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1 The Higher School Certificate program of study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education

- foster the intellectual, social and moral development of students, in particular developing their:
  - knowledge, skills, understanding and attitudes in the fields of study they choose
  - capacity to manage their own learning
  - desire to continue learning in formal or informal settings after school
  - capacity to work together with others
  - respect for the cultural diversity of Australian society

- provide a flexible structure within which students can prepare for:
  - further education and training
  - employment
  - full and active participation as citizens

- provide formal assessment and certification of students’ achievements

- provide a context within which schools also have the opportunity to foster students’ physical and spiritual development.
2 Eligibility for Stage 6 Life Skills courses

Most students with special education needs will undertake regular course outcomes in Board Developed and/or Board Endorsed Courses to meet the requirements of the Higher School Certificate.

Before deciding that the student should undertake one or more Life Skills courses, consideration should be given to other ways of assisting the student to achieve regular course outcomes. This assistance may include a range of adjustments at school level to course work, school-based assessment tasks including examinations and/or disability provisions for the HSC examinations.

The decision to access one or more Stage 6 Life Skills courses is made collaboratively with the student, parents/carers and other significant individuals in the student’s life (e.g. teachers, learning support personnel and community service providers). Consideration should be given to the pathways that best meet the needs, interests and aspirations of the student.

Students enrolling in any Stage 6 Life Skills courses will usually have completed Years 7–10 Life Skills outcomes and content in one or more courses.

The Board expects that the majority of students who enrol in Stage 6 Life Skills courses will be students with an intellectual disability.
3 Rationale for Work and the Community Life Skills course

The world and the communities in which we live are continually evolving. Equal opportunity legislation and the role of technology have been influential in changing the types of work that people do, the way work is done, where work is done, and who it is done by. Furthermore, the skills, aspirations and needs of young people are also ever-changing. The Work and the Community Life Skills course is designed to prepare students to make the transition into a successful adult life in a way that reflects these changes.

The successful transition of students into post-school endeavours and working life is a vital contributing factor to their long-term wellbeing, and the development of self-image and self-esteem. The Work and the Community Life Skills course is designed to assist students to reach their maximum potential as active and informed members of society. The syllabus focuses on developing students’ literacy and numeracy, self-determination, independence, social participation and employability skills so that they have the confidence to recognise themselves as valuable contributors to society and to know what support is available for them.

It is expected that all students enrolled in Work and the Community Life Skills will gain practical experience in contributing to the community and workforce.
4 Continuum of learning for Stage 6 Work and the Community Life Skills

Early Stage 1 – Stage 3
HSIE K-6

Stages 4 and 5
Years 7–10 (including Life Skills outcomes and content)

Aboriginal Studies Elective
Commerce Elective
Geography Mandatory
Geography Elective
History Mandatory
History Elective
Work Education Elective

Stage 6
Aboriginal Studies
Ancient History
Business Studies
VET Workplace communication
Economics
Geography
History Extension
Legal Studies
Modern History
Society and Culture
Studies of Religion
Work Studies (CEC)
HSIE Life Skills
Work and the Community Life Skills

Community, other education and learning, and workplace pathways
5 Aim

The aim of the *Stage 6 Work and the Community Life Skills Syllabus* is to provide students with practical skills, knowledge, understanding, values and attitudes needed for confident and successful transition to post-school employment, participation and independence in the community.

6 Objectives

The Work and the Community Life Skills syllabus stresses the application of knowledge and understanding, skills, values and attitudes to a range of environments.

Students will:
- develop knowledge and understanding of the nature, patterns, concepts and variety of work
- develop knowledge and understanding of the rights and responsibilities associated with the workplace and the community.
- participate in practical experiences to gain first-hand knowledge and understanding of being an active member of a workforce and community.
- develop communication skills for successful participation in work and community settings including the use and application of ICT.
- develop organisational and problem-solving skills which facilitate workplace and community engagement.
- develop strategies to enhance self-esteem, confidence, resilience and adaptability to facilitate successful participation in the workforce and in the community.
The Work and the Community Life Skills course has six modules, which focus on generalising knowledge, understanding, skills, values and attitudes across a range of post-school environments.

The Stage 6 Work and the Community Life Skills course has an indicative time allocation of 120 hours in each of the Preliminary and HSC courses. It is not necessary for students to address or achieve all of the Work and the Community outcomes. The choice of modules, outcomes and content within each course, and the time spent on the content, provides the flexibility to develop rigorous, meaningful and age-appropriate programs that can address individual learning needs, strengths, interests and aspirations, and facilitates a successful transition from school to adult life.

