<b>Outcomes</b>	<b>Content</b>	
2.3 Uses a calculator to perform calculations	<ul style="list-style-type: none"> <li>– use calculator to perform a given calculation utilising function key</li> <li>– demonstrate understanding of relevant occasions to use a calculator</li> </ul>	
2.4 Determines and applies appropriate processes to solve problems	<ul style="list-style-type: none"> <li>– solve problems utilising appropriate individual skills</li> <li>– generalise problem-solving skills across a range of environments</li> </ul>	
<b>Module: Time</b>		
<b>Outcomes</b>	<b>Content</b>	
3.8 Reads and understands calendars and plans events	<ul style="list-style-type: none"> <li>– use a calendar in planning regular events</li> <li>– use a calendar to plan ahead for special events</li> <li>– use a calendar to calculate time available for particular activities</li> </ul>	
3.9 Reads and interprets timetables	<ul style="list-style-type: none"> <li>– understand and apply daily plan or timetable used in school, training or employment environments</li> <li>– read and interpret written timetables for community activities</li> <li>– read and interpret single mode transport timetable</li> <li>– read and interpret interconnecting transport timetables</li> </ul>	
3.10 Prioritises personal time and manages scheduled activities	<ul style="list-style-type: none"> <li>– identify personal activities and priorities that require time</li> <li>– identify school, work or training activities that require planning time</li> <li>– plan daily activities to meet priorities and scheduled events</li> <li>– plan a week's activities to meet priorities and scheduled events</li> <li>– schedule activities within a weekly plan in accordance with designated responsibilities</li> <li>– schedule activities over a month in accordance with designated responsibilities</li> <li>– manage personal time to ensure that conflicts of schedules do not occur</li> </ul>	
<b>Module: Space</b>		
<b>Outcomes</b>	<b>Content</b>	
4.5 Reads and understands a variety of directories and maps	<ul style="list-style-type: none"> <li>– understand basic features of maps and directories</li> <li>– use maps for a variety of personal purposes</li> </ul>	

<b>Course: Mathematics Life Skills (continued)</b>		<b>2 Units</b>
Module: Money		
<b>Outcomes</b>	<b>Content</b>	
5.7 Demonstrates knowledge, understanding and application of financial decision-making skills	<ul style="list-style-type: none"> <li>– compare the prices of identical or similar items to minimise outlay</li> <li>– understand the functions and purpose of financial institutions</li> <li>– use a savings account</li> <li>– understand the various forms of credit available</li> <li>– become aware of the impact of interest, fees and charges on account balances</li> <li>– determine value of purchasing a weekly train ticket rather than five daily tickets</li> <li>– recognise the need to manage money to achieve long and short-term goals</li> </ul>	
5.8 Demonstrates an understanding of the responsibilities and obligations associated with money management	<ul style="list-style-type: none"> <li>– learn about the responsibilities and obligations involved in financial relationships</li> <li>– prepare personal budgets</li> <li>– modify personal budgets in response to changes in income, expenditure and goals</li> <li>– fulfil responsibilities and obligations involved in financial relationships</li> </ul>	
Module: Measurement		
<b>Outcomes</b>	<b>Content</b>	
6.3 Reads and interprets a variety of graphs and tables	<ul style="list-style-type: none"> <li>– understand and use graphs and tables in a range of activities</li> </ul>	
6.4 Estimates and calculates lengths and distances	<ul style="list-style-type: none"> <li>– estimate length or distance using standard or non-standard units</li> <li>– calculate length or distance using standard or non-standard units</li> </ul>	
6.5 Estimates and calculates quantities	<ul style="list-style-type: none"> <li>– estimate quantity using standard or non-standard units</li> <li>– measure quantity using standard and non-standard units</li> </ul>	

<b>Course: Personal Development, Health and Physical Education Life Skills</b>		<b>2 Units</b>
Module: Growth and Development		
<b>Outcomes</b>	<b>Content</b>	
1.10 Recognises and responds appropriately to emotional transitions	<ul style="list-style-type: none"> <li>– identify strategies to manage or control feelings and emotions such as mood changes, sexual feelings, frustration, fatigue</li> <li>– identify personal strengths, abilities and characteristics</li> <li>– identify factors that contribute to self-esteem, self-worth and a sense of responsibility</li> <li>– consider the feelings and emotions of others</li> <li>– respond to emotional changes and feelings of others through displaying appropriate behaviour</li> </ul>	
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"> <li>– recognise the need for consent by both parties to a sexual relationship</li> <li>– recognise possible consequences of sexual activities for themselves, their partners and others</li> <li>– recognise the consequences of unplanned or unwanted pregnancies</li> <li>– recognise the importance of contraception and “safe sex”</li> </ul>	

