

Individual Transition-planning Process for Amy

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

Amy is in Year 10 and is 15 years old. Amy has a moderate intellectual disability. She also has a vision impairment and receives assistance from an Itinerant Support Teacher, Vision. Amy is enrolled in a support class at her local high school and is undertaking courses based on Life Skills outcomes and content to meet the requirements of the School Certificate. Amy lives with her family. Amy has few friends of her own age. She attends organised social events and weekend sport and leisure activities organised for people with disabilities by a local community group.

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 Geography (Life Skills outcomes and content)
Australian History (Life Skills outcomes and content)

Identify Student's Strengths, Interests And Abilities

- Speaks clearly and is generally a happy person with a good sense of humour
- Is always well dressed
- Accepts directions readily
- Likes listening to modern music
- Participates successfully in community-based work experience

Outline Areas For Student's Further Development

- Needs to develop skills in initiating social interactions with her peers
- Needs to develop social skills required to gain and maintain peer friendships
- Needs to develop greater independence in travelling
- Needs to develop greater responsibility for personal management and become more involved in family life
- Needs to further develop ability to complete tasks and seek assistance when needed

Individual Transition-planning Meeting – End of Stage 5

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

Goals for Post-school

- Obtain full-time, paid employment (open or supported)
- Communicate effectively with a wide range of people
- Take responsibility as an adult in family life, and for her own personal management including hygiene and grooming
- Travel independently in the community using public transport

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
Citizenship and Society Life Skills – 2 Units
Technological and Applied Studies Life Skills – 2 Units
Work and the Community Life Skills – 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

Pattern of Study for Year 12 HSC Year – 10 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 Based Learning Life Skills – 2 Units

Year 11

(Preliminary Year)

Pattern of Study

To Meet Identified Student Goals for Amy

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

Year 11 Pattern of Study

Course: English Life Skills		2 Units
Module: Communication		
Outcomes	Content	
1.6 Gives information, comments, asks questions spontaneously or on request	<ul style="list-style-type: none"> – ask questions of known people using speech appropriately – engage in simple conversation with known peers using oral language in an appropriate manner – engage in brief formal conversations with unknown people in both known and unknown situations 	
1.7 Engages in (responds to and initiates) social routines and actions		
Module: Speaking		
Outcomes	Content	
2.3 Converses with peers and takes turns in a conversation	<ul style="list-style-type: none"> – initiate, participate and take turns in conversation with known peers in a range of situations – convey a verbal message in one or more sentences directly from one person to another and subsequently relay message in response – convey and relay messages through a third person – request service, information, assistance using a complete sentence with known people in a range of situations – request service, information, assistance using a complete sentence with unknown people in a range of situations – identify appropriate people to ask for information or assistance – ask for service, information or assistance from known people in a range of situations – ask for service, information or assistance from unknown people in a range of situations – clarify requests for service, information or assistance by giving additional information or details – speak with unknown person in an appropriate manner – speak with several known people in an appropriate manner – speak with several unknown people in an appropriate manner – use appropriate social conversational skills with people in a range of situations 	
2.5 Conveys and relays messages		
2.7 Makes requests for services, information and assistance		
2.9 Speaks with others in a range of formal and informal situations		

Course: English Life Skills (continued)		2 Units
Module: Listening		
Outcomes	Content	
3.2 Listens and responds to verbal messages and associated visual cues	<ul style="list-style-type: none"> – respond to verbal requests accompanied by gestures or signs in a variety of environments – assess the body language and facial expression of a speaker while listening to their verbal message and make appropriate responses 	
3.3 Listens to and follows directions and announcements in a variety of contexts and media	<ul style="list-style-type: none"> – respond to simple directions from a variety of people across a range of settings – follow complex directions requiring multiple steps – follow directions for new procedures across a range of situations – seek clarification / explanation of directions 	
3.5 Listens and responds to the views of others	<ul style="list-style-type: none"> – listen to a speaker and wait for an appropriate opportunity to respond – listen to views of known and unknown people and make responses using appropriate vocabulary, tone, volume and manner 	
Module: Reading		
Outcomes	Content	
4.2 Recognises, interprets and responds to photographs, pictures, symbols, signs in a range of communicative community contexts	<ul style="list-style-type: none"> – recognise and interpret signs, words, symbols and pictures in a community context – interpret icons or pictorial information to enhance community access and increase independence – locate goods, services and items and places in the community using signs, pictures, symbols and words 	
4.4 Comprehends written instructions in order to undertake activities and ensure personal safety	<ul style="list-style-type: none"> – read basic information with supervision and, when assisted, comprehend the content – read basic information independently to ensure safety in work and community settings. 	
Module: Writing		
Outcomes	Content	
5.1 Copies symbols, pictures, letters or words	<ul style="list-style-type: none"> – develop strategies to copy personal details from one format to another 	
5.3 Writes and transfers specific information using standard formats	<ul style="list-style-type: none"> – seek assistance to complete forms and documents 	