Teachers may choose the most relevant aspects of the content to meet the particular needs of individual students and identify the most appropriate contexts for the student to demonstrate achievement of outcomes, eg school, community or workplace. Students will not be required to complete all of the content to demonstrate achievement of an outcome. Any examples provided under the content points are suggested strategies only. Teachers may use the examples provided or develop other examples to meet the particular needs of individual students.

<table>
<thead>
<tr>
<th>Module</th>
<th>Module Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The future</td>
<td>In this module students gain a conceptual understanding of what it is to work, to be an active member of a community and how this relates to their personal preferences, interests, aspirations and general wellbeing. Students will build their knowledge and understanding of the choices and challenges life after school can offer and will develop the skills and support networks to assist them with this transition.</td>
</tr>
<tr>
<td>Communicating at work and in the community</td>
<td>In this module students gain knowledge of communication skills that will enhance their employability, future study options and active participation in the community. Students will build their confidence and skills in computer literacy and information-gathering as they develop core skills for work. They will reflect on the employability skills they already have and how they can develop additional skills.</td>
</tr>
<tr>
<td>Rights and responsibilities</td>
<td>In this module students gain knowledge of their rights and responsibilities as a student, employee and citizen and how these rights are protected. Students develop skills and confidence in self-advocacy and build knowledge and understanding of their responsibilities towards others. Students are empowered by developing their understanding of the appropriate methods to resolve conflicts and disputes</td>
</tr>
<tr>
<td>Problem-solving at work and in the community</td>
<td>In this module students build their confidence and resilience, enabling them to take on responsibility, advocate for themselves and learn how to manage difficult situations across different settings. They will gain skills in safe work and travel practices; how to be organised and how to manage themselves and their time effectively. Students will learn to manage their finances and to develop an understanding of financial matters relating to their future.</td>
</tr>
<tr>
<td>Work experience and community-based learning</td>
<td>In this module students are provided with opportunities to build skills, knowledge and understanding beyond the classroom. Students are empowered in their planning for post-school life by experiencing ‘real world’ learning opportunities in workplace and community environments. Students are encouraged to combine reflection on these experiences with their special interests, skills and aspirations in planning for the future.</td>
</tr>
<tr>
<td>Ready for the future</td>
<td>This module informs, empowers and encourages students to take an active role in planning for their own future. This will include preparing a resume, developing interview techniques and developing a transition plan. Students reflect on and apply skills, knowledge and understanding they have acquired of their own strengths, goals and aspirations to make decisions and take actions for their future.</td>
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</table>
## 8 Objectives and outcomes

<table>
<thead>
<tr>
<th>Objective</th>
<th>A student:</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>develop knowledge and understanding of the nature, patterns, concepts and variety of work</td>
<td>LS1</td>
<td>demonstrates an understanding of what work is and why people work</td>
</tr>
<tr>
<td></td>
<td>LS2</td>
<td>identifies different types of work and skills for employment</td>
</tr>
<tr>
<td>develop knowledge and understanding of the rights and responsibilities associated with the workplace and the community</td>
<td>LS3</td>
<td>demonstrates knowledge and understanding of rules and regulations in different contexts</td>
</tr>
<tr>
<td></td>
<td>LS4</td>
<td>demonstrates knowledge and understanding of their entitlements to fair and equal treatment at work and in the community</td>
</tr>
<tr>
<td>participate in practical experiences to gain first-hand knowledge and understanding of being an active member of a workforce and a community</td>
<td>LS5</td>
<td>establishes and maintains connections with appropriate agencies and personnel to enhance post-school opportunities</td>
</tr>
<tr>
<td></td>
<td>LS6</td>
<td>actively participates in practical vocational learning experiences</td>
</tr>
<tr>
<td>develop communication skills for successful participation in work and community settings, including the use and application of ICT</td>
<td>LS7</td>
<td>communicates appropriately in a variety of settings</td>
</tr>
<tr>
<td></td>
<td>LS8</td>
<td>uses a variety of strategies, including ICT, to locate, select, organise and communicate information</td>
</tr>
<tr>
<td></td>
<td>LS9</td>
<td>identifies causes and effects of conflict and applies conflict resolution strategies in a variety of contexts</td>
</tr>
<tr>
<td>develop organisational and problem-solving skills which facilitate workplace and community engagement</td>
<td>LS10</td>
<td>demonstrates an understanding of self-management in work and community life</td>
</tr>
<tr>
<td></td>
<td>LS11</td>
<td>demonstrates an understanding of financial management in work and community life</td>
</tr>
<tr>
<td>develop strategies to promote confidence, resilience and adaptability to facilitate successful participation in the workforce and the community</td>
<td>LS12</td>
<td>identifies personal strengths, interests and challenges to make choices and set goals</td>
</tr>
<tr>
<td></td>
<td>LS13</td>
<td>persists with tasks when faced with challenges and adapts their approach when first attempts are not successful</td>
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Core Skills for Work