<b>Course: Personal Development, Health and Physical Education Life Skills (continued)</b>		<b>2 Units</b>
<b>Module: Developing and Maintaining a Healthy Lifestyle</b>		
<b>Outcomes</b>	<b>Content</b>	
2.4 Recognises the need for, and participates in, regular physical activity	<ul style="list-style-type: none"> <li>– select and participate in appropriate individual and group physical activities to maintain personal health</li> <li>– identify local facilities for selected activities</li> <li>– demonstrate safe practices while undertaking physical activities individually or with others</li> </ul>	
2.5 identifies habits, behaviours or lifestyle practices that may lead to the transmission of communicable and non-communicable diseases	<ul style="list-style-type: none"> <li>– identify personal habits, behaviours or lifestyle practices which assist in preventing the spread of diseases such as HIV/AIDS, hepatitis, measles, flu</li> </ul>	
2.8 Recognises and demonstrates understanding of appropriate and inappropriate use of drugs	<ul style="list-style-type: none"> <li>– identify and discriminate between legal and illegal drugs</li> <li>– discuss reasons why people take drugs</li> <li>– discuss the nature and purposes of medicinal drugs</li> <li>– describe the dangers associated with the use of drugs</li> <li>– know how to seek advice and assistance in relation to the use of drugs</li> </ul>	
2.10 Demonstrates an understanding of the relationship between personal and community health	<ul style="list-style-type: none"> <li>– acknowledge that community health is influenced by the actions of every individual in the community</li> <li>– demonstrate personal practices that contribute to positive community health</li> <li>– identify and access community health facilities</li> </ul>	
<b>Module: Interpersonal Relationships</b>		
<b>Outcomes</b>	<b>Content</b>	
3.4 Demonstrates awareness of the skills and personal qualities involved in initiating and maintaining relationships	<ul style="list-style-type: none"> <li>– demonstrate the skills involved in maintaining a friendship</li> <li>– recognise and value relationships</li> <li>– respond to the ideas, feelings and values of others</li> </ul>	
3.6 Demonstrates awareness and understanding of, and respect for, the feelings of others	<ul style="list-style-type: none"> <li>– demonstrate sensitivity and empathy towards others in need</li> </ul>	
3.7 Demonstrates awareness and use of strategies to cope with changing relationships	<ul style="list-style-type: none"> <li>– recognise and evaluate the reasons why a relationship might change or end</li> <li>– identify and explore the impact of, and their reactions to, the changes in, or the end of, a relationship</li> <li>– use positive strategies to cope with stress, disappointment, loss, anger or rejection</li> <li>– demonstrate conflict resolution skills</li> </ul>	

<b>Course: Personal Development, Health and Physical Education Life Skills (continued)</b>		<b>2 Units</b>
<b>Module: Safe Living</b>		
<b>Outcomes</b>	<b>Content</b>	
4.2 Demonstrates appropriate behaviour in emergency situations	<ul style="list-style-type: none"> <li>– demonstrate knowledge of first aid techniques and procedures</li> <li>– practise first aid techniques</li> </ul>	
4.3 Demonstrates understanding of and skills in, appropriate road safety behaviours as a pedestrian, wheelchair user, bike rider, passenger and driver	<ul style="list-style-type: none"> <li>– demonstrate road safety skills as a bike rider</li> <li>– recognise appropriate behaviour as a driver</li> </ul>	
4.5 Demonstrates safe lifting practices	<ul style="list-style-type: none"> <li>– demonstrate the skills required to carry out one-person and two-person lifts</li> <li>– identify when mechanical lifting devices are required</li> </ul>	
4.7 Demonstrates knowledge, understanding and skills of basic water safety	<ul style="list-style-type: none"> <li>– demonstrate water safety skills</li> </ul>	
<b>Module: Leisure</b>		
<b>Outcomes</b>	<b>Content</b>	
5.1 Chooses and participates in a range of indoor and outdoor leisure activities	<ul style="list-style-type: none"> <li>– indicate knowledge of outdoor leisure activities in the local community</li> <li>– participate in a range of indoor and outdoor leisure activities</li> </ul>	
5.5 Demonstrates an understanding of the elements of a balanced leisure program	<ul style="list-style-type: none"> <li>– recognise that a healthy lifestyle requires a balance of work, rest, sleep, exercise, leisure and recreation</li> <li>– design or look at examples of balanced and unbalanced leisure programs</li> </ul>	
<b>Module: Outdoor Recreation</b>		
<b>Outcomes</b>	<b>Content</b>	
6.1 Participate in outdoor recreational activities individually, with a partner or in a group	<ul style="list-style-type: none"> <li>– identify a range of recreational activities that can be undertaken individually</li> <li>– identify and select recreational activities that can be undertaken with a partner or with a group</li> <li>– participate in a chosen recreational activity as an individual, with a partner or as a member of a group</li> <li>– demonstrate understanding of the knowledge required for participation in the preferred recreation activity</li> <li>– demonstrate knowledge about and skills in the preferred activity</li> <li>– participate with safety in preferred recreational activity</li> </ul>	
6.6 Understands and minimises the impact of recreational activities on the environment	<ul style="list-style-type: none"> <li>– understand the need to protect and minimise the impact of recreational activities on environments</li> <li>– follow guidelines to care for the environment</li> </ul>	