Course: Mathematics Life Skills		2 Units
Module: Numeration		
Outcomes	Content	
1.3 Counts objects in meaningful contexts	<ul style="list-style-type: none"> – count objects in meaningful contexts – count objects by twos, fives and tens in meaningful contexts – count by rote by ones, twos, fives and tens in meaningful contexts in order to solve number problems 	
1.5 Reads and writes numbers and demonstrates understanding of place value	<ul style="list-style-type: none"> – use a calculator to demonstrate place value 	
Module: Operations		
Outcomes	Content	
2.1 Demonstrates knowledge and understanding of addition and subtraction	<ul style="list-style-type: none"> – recall basic addition facts – recall basic subtraction facts 	
2.3 Uses a calculator to perform calculations	<ul style="list-style-type: none"> – use calculator to perform a given operation – use calculator to solve problems in a range of environments 	
Module: Time		
Outcomes	Content	
3.6 Reads time in different formats	<ul style="list-style-type: none"> – read hour, half-hour and quarter-hour on analogue clocks or watches – read hour, half-hour and quarter-hour on a variety of analogue clocks or watches with and without numerals or with roman numerals – read hour, half hour and quarter hour on digital clocks or watches – read time on analogue clocks or watches in five-minute intervals – read time on digital clocks or watches in five-minute intervals – read time by minutes on digital clocks or watches 	
3.7 Estimates and calculates with time	<ul style="list-style-type: none"> – estimate amount of time required to complete individual work or training activities – estimate amount of time required to travel from one point to another when planning day's activities – estimate time of the day from usual sequence of events 	
3.9 Reads and interprets timetables	<ul style="list-style-type: none"> – understand and apply daily plan or timetable used in school, training or employment environments 	
Module: Space		
Outcomes	Content	
4.3 Recognises and uses a range of three-dimensional and two-dimensional shapes	<ul style="list-style-type: none"> – use knowledge and understanding to solve problems across a range of environments 	
4.4 Demonstrates knowledge and understanding of distance and direction	<ul style="list-style-type: none"> – demonstrate an understanding of spatial relationships and direction – use correct terminology for direction 	

Course: Mathematics Life Skills (continued)		2 Units
Module: Money		
Outcomes	Content	
5.2 Identifies, matches and counts coins and notes	<ul style="list-style-type: none"> – count silver coins of equal denomination to \$1 and beyond – recognise equivalence between coins – count coins of different denominations 	
5.3 Reads and writes amounts of money and relates operations to money	<ul style="list-style-type: none"> – read amounts of money – write amounts of money 	
5.4 Tenders amounts of money to make purchases and estimates and calculates change	<ul style="list-style-type: none"> – determine cost of purchases – estimate amount to tender – estimate change – complete purchase process in an appropriate manner across a range of environments 	
5.7 Demonstrates knowledge, understanding and application of financial decision-making skills	<ul style="list-style-type: none"> – understand the functions and purpose of financial institutions – become aware of various financial institutions 	
Module: Measurement		
Outcomes	Content	
6.1 Demonstrates knowledge and understanding of the attributes of size, length, shape, area, mass, volume and temperature	<ul style="list-style-type: none"> – recognise that shapes/objects/items have attributes that can be measured – use comparative language to describe attributes – use their understanding of these attributes in daily living 	
6.2 Demonstrates knowledge, understanding and use of measurement units and tools for length, mass, temperature, perimeter, area and volume	<ul style="list-style-type: none"> – recognise that things are measured using standard and derived units – recognise that