The Stage 6 Work and the Community Life Skills course provides a context for the development of the employability skill areas described in the *Core Skills for Work Developmental Framework* (the CSfW). The ten skill areas are grouped under three skill clusters. These skills are embedded in the objectives, outcomes and content of the Stage 6 Work and the Community Life Skills course:

**Navigate the world of work**
- Manage career and work life
- Work with roles, rights and protocols

**Interact with others**
- Communicate for work
- Connect and work with others
- Recognise and utilise diverse perspectives

**Get the work done**
- Plan and organise
- Make decisions
- Identify and solve problems
- Create and innovate
- Work in a digital world

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10 Modules

Module 1: The future

Module description
In this module students gain a conceptual understanding of what it is to work, to be an active member of a community and how this relates to their personal preferences, interests, aspirations and general wellbeing. Students will build their knowledge and understanding of the choices and challenges life after school can offer and will develop the skills and support networks to assist them with this transition.

Outcomes
LS1 demonstrates knowledge and understanding of what work is and why people work
LS2 identifies different types of work and skills for employment
LS5 establishes and maintains connections with appropriate agencies and personnel to enhance post-school opportunities
LS12 identifies personal strengths, interests and challenges to make choices and to set goals

Content
Work phases in life

Students:

- investigate the meaning of work in relation to their own experiences, for example:
  - chores at home
  - homework
  - planning an event
  - weekend job
  - volunteering

- identify common factors associated with work, for example:
  - motivation, effort, application
  - complete task/s
  - produce a deliverable
  - provide a service

- identify differences and similarities between work and leisure pursuits

- identify different reasons why people work, for example:
  - to contribute as part of a family/team/community
  - to gain a source of income
  - to be independent
  - for personal achievement
  - to follow a career path
  - to pursue a talent
• examine the benefits of work, for example:
  – can tie in with interests and hobbies
  – gives a sense of self-identity and social connectedness
  – can build self-esteem and physical fitness
  – financial independence

Current skills and interests

Students:

• reflect positively on personal skills and interests, for example:
  – a good listener
  – work well in teams
  – reliable
  – awards/achievements

• recognise personal challenges and strategies for support, for example:
  – build confidence through role-play and video modelling
  – identify need to develop particular skills eg literacy
  – identify volunteer opportunities as a way to develop new skills

Life and career goals

Students:

• evaluate strengths and interests and how these would transfer to the workplace, for example:
  – ability to follow plans and instructions to complete a project
  – skills in working with technology

• share ideas and set goals for the future, for example:
  – as part of developing a transition plan

• reflect positively on their potential to have a role as a contributing member of society, for example:
  – as a volunteer to learn new skills and to help others
  – as an employee to earn an income and be independent

• recognise the different pathways/options associated with different careers, for example:
  – further education to acquire new skills
  – gain experience and skills through volunteer work or alternative employment

• examine job types, further education pathways and career options that align with personal skills, interests and aspirations, for example:
  – school
  – TAFE
  – disability employment service providers
  – community colleges
investigate requirements needed for specific employment situations and evaluate personal abilities to meet these requirements, for example:
- literacy and numeracy skills in relation to workplace or further training demands
- ICT skills
- driver’s licence

Employment opportunities

Students:

- identify the nature and variety of work, for example:
  - working as part of a team
  - working from home/remotely
  - working in different environments, for example in an office, shop, factory or on a farm

- demonstrate understanding of a range of work arrangements, for example:
  - casual
  - part-time/full-time
  - apprenticeships/traineeships
  - contract
  - labour-hire employment
  - voluntary/unpaid
  - self-employment
  - mixed modes
  - open employment
  - supported employment

- identify key people and organisations in the community who can provide support in finding a job and choosing appropriate training courses.

- make contact with potential employers, for example:
  - discuss employment options with work experience bosses
  - apply directly for suitable employment positions
  - canvas local businesses about volunteer/employment opportunities
  - explore options for supported employment
Module 2: Communicating at work and in the community

Module description
In this module students gain knowledge of communication skills that will enhance their employability, future study options and active participation in the community. Students will build their confidence and skills in computer literacy and information-gathering as they develop core skills for work. They will reflect on the employability skills they already have and how they can develop additional skills.