<b>Course: Citizenship and Society Life Skills</b>		<b>2 Units</b>
<b>Module: Travel and Holidays</b>		
<b>Outcomes</b>	<b>Content</b>	
3.6 Locates suitable venues and makes arrangements for an outing or vacation	<ul style="list-style-type: none"> <li>– identify a range of possible destinations independently or with assistance</li> <li>– indicate reasons for outing or holiday</li> <li>– identify mode of travel</li> <li>– plan holiday</li> <li>– plan vacation or short holiday</li> <li>– plan recreation for extended holiday in Australia</li> </ul>	
<b>Module: Citizenship and the Law</b>		
<b>Outcomes</b>	<b>Content</b>	
4.3 Demonstrates an understanding of personal roles, rights and responsibilities in relation to the law	<ul style="list-style-type: none"> <li>– recognise the rights of an individual member of a family or group</li> <li>– recognise the various responsibilities of individual members of a family or group</li> <li>– recognise the rights and responsibilities of a driver of a motor vehicle in law</li> <li>– recognise the rights and responsibilities of a partner or spouse in relation to the law</li> <li>– recognise the rights of children and the responsibilities of parents within the law</li> <li>– indicate recognition of the rights and responsibilities of a consumer within the law</li> <li>– indicate recognition of economically and ecologically sound consumer practices in daily life</li> <li>– indicate recognition of the rights of a tenant within the law</li> <li>– indicate recognition of the rights and responsibilities of a trainee within the law</li> </ul>	
4.6 Understands the range and purposes of government in Australia	<ul style="list-style-type: none"> <li>– differentiate between state and federal levels of government</li> <li>– understand the purpose of local government</li> </ul>	
4.7 Recognises the rights and responsibilities of being a citizen in Australia	<ul style="list-style-type: none"> <li>– identify the rights and responsibilities of citizenship</li> <li>– identify different types of citizenship</li> <li>– behave as responsible and informed citizens in school, work and community contexts</li> </ul>	
4.8 Understands how to participate in democratic processes in a range of environments	<ul style="list-style-type: none"> <li>– develop an understanding of democratic processes in a range of environments</li> <li>– investigate and identify the responsibilities of participants in democratic processes</li> <li>– recognise the connection between the electoral process and democratic processes</li> </ul>	
<b>Module: Significant People, Events and Issues for Australia and the World Today</b>		
<b>Outcomes</b>	<b>Content</b>	
6.1 Identifies current key and significant people in daily life, the local community and Australia generally and the reasons for their significance	<ul style="list-style-type: none"> <li>– indicate recognition of people who are significant in the local community and the reasons for their significance</li> <li>– indicate recognition of the people who are significant in Australia generally and the reasons for their significance</li> </ul>	