Outcomes
LS5 establishes and maintains connections with appropriate agencies and personnel to enhance post-school opportunities
LS7 communicates appropriately in a variety of settings
LS8 uses a variety of strategies, including ICT, to locate, select, organise and communicate information
LS9 identifies causes and effects of conflict and applies conflict resolution strategies in a variety of contexts
LS12 identifies personal strengths, interests and challenges to make choices and set goals
LS13 persists with tasks when faced with challenges and adapts their approach when first attempts are not successful

Content
Appropriate communications

Students:

- communicate in community settings to share ideas, information and needs, for example:
  - greet people
  - respond to questions
  - make a request
  - ask for help
  - give and receive instructions

- recognise how communication changes according to the context and the people, for example:
  - peers, teachers, employers
  - classroom
  - public or work place

- understand the social etiquette of communication in the community, for example:
  - choice of language/volume at a sporting event, at the cinema
  - use of mobile phone in a confined public space

- understand the professional etiquette of work-place communication, for example:
  - personal space
  - topic of conversation
  - making private calls, sending private emails or accessing social media
  - confidentiality
• identify sources of potential conflict in workplace and community settings and explore strategies to resolve them, for example:
  – misunderstandings
  – issues with friends or family
  – bullying
  – unfair treatment
  – harassment
  – discrimination

• develop effective communication skills, strategies and behaviours to deal with and apply to different challenges, for example:
  – asking for help
  – apologising
  – taking responsibility
  – negotiating
  – knowing when to walk away
  – reporting bullying harassment and discrimination to appropriate persons including in the workplace

• develop skills and confidence in making contact with employers and service providers, for example:
  – using the telephone
  – sending an email or letter
  – applying in person
  – asking for feedback if application not successful

Information and Communications Technology (ICT) skills

Students:

• use ICT to facilitate communication, for example:
  – request information using Augmentative and Alternative Communication (AAC) solutions eg pictures, voice output device
  – share information with a friend/employer
  – make an appointment
  – develop a resume
  – complete/submit application forms

• identify how different technologies are used to communicate across different environments, for example:
  – using apps on a mobile device
  – online purchases/bookings
  – scanning QR codes
  – social networking
  – speech recognition software

• use ICT as a self-management tool, for example:
  – text-to-speech software to read instructions
  – use of electronic diary to set reminders
- save and retrieve digital information
- email a group of people
- instant messaging using text and images

- develop strategies to organise information, for example:
  - use of paper or electronic diary
  - use save function on digital document
  - use filing system to store information (hard copies or electronic copies)

- use appropriate software to record information, ideas and plans, for example:
  - tables, photos, mind maps
  - text, images, audio and numerical data
  - hyperlinks
  - Web 2.0 collaborative tools eg Google docs, Microsoft OneNote, Pages

- locate and access information from digital sources, for example:
  - icons-based menus
  - follow hyperlinks
  - print pages
  - copy, paste and save text and images
  - find and search functions, buttons and tabs
  - favourites, bookmarks and reading lists
  - advanced searching in different search engines

- locate, retrieve or generate information using search engines and search functions, for example:
  - search internet to find information eg about a person or place of interest, job vacancies
  - refine search within a website to sort by more specific criteria eg location
  - using the history function to retrieve information

- use ICT to facilitate leisure activities, for example:
  - e-books and films
  - computer games and the internet
  - locate clubs, events
  - virtual tours
  - booking tickets
Module 3: Rights and responsibilities

Module description
In this module students gain knowledge of their rights and responsibilities as a student, employee and citizen and how these rights are protected. Students develop skills and confidence in self-advocacy and build knowledge and understanding of their responsibilities towards others. Students are empowered by developing their understanding of the appropriate methods to resolve conflicts and disputes in relation to fair and equitable treatment in the workplace and in the community.

Outcomes
LS3  demonstrates knowledge and understanding of rules and regulations across different environments
LS4  demonstrates knowledge and understanding of their entitlements to fair and equal treatment in work and community-based settings
LS7  communicates appropriately in a variety of settings
LS10 demonstrates an understanding of self-management in work and community life
LS13 persists with tasks when faced with challenges and adapts their approach when first attempts are not successful

Content

Fair and equal treatment
Students:

- recognise rights to fair and equal treatment as a consumer and as a community member, for example:
  - returning goods to a retailer for a refund or exchange under fair trading laws
  - access to premises or services
  - making a complaint if discrimination is experienced
  - build awareness of areas of potential discrimination, for example disability, age, gender and sexual orientation

- gain knowledge and understanding of services and organisations in place to ensure fair treatment in accessing the community, for example:
  - fair trading department
  - workplace ombudsmen
  - commissions that support young people/human rights

Workplace responsibilities
Students:

- share ideas about the responsibilities of being an employee, for example:
  - appearance according to job requirements eg wear uniform, remove piercings
  - attendance
  - punctuality
– task completion
– timekeeping
– reliability
– privacy and confidentiality