<b>Course: Technological and Applied Studies Life Skills</b>		<b>2 Units</b>
Module: Working with Materials, Equipment and Machinery		
Outcomes	Content	
3.2 Identifies and demonstrates safe working practices with a variety of materials, tools and machinery	<ul style="list-style-type: none"> <li>– use hand tools and equipment safely when working alone or with others</li> <li>– return hand tools to appropriate safe storage</li> <li>– select appropriate power tool for a specific task to ensure safety</li> <li>– select and wear appropriate protective clothing and equipment</li> <li>– identify that tools and machinery are in safe working order</li> <li>– charge battery-operated cordless tools safely, using appropriate charging devices</li> <li>– identify emergency stop procedures before using power tools</li> <li>– return power tools to appropriate safe storage</li> <li>– select appropriate machinery for a given task to ensure safety</li> <li>– ensure that guards or protective devices are in place before using machinery</li> <li>– use tools and machinery in accordance with design and instructions</li> </ul>	
3.3 Demonstrates skills when working with materials, hand tools, power tools and machinery to complete specific projects	<ul style="list-style-type: none"> <li>– select and use hand tools appropriate to a specific material</li> <li>– select and use power tools appropriate to the task and material being worked</li> <li>– demonstrate appropriate use of machinery to complete projects in a range of environments</li> <li>– demonstrate knowledge of the properties and value of materials</li> <li>– select material for a specific task or project, based on knowledge of properties or value</li> <li>– decide when a hand tool, power tool or machine is needed to continue or finish a project</li> </ul>	
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"> <li>– indicate recognition of maintenance tasks by direct observation</li> <li>– identify specific maintenance tasks required</li> <li>– recognise and identify the materials needed to carry out tasks</li> <li>– decide if they can carry out the task themselves, or if they need help</li> <li>– carry out regular maintenance tasks themselves</li> <li>– ask other people for help with tasks if necessary</li> <li>– identify potential hazards around the home</li> <li>– take action to correct potential hazards</li> </ul>	
4.7 Understands and carries out outdoor and grounds maintenance	<ul style="list-style-type: none"> <li>– recognise when outdoor areas and grounds require maintenance</li> <li>– identify and carry out steps in preparing for lawn mowing</li> <li>– undertake maintenance tasks not requiring motorised equipment</li> <li>– identify precautions to be taken in order to operate lawn mowers and other motorised equipment safely</li> <li>– use motorised equipment themselves</li> <li>– arrange for someone else to carry out tasks that require specialised skills</li> <li>– recognise conditions that may be dangerous for some outdoor tasks or activities</li> <li>– recognise when pool maintenance is required and identify safe procedures</li> <li>– identify potentially hazardous chemicals used around the home</li> <li>– use and store all chemicals according to instructions</li> </ul>	

<b>Course: Technological and Applied Studies Life Skills (continued)</b>		<b>2 Units</b>
<b>Module: General Maintenance of Appliances, Machinery and Equipment</b>		
<b>Outcomes</b>	<b>Content</b>	
6.2 Demonstrates knowledge and understanding of the safety requirements of particular appliances, machinery and equipment	<ul style="list-style-type: none"> <li>– recognise that safety procedures must be followed when using appliances</li> <li>– identify safe practices when using or moving near appliances, equipment or machinery</li> <li>– demonstrate safety requirements when preparing to use appliances, equipment or machinery</li> <li>– demonstrate safety requirements when using appliances in the home</li> <li>– demonstrate safety requirements when using equipment and machinery in and around the home</li> <li>– understand the need to store machinery in a safe place</li> <li>– demonstrate safety requirements when using equipment and machinery in work or training environments</li> </ul>	
6.3 Identifies and uses procedures and products for cleaning and maintenance of appliances, machinery and equipment	<ul style="list-style-type: none"> <li>– recognise that electrical appliances must be cleaned with extreme care</li> <li>– recognise when an appliance needs cleaning or maintenance which does not involve the use of products or materials and act appropriately</li> <li>– recognise when equipment needs cleaning or maintenance</li> <li>– recognise when an appliance needs cleaning or maintenance that involves the use of a specific product</li> </ul>	
6.4 Cleans and maintains a range of appliances, machinery and equipment	<ul style="list-style-type: none"> <li>– use appropriate cleaning products safely with particular appliances or equipment</li> <li>– use specific products for cleaning and maintaining machinery</li> <li>– identify safe and appropriate processes for cleaning electrical appliances used in everyday life</li> <li>– safely clean electrical appliances used in everyday life</li> <li>– identify safe and appropriate processes for cleaning machinery and equipment used in everyday life</li> <li>– safely clean machinery and equipment used in everyday life</li> <li>– identify and undertake appropriate maintenance themselves</li> <li>– demonstrate safe practices in cleaning machinery and equipment in work or training environments</li> <li>– recognise the type of repairs they can do themselves</li> <li>– carry out simple repairs safely in order to maintain machinery or equipment in good working order</li> </ul>	
6.5 Identifies situations when appliances, machinery or equipment need professional attention	<ul style="list-style-type: none"> <li>– identify the type of repairs that should be made by a professional</li> <li>– arrange for repairs to be carried out professionally</li> <li>– advise appropriate people when equipment or machinery in the workplace or training environment requires repair</li> <li>– advise appropriate people when equipment or machinery in the community requires professional attention</li> </ul>	