• identify safe work practices across different workplace scenarios, for example:
  – hand-washing and clean clothing for safe food-handling
  – personal protective equipment such as high-visibility clothing, safety boots, hard hats on building site
  – lifting and moving objects safely in an office

• recognise own responsibilities towards the fair and equal treatment of all people in the workplace and community, for example:
  – use respectful behaviour towards individual and cultural differences
  – show sensitivity to the needs of others
  – show understanding of unfair treatment in given scenarios

• understand the responsibilities of the employer, for example:
  – pay employee
  – outline job description or duties
  – provide safe workplace eg personal protective equipment, awards or registered agreements

• gain knowledge and understanding of the requirements for fair and equal treatment relating to termination of employment, for example:
  – redundancy
  – dismissal
  – retirement
  – resignation
  – unemployment

Rights in education, community and employment

Students:

• understand the right to disclosure of a disability or chronic medical condition to an employer, for example:
  – the right to not disclose
  – the right to disclose to everyone or to certain people

• understand the role of anti-discrimination laws in ensuring fair treatment in work, community and further education settings, for example:
  – the right to reasonable adjustments

• investigate the legislation that protects individuals from discrimination on the basis of race, gender, sexual orientation, religion, age or disability, for example:
  – anti-discrimination laws
  – fair trading laws
• gain knowledge and understanding of the support available for workplace and community access, for example:
  – disability service providers
  – organisations involved in providing services such as travel training
  – advocacy and lobby groups
  – insurance schemes, unions and professional associations

• explore employee rights in relation to awards, conditions and fair treatment, for example:
  – Work, Health and Safety (WHS) laws
  – pay conditions
  – travel allowances
  – provision for breaks at work
  – overtime
  – superannuation
  – unfair dismissal laws

• investigate the legislation, organisations and interest groups involved in the negotiation and variation of working conditions and wages, for example:
  – unions and professional associations
  – industry and business lobby groups
  – enterprise bargaining
  – other groups relevant to industry areas of future employment
Module 4: Problem-solving in the workplace and community

Module description

In this module students build their confidence and resilience, enabling them to take on responsibility, advocate for themselves and learn how to manage difficult situations across different settings. They will gain skills in safe work and travel practices; how to be organised and how to manage themselves and their time effectively. Students will learn to manage their finances and to develop an understanding of financial matters relating to their future.

Outcomes

LS7 communicates appropriately in a variety of settings
LS8 uses a variety of strategies, including ICT, to locate, select, organise and communicate information
LS9 identifies causes and effects of conflict and applies conflict resolution strategies in a variety of contexts
LS10 demonstrates an understanding of self-management in work and community life
LS11 demonstrates an understanding of financial management in work and community life
LS12 identifies personal strengths, interests and challenges to make choices and set goals
LS13 persists with tasks when faced with challenges and adapts their approach when first attempts are not successful

Content

Self-management

Students:

- make choices as part of daily routines, for example:
  - what clothes to wear to a particular event or workplace
  - where and what to have for lunch
  - start or finish the steps of an activity

- show respect for their own possessions and the possessions of others, for example:
  - ask permission to use others’ equipment
  - clarify procedures for reporting breaches of ethics

- set their own goals and use strategies that promote independence, for example:
  - following visual schedules, a list or instructions to complete a task
  - use video modelling to prepare for a new activity
  - navigate a campus or office floor using a plan or diagram
  - contributing in the development of their own transition plan

- attempt new ways of performing a task, for example:
  - seek help
  - try new software/technology
  - apply a new routine or technique
• use time-keeping strategies as a self-management tool, for example:
  – set an alarm/calendar reminder
  – following a sequence to complete a task
  – using a range of timetables including travel apps
  – planning journeys via maps software

• demonstrate understanding of the need to think about safety in all aspects of life, for example:
  – at home eg fire prevention, reporting suspicious activity
  – in the community eg road safety, water safety, bushfire prevention
  – in the workplace eg following WHS regulations

Working with others

Students:

• identify ways to show awareness of the feelings and needs of others, for example:
  – changing communication style when conversing with friends or employers
  – suggest solutions to problems

• examine influences on and consequences of their emotional responses in different contexts, for example:
  – responding to unfair play or unfair treatment at work
  – feeling disappointment when not selected for an interview
  – coping with being in a new and unfamiliar place

• respond safely to problems and emergency situations when accessing community settings, for example:
  – ask for help from a security guard on a train, police officer
  – dial 000 in an emergency

• respond safely to problems and emergency situations when accessing workplace settings, for example:
  – following an evacuation plan
  – report faults or hazards to supervisor/first aid officer

Managing change

Students:

• identify problem-solving strategies for a range of scenarios, for example:
  – a problem with equipment or technology
  – cancellations or changes to transport
  – late for work
  – conflict with a colleague
  – a difficult customer
  – resignation or job loss
• reflect on own response to challenging situations and how this would influence them in the future, for example:
  – conflict with another person
  – getting lost on the way to an event or workplace
  – losing changes to an electronic document

• identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations, for example:
  – knowing who and where to get support when help is needed
  – following a plan, using self-talk to stay calm

• examine work–life balance and strategies to manage it, for example:
  – planning leisure activities
  – building and maintaining friendships and networks

Managing money

Students:

• identify different ways to make payments and apply these to different scenarios, for example:
  – cash for a snack
  – credit card for an online purchase
  – electronic funds transfer to pay a bill

• understand how to open a bank account and access services, for example:
  – depositing and withdrawing cash
  – internet banking
  – debit and credit cards
  – account fees and charges

• recognise the importance of budgeting to keep track of income and expenses, for example:
  – living expenses
  – loan repayments
  – superannuation
  – savings

• identify different sources of income, for example:
  – wage/salary
  – funding package such as the National Disability Insurance Scheme (NDIS)
  – investments

• understand that being employed involves getting paid, paying tax and superannuation

• understand how to interpret and manage financial statements, for example:
  – pay advice statement
  – bank statement
• understand the process for completing a tax return, for example:
  – keeping records
  – availability of support services

• investigate the support services and online tools available to assist with managing own finances, for example:
  – Australian Taxation Office (ATO) volunteers
  – budgeting and personal finance apps

• investigate strategies to manage debt and where to go for help when you can’t pay a debt, for example:
  – pay off amount owing on credit card each month
  – talk to the credit or service provider
Module 5: Work experience and community-based learning

Module description
In this module students are provided with opportunities to build skills, knowledge and understanding beyond the classroom. Students are empowered in their planning for post-school life by experiencing ‘real world’ learning opportunities in workplace and community environments. Students are encouraged to combine reflection on these experiences with their special interests, skills and aspirations in planning for the future.

Objective

Outcomes
LS6 actively participates in practical vocational learning experiences
LS7 communicates appropriately in a variety of settings
LS8 uses a variety of strategies, including ICT, to locate, select, organise and communicate information
LS10 demonstrates an understanding of self-management in work and community life
LS13 persists with tasks when faced with challenges and adapts their approach when first attempts are not successful

Content

School-based vocational learning

Students:

- participate in school-based enterprise projects to develop work skills, for example:
  - a fundraising project such as a car wash
  - grounds maintenance
  - school and community functions

- develop and demonstrate skills in working with others
  - working with others in teams
  - completing tasks
  - seeking assistance when needed

- reflect on what they learn about themselves from school-based vocational learning, for example:
  - describe how the experience made them feel
  - identify personal factors that made a fundraising event successful
  - identify what they would do differently next time

Community learning

Students:

- use resources to identify opportunities for engaging with community learning, for example:
– local paper
– websites

• use safe practices when accessing community settings, for example:
  – use pedestrian crossing
  – follow safety and location signs
  – use the safe carriages on trains if alone or at night

• applies problem-solving skills to manage own time and finances in the community, for example:
  – plan a journey
  – buy a ticket
  – estimate change
  – manage a budget

• communicate and interact with others in community settings to share ideas, information and needs, for example:
  – meet and greet people
  – order a meal
  – join in conversations
  – ask for help or directions
  – identify people who provide support and assistance with personal care and transport needs

• reflect on what they learn about themselves from community experiences, for example:
  – recognise the need for a back-up plan if they miss the bus
  – coping with unplanned events
  – strategies to manage frustration

• set goals and use strategies that promote independence, for example:
  – plan an excursion using an online trip planner

Workplace learning

Students:

• initiate contact with employers and/or placement providers about securing a work placement, for example:
  – phone call
  – site visit
  – email
  – search advertised positions
  – submit resumes
  – fill in applications for employment

• identify and describe expectations, routines and entitlements for the work placement, for example:
  – work hours and breaks
  – job requirements
– supervisor, support person
– travel plan to and from work
– safe work practices

• show professional conduct and appropriate interpersonal skills in the workplace, for example:
  – punctuality
  – appropriate presentation
  – complete designated tasks
  – take responsibility
  – interact appropriately with co-workers, supervisors, managers

• demonstrate safe work practices, for example:
  – wears appropriate safety equipment
  – follows manual handling guidelines

• are aware of support personnel and how to contact them, for example:
  – supervisor
  – employer
  – school placement coordinator

• communicate effectively in the workplace, for example:
  – share ideas, information and needs
  – ask for help
  – adapt communication style according to the person/situation

• set goals and use strategies that promote independence, for example:
  – following visual schedules, a list or instructions to complete a task
  – navigate a campus or office floor using a plan or diagram
  – identify further training goals