<b>Course: Work and the Community Life Skills</b>		<b>2 Units</b>
<b>Module: Planning for Participation in Workplace and Community-based Learning</b>		
<b>Outcomes</b>	<b>Content</b>	
2.3 Demonstrates knowledge, skills and appropriate attitudes in relation to work ethics and habits	<ul style="list-style-type: none"> <li>– understand and fulfil requirements in relation to work ethics and habits while undertaking workplace learning</li> <li>– respond to advice from employers about work ethics and habits</li> <li>– undertake sound work ethics and habits that increase employability</li> <li>– show respect for their own possessions and the possessions of others</li> <li>– clarify procedures for reporting breaches of ethics</li> </ul>	
2.4 Demonstrates knowledge, skills and appropriate attitudes in job-seeking and job application processes	<ul style="list-style-type: none"> <li>– identify sources where jobs are advertised such as newspapers, employment agencies, the Internet</li> <li>– identify and contact a range of people who may provide assistance in job seeking</li> <li>– analyse advertisements to ascertain requirements for positions</li> </ul>	
2.5 Demonstrates knowledge and skills in job interview processes	<ul style="list-style-type: none"> <li>– identify suitable dress and grooming requirements for job interviews</li> <li>– rehearse interview processes using appropriate language, deportment, body language and gestures</li> </ul>	
<b>Module: Developing a Portfolio in Preparation for Employment</b>		
<b>Outcomes</b>	<b>Content</b>	
3.3 Understands the impact of a range of personal considerations on workplace learning choices and options	<ul style="list-style-type: none"> <li>– recognise their strengths and areas where development is required for workplace learning</li> <li>– seek assistance with skills that require further development as part of the individual transition-planning process</li> </ul>	
3.4 Demonstrates skills in determining the entry requirements in prior knowledge, training and/or experience for specific workplace learning environments	<ul style="list-style-type: none"> <li>– identify prior knowledge and prerequisite skills required to undertake workplace learning</li> <li>– keep records to demonstrate prior learning that may be used towards a recognised credential</li> <li>– assess literacy, numeracy and access skills necessary for some workplace learning situations</li> </ul>	

<b>Course: Work and the Community Life Skills (continued)</b>		<b>2 Units</b>
<b>Module: Dealing with Workplace and Community-based Learning Environment Issues</b>		
<b>Outcomes</b>	<b>Content</b>	
5.1 Demonstrates an understanding of the general occupational health and safety issues in workplace and community-based learning environments	<ul style="list-style-type: none"> <li>– discuss the responsibility of employers, employees and students involved in workplace or community-based learning in complying with occupational health and safety requirements</li> <li>– identify and describe specific occupational health and safety issues</li> <li>– demonstrate safe work practices in workplace learning situations</li> </ul>	
5.2 Adapts successfully to features of workplace learning environments	<ul style="list-style-type: none"> <li>– identify and describe the physical features of a range of workplace learning environments</li> <li>– recognise that features such as noise, space and change in the workplace may have implications for individual workers</li> <li>– demonstrate skills in dealing with issues such as noise, space and change by observing others and using appropriate strategies</li> <li>– demonstrate skills in adapting to a range of workplace learning situations</li> </ul>	
5.3 Understands and uses appropriate communication processes in workplace learning environments	<ul style="list-style-type: none"> <li>– identify and describe the hierarchy which influences communication in specific workplace learning environments</li> <li>– identify from an organisation chart the person responsible for direct supervision in a particular workplace learning situation</li> <li>– identify issues which should be taken up with a supervisor</li> <li>– describe how, when and where issues should be raised with supervisor or line manager</li> <li>– demonstrate knowledge and skills in communicating with supervisor or line manager</li> <li>– demonstrate skills in communicating with others as part of a team</li> </ul>	
5.4 Demonstrates knowledge, skills and appropriate attitudes relating to interpersonal and social issues in workplace or community-based learning	<ul style="list-style-type: none"> <li>– describe or role-play appropriate interpersonal behavior in workplace learning or community-based learning situations</li> <li>– successfully manage interpersonal relationships in workplace or community-based learning situations</li> <li>– successfully manage social interactions in workplace learning or community-based learning situations</li> </ul>	
<b>Module: Participating in Workplace and Community-based Learning Experiences</b>		
<b>Outcomes</b>	<b>Content</b>	
6.3 Engages in workplace learning experiences in the community	<ul style="list-style-type: none"> <li>– demonstrate generic work and social skills in workplace learning experiences in the community</li> <li>– conduct themselves appropriately in workplace learning experiences in the community showing awareness of occupational health and safety, anti-discrimination and equal employment opportunity considerations</li> <li>– develop work skills when participating individually or in small groups with direct supervision in workplace learning experiences in the community</li> <li>– develop work skills when participating independently with some supervision in workplace learning experiences in the community</li> </ul>	