• seek opportunities to take initiative, for example:
  – request a task that requires increased responsibility

• use technology appropriately to facilitate communication, for example:
  – telephone
  – email
  – internet
  – word processing software

• recognise and apply social and ethical protocols and practices when using ICT, for example:
  – company security protocols
  – social media
  – personal calls
  – digital citizenship

• investigate the concept of changing working conditions or employment, for example by:
  – negotiating flexible hours, working from home
  – requesting new work experience placement
– applying for work in a different industry or employment area

• reflect on what they learn about themselves from work experiences, for example:
  – recognise the factors that made a work placement successful
  – identify what improvements could be made
  – identify factors that helped them cope with being in a new and unfamiliar place
Module 6: Ready for the future

Module description
This module informs, empowers and encourages students to take an active role in planning for their own future. This will include preparing a resumé, developing interview techniques and developing a transition plan. Students reflect on and apply skills, knowledge and understanding they have acquired of their own strengths, goals and aspirations to make decisions and take actions for their future.

Outcomes
LS1 demonstrates an understanding of what work is and why people work
LS5 establishes and maintains connections with appropriate personnel and agencies to enhance post-school opportunities
LS7 communicates appropriately in a variety of settings
LS8 uses a variety of strategies, including ICT, to locate, select, organise and communicate information
LS10 demonstrates an understanding of self-management in work and community life
LS12 identifies personal strengths, interests and challenges to make choices and set goals
LS13 persists with tasks when faced with challenges and adapts their approach when first attempts are not successful

Content
Developing a career plan
Students:

• reflect on what they have learned about themselves from school, work and community experiences, for example:
  – how the experience made them feel
  – tasks they enjoyed or disliked
  – recognise personal strengths and areas for further development

• investigate the link between lifestyle and different employment options and choices, for example:
  – employee (wage or salary earner)
  – self-employment
  – volunteer work
  – parenthood and home-making

• take practical steps to be ready with the essentials for entering the workforce and adult life, for example:
  – Identification (ID) card
  – Medicare card
  – bank account
  – Tax File Number (TFN)
  – superannuation
Establishing and maintaining connections

Students:

– plan for a role as a contributing member of society, for example:
  – engage in transition planning processes to identify preferences, strengths, areas where assistance is needed, areas for further personal development
  – link interests to possible educational and training pathways to access career choices
  – link interests to services that could assist with access to associated leisure and special interest activities

– develop a personal profile linking interests and skills to vocational choices, for example:
  – complete a skills inventory, listing skills, aptitudes, interests, personality traits and particular needs and aspirations

– make links to industry areas of interest, for example:
  – contact employers and relevant training and employment services and ask about how to maximise job prospects

– plan strategically for work in industry areas of interest, for example:
  – focus on what kind of job gives you the best chance of employment in a preferred industry
  – what prerequisites are required for that kind of job
  – what type of training and service providers are going to be the most helpful in finding that kind of job

• identify different sources of information for job seeking or further education and training, for example:
  – career advisors/expos
  – employment agency
  – jobseeking websites
  – newspapers
  – Centrelink
  – disability employment service providers
  – community colleges
  – TAFE

• initiate contact with potential employers or training providers, for example:
  – email, telephone, face-to-face meeting
  – submit application/expression of interest

• develop strategies to maintain contact with potential work placement providers, employers or training providers, for example:
  – register with government and non-government agencies
  – make follow-up calls, visits
  – know the days when new jobs are advertised
  – set a reminder using diary, phone, email
• visit and register with appropriate government and non-government agencies that offer support to school-leavers, for example:
  – Centrelink
  – pre-employment training programs
  – disability employment service providers
  – other employment agencies
  – community participation services
  – apprenticeship and vocational training providers
  – insurance schemes

Job applications

Students:

• prepare relevant documentation, for example:
  – draft a resume/letter of application
  – respond to the selection criteria for particular job

• develop strategies to identify and store relevant documentation, for example:
  – save a digital copy of their resume
  – photocopy/file copies of certificates and references
  – develop a portfolio of work samples

Job interviews

Students:

• reflect on what they have learned about themselves from school, work and community experiences, for example:
  – identify their best achievements
  – identify what improvements they could make in their next interview

• prepare for job interviews, including:
  – personal presentation
  – communication skills
  – gather required documentation
  – relevant questions to ask
11 Assessment and reporting

11.1 Assessment

Assessment involves collecting evidence and reflecting on the student’s achievement in relation to the Life Skills outcomes selected for a particular course.

Within Stage 6 Work and the Community Life Skills, collaborative curriculum planning processes will determine educational priorities for each student. These priorities influence outcomes, modules and content to be studied. The outcomes and content points listed within each module form the basis of the learning opportunities for students and also provide examples of assessable activities on which teacher judgement will be based.

Assessment should take account of the individual ways that students demonstrate achievement of syllabus objectives and outcomes based on the content covered in the course. To cater for such individuality, a range of assessment materials should be used, appropriate for the outcomes to be measured, and relevant to students’ capabilities. Assessment instruments may include:
- observation of participation
- observations of performance of practical activities
- work experience reports
- oral reports and presentations
- group work
- journal writing
- written tasks.

Evidence of achievement of module outcomes can be based on ongoing observations during teaching and learning or from assessment tasks specifically designed to assess achievement at particular points.

Students may demonstrate achievement of outcomes across a range of situations or environments including the school, home, community and workplace. Assessment should reflect the student’s ability to generalise the knowledge, skills, and values and attitudes to a range of adult environments. Stage 6 Life Skills courses have no HSC examinations and results cannot be used in the calculation of a student’s Australian Tertiary Admissions Rank (ATAR).

Students entered for Life Skills courses may achieve the designated outcomes independently or with support.

An outcome should be considered as ‘achieved independently’ if there is evidence that a student can demonstrate the achievement of an outcome either:
- without adjustments
- or
- with the adjustments that enable the student to access course work and/or demonstrate achievement during assessment opportunities. These adjustments will have been determined through the collaborative curriculum planning process.
Examples of adjustments might include:
- the positioning of a student in a classroom
- additional time to communicate
- use of assistive technology
- provision of accessible/alternate formats, e.g., large print or Braille
- provision of a reader or writer.

Some students may be able to demonstrate achievement only if provided with additional support. This type of adjustment is provided when a student requires assistance to demonstrate the achievement of an outcome. In such cases an outcome should be considered as ‘achieved with support’.

Examples of additional support include:
- verbal prompts
- visual prompts
- physical assistance
- provision of partial responses.

When entering information on outcomes achieved for the Profile of Student Achievement, schools should indicate whether the outcome has been achieved independently or with support.

11.2 Reporting

All students undertaking one or more Stage 6 Life Skills courses and who meet the eligibility and pattern of study requirements will receive a Higher School Certificate testamur, a Record of Achievement and a Profile of Student Achievement.

Life Skills courses are reported on the Higher School Certificate Record of Achievement without a mark and with the notation Refer to Profile of Student Achievement.

The Profile of Student Achievement reports on student achievement of the syllabus outcomes identified in the planning process, indicating whether the student has achieved the designated outcomes independently or with support.

The Profile of Student Achievement is a permanent record of all Life Skills outcomes achieved by the student during Stage 6 and is issued by the Board of Studies, Teaching and Educational Standards NSW along with the student’s Higher School Certificate credentials.

More detailed information on reporting using the Profile of Student Achievement can be found on the BOSTES website.
### Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Augmentative and Alternative Communication (AAC)</td>
<td>Any method of communication other than speech that is used to enhance or replace speech. This may include gestures, eye gaze, vocalisations, symbols and assistive technology.</td>
</tr>
<tr>
<td>deliverable</td>
<td>A product or a service that is delivered on completion of a task or project. A deliverable can be tangible or intangible, for example a document or a revised process.</td>
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<tr>
<td>disclosure</td>
<td>An individual intentionally telling other people about their disability or medical condition. Individuals may choose to disclose different amounts of information about their disability to different people or for different purposes.</td>
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<tr>
<td>discrimination</td>
<td>Treating a person or group differently, often in a negative manner, usually as a result of prejudice. Discrimination may also be positive, designed to redress perceived injustice.</td>
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<tr>
<td>harassment</td>
<td>The act of systematic and/or continued unwanted and annoying actions of one party or a group.</td>
</tr>
<tr>
<td>inclusive technology</td>
<td>Any item, piece of equipment, or product system whether acquired commercially off the shelf, modified or customised, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.</td>
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<tr>
<td>National Disability Insurance Scheme (NDIS)</td>
<td>Allocation of funding for disability services and supports directly to people with disabilities, providing individuals with greater choice and control.</td>
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<tr>
<td>Open employment</td>
<td>A job in the general labour market.</td>
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<tr>
<td>Supported employment</td>
<td>Individuals with disability are assisted to obtain and maintain employment.</td>
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<tr>
<td>Video modelling</td>
<td>A form of observational learning in which desired behaviours are learned by watching a video demonstration and then imitating the behaviour.</td>
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<tr>
<td>Web 2.0 collaborative tool</td>
<td>Describes a second generation of the World Wide Web that is focused on the ability of people to collaborate and share information online. Examples include blogs, wikis and social media.</td>
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