# **Year 12**

## **(HSC Year)**

### **Pattern of Study**

#### **To Meet Identified Student Goals for Tom**

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

## Year 12 Pattern of Study

<b>Course: English Life Skills</b>		<b>2 Units</b>
<b>Module: Speaking</b>		
Outcomes	Content	
2.6 Uses the telephone appropriately	<ul style="list-style-type: none"> <li>– use telephone books and dial businesses or shops for information or to arrange purchases</li> <li>– demonstrate telephone etiquette in a range of situations</li> </ul>	
2.9 Speaks with others in a range of formal and informal situations	<ul style="list-style-type: none"> <li>– use appropriate social conversational skills with people in a range of situations</li> <li>– speak with unknown people in a formal situation</li> </ul>	
2.11 Uses spoken language appropriately to express points of view and to manage disagreements	<ul style="list-style-type: none"> <li>– 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</li> <li>– express points of view to manage disagreements affecting them using appropriate vocabulary, tone, volume and manner in a range of situations</li> </ul>	
<b>Module: Reading</b>		
Outcomes	Content	
4.4 Comprehends written instructions in order to undertake activities and ensure personal safety	<ul style="list-style-type: none"> <li>– demonstrate to supervisor the steps required to follow written instructions</li> <li>– read and comprehend multiple step instructions in a range of situations</li> </ul>	
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"> <li>– use public libraries to select a variety of written material</li> <li>– select material to read for recreation and leisure</li> <li>– read to gain information for personal purposes</li> <li>– interpret text presented in a variety of formats</li> <li>– read and interpret instructions to complete tasks required in a range of training and employment situations</li> <li>– distinguish between fact and opinion in texts</li> <li>– identify and describe different perspectives on the same topic in a variety of texts</li> </ul>	
<b>Module: Writing</b>		
Outcomes	Content	
5.3 Writes and transfers specific information using standard formats	<ul style="list-style-type: none"> <li>– develop their own résumés</li> <li>– write, using technology, to request information</li> </ul>	
5.4 Writes and documents information for personal use	<ul style="list-style-type: none"> <li>– summarise information in educational and training settings</li> <li>– keep personal records</li> <li>– write to clarify thoughts and ideas and to express emotions and reactions</li> </ul>	
5.5 Writes to communicate information for a variety of purposes	<ul style="list-style-type: none"> <li>– use acceptable formats for various types of correspondence</li> <li>– write letters for formal purposes</li> <li>– write for purpose of producing creative material</li> </ul>	

<b>Course: English Life Skills (continued)</b>		<b>2 Units</b>
Module: Viewing		
<b>Outcomes</b>	<b>Content</b>	
6.2 Views images and interprets their meaning, information and content	<ul style="list-style-type: none"> <li>– make value judgements and form opinions as a result of viewing different material</li> <li>– use computer to research interests, hobbies and projects</li> </ul>	
6.3 Views and interprets a range of media to access information and for leisure and recreation	<ul style="list-style-type: none"> <li>– explore other media for viewing for enjoyment such as the Internet and CD-ROMs</li> <li>– use the Internet to obtain information about news and current affairs</li> </ul>	
6.4 Views and critically assesses advertising material of various kinds	<ul style="list-style-type: none"> <li>– identify advertising material in different formats</li> <li>– use a variety of advertising sources to plan purchases</li> <li>– identify techniques employed by advertisers to sell products or promote events</li> </ul>	

<b>Course: Mathematics Life Skills</b>		<b>2 Units</b>
Module: Numeration		
<b>Outcomes</b>	<b>Content</b>	
1.6 Demonstrates knowledge, understanding and application of basic fractions and decimals	<ul style="list-style-type: none"> <li>– understand and apply decimals within meaningful contexts</li> </ul>	
1.7 Recognises and uses percentages	<ul style="list-style-type: none"> <li>– apply percentage terms within broader contexts</li> </ul>	
Module: Time		
<b>Outcomes</b>	<b>Content</b>	
3.8 Reads and understands calendars and plans events	<ul style="list-style-type: none"> <li>– use a calendar to calculate time available for particular activities</li> </ul>	
3.9 Reads and interprets timetables	<ul style="list-style-type: none"> <li>– understand and apply daily plan or timetable used in school, training or employment environments</li> <li>– read and interpret single mode transport timetable</li> <li>– read and interpret interconnecting transport timetables</li> </ul>	
3.10 Prioritises personal time and manages scheduled activities	<ul style="list-style-type: none"> <li>– identify school, work or training activities which require planning time</li> <li>– plan a week's activities to meet priorities and scheduled events</li> <li>– schedule activities within a weekly plan in accordance with designated responsibilities</li> <li>– schedule activities over a month in accordance with designated responsibilities</li> <li>– manage personal time to ensure that conflicts of schedules do not occur</li> <li>– identify changing circumstances and alter activities accordingly</li> </ul>	

<b>Course: Mathematics Life Skills (continued)</b>		<b>2 Units</b>
<b>Module: Space</b>		
<b>Outcomes</b>	<b>Content</b>	
4.5 Reads and understands a variety of directories and maps	– use maps for a variety of purposes	
<b>Module: Money</b>		
<b>Outcomes</b>	<b>Content</b>	
5.7 Demonstrates knowledge, understanding and application of financial decision-making skills	– make appropriate financial decisions – 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	– prepare personal budgets – modify personal budgets in response to changes in income, expenditure and goals – fulfil responsibilities and obligations involved in financial relationships	
<b>Module: Measurement</b>		
<b>Outcomes</b>	<b>Content</b>	
6.3 Reads and interprets a variety of graphs and tables	– understand and use graphs and tables in a range of activities	
6.4 Estimates and calculates lengths and distances	– calculate length or distance using standard or non-standard units	
6.5 Estimates and calculates quantities	– measure quantity using standard or non-standard units	

<b>Course: Work and the Community Life Skills</b>		<b>2 Units</b>
<b>Module: Planning for Participation in Workplace and Community-based Learning</b>		
<b>Outcomes</b>	<b>Content</b>	
2.3 Demonstrates knowledge, skills and appropriate attitudes in relation to work ethics and habits	<ul style="list-style-type: none"> <li>– understand and fulfil requirements in relation to work ethics and habits while on work experience and work placements</li> <li>– respond to advice from employers about work ethics and habits</li> <li>– undertake sound ethics and habits that increase employability</li> </ul>	
2.4 Demonstrates knowledge, skills and appropriate attitudes in job-seeking and job application processes	<ul style="list-style-type: none"> <li>– complete job application forms from a variety of sources with accurate details</li> <li>– write letters of application in correct format using conventional grammar and correct spelling</li> <li>– use the telephone to make enquires about advertised positions</li> <li>– canvass for potential employment vacancies</li> </ul>	
2.5 Demonstrates knowledge and skills in job interview processes	<ul style="list-style-type: none"> <li>– identify suitable dress and grooming requirements for job interview</li> <li>– rehearse interview processes using appropriate language, deportment, body language and gestures</li> </ul>	
2.6 Establishes personal links with appropriate personnel and agencies before leaving school	<ul style="list-style-type: none"> <li>– seek assistance to identify and contact key people in the community who will provide support in finding a job and choosing appropriate training courses</li> <li>– visit and register with government and non-government agencies that offer support to school leavers</li> </ul>	
<b>Module: Developing a Portfolio in Preparation for Employment</b>		
<b>Outcomes</b>	<b>Content</b>	
3.3 Understands the impact of a range of personal considerations on workplace learning choices and options	<ul style="list-style-type: none"> <li>– recognise their strengths and areas where development is required for workplace learning</li> </ul>	
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"> <li>– keep records to demonstrate prior learning that may be used towards a recognised credential</li> </ul>	
<b>Module: Dealing with Workplace and Community-based Learning Environment Issues</b>		
<b>Outcomes</b>	<b>Content</b>	
5.5 Demonstrates knowledge, understanding and appropriate attitudes towards entitlements to fair and equal treatment in workplace or community-based learning situations	<ul style="list-style-type: none"> <li>– identify and describe legislative protection from harassment, vilification and discrimination on the basis of race, gender, religion, age or disability</li> <li>– identify and describe support available for people with disabilities in workplace or community-based learning situations</li> <li>– identify and describe legislative and related information on industrial agreements, awards or enterprise bargaining</li> <li>– identify and describe legislative and related requirements for occupational health and safety</li> <li>– identify and describe legislative and related issues relating to workers' compensation</li> <li>– identify and describe legislation, organisations and interest groups involved in the negotiation and variation of working conditions and wages</li> </ul>	

<b>Course: Work and the Community Learning Life Skills (continued)</b>		<b>2 Units</b>
<b>Module: Dealing with Workplace and Community-based Learning Environment Issues (continued)</b>		
<b>Outcomes</b>	<b>Content</b>	
5.6 Demonstrates knowledge and understanding of personal roles, rights and responsibilities as an employee	<ul style="list-style-type: none"> <li>– understand the expectations employers and other workers will have of them as employees or workplace learning students</li> <li>– demonstrate knowledge and understanding of general rights and responsibilities of employees in relation to awards, conditions and fair treatment at work</li> <li>– demonstrate knowledge and understanding of specific rights and responsibilities of employees in particular situations or circumstances</li> </ul>	
5.7 Demonstrates knowledge and understanding of personal roles, rights and responsibilities of employers and other employees	<ul style="list-style-type: none"> <li>– demonstrate knowledge and understanding of role of an employer</li> <li>– demonstrate knowledge and understanding of roles of other employees</li> <li>– demonstrate appropriate and realistic expectations of employers</li> <li>– demonstrate appropriate and realistic expectations of other employees</li> <li>– demonstrate knowledge and understanding of general rights of employers in relation to awards, conditions and fair treatment</li> <li>– demonstrate knowledge and understanding of general rights of other employees in relation to awards, conditions and fair treatment</li> <li>– investigate and gather information about specific roles, rights and responsibilities which apply to employers in particular situations or circumstances</li> <li>– investigate and gather information about specific roles, rights and responsibilities which apply to other employees in particular situations or circumstances</li> <li>– demonstrate knowledge of general responsibilities of all employers</li> <li>– demonstrate knowledge of general responsibilities of other employees</li> </ul>	
5.8 Recognises personal responsibility for the quality and quantity of work produced	<ul style="list-style-type: none"> <li>– identify and describe expectations of quality of work in specific workplace learning situations</li> <li>– identify and describe expectations of quantity of work in specific workplace learning situations</li> <li>– demonstrate knowledge and understanding of appropriate action required if expectations regarding quality of work cannot be met</li> <li>– demonstrate knowledge and understanding of appropriate action required if expectations regarding quantity of work cannot be met</li> </ul>	
5.9 Demonstrates knowledge and understanding of issues relating to wages and conditions in the workplace	<ul style="list-style-type: none"> <li>– gather information about wages which apply to jobs in a particular workplace</li> <li>– identify and describe commencement wages for a particular position</li> <li>– identify and describe wage increments and the factors influencing them</li> <li>– identify and describe conditions relating to various jobs within a designated work</li> <li>– describe when and where conditions may be varied</li> </ul>	

<b>Course: Work and the Community Life Skills (continued)</b>		<b>2 Units</b>
Module: Dealing with Workplace and Community-based Learning Environment Issues (Continued)		
<b>Outcomes</b>	<b>Content</b>	
5.10 Demonstrates knowledge and understanding of factors relating to job retention and career advancement, including efficient and effective work ethics and practices and upgrading of appropriate skills and knowledge	<ul style="list-style-type: none"> <li>– identify and describe general factors influencing job retention</li> <li>– identify and describe factors influencing career advancement</li> <li>– discuss processes for upgrading of appropriate skills and knowledge in workplace situations</li> <li>– apply efficient and effective work ethics and practices in real workplace situations</li> </ul>	
Module: Participating in Workplace Learning and Community-based Learning Experiences		
<b>Outcomes</b>	<b>Content</b>	
6.3 Engages in workplace learning experiences in the community	<ul style="list-style-type: none"> <li>– demonstrate generic work and social skills in workplace learning experiences in the community</li> <li>– conduct themselves appropriately in workplace learning experiences in the community showing awareness of occupational health and safety, anti-discrimination and equal employment opportunity considerations</li> <li>– develop work skills when participating independently with some supervision in workplace learning experiences in the community</li> </ul>	

<b>Course: Tafe Delivered Vehicle Industry – Autobody Refinishing</b>	<b>2 Units</b>
<b>Group 1 Modules</b>	
Occupational Health and Safety Occupational Health and Safety – Autobody refinishing Hand tools and Equipment	
<b>Group 2 Modules</b>	
Preparation Materials Spray Equipment Techniques and Operation Introduction to Surface Preparation Color Mixing Remove and Replace Body Components	
<b>Group 2 Modules</b>	
Vehicle Detailing After Painting and Repair Paint Technology Underbody Protection – Anti-Corrosion Treatments Treatment Protector Mouldings, Transfers and Decals	
<b>Group 3 Modules</b>	
Air Compressors Transformers and Air Links Basic Colour Materials Acrylic Lacquer Preparation Surface Preparation – 2 Pack	

Note: Students must complete modules for Group 1 before commencing Group 2 and complete modules in Group 2 before commencing Modules in Group 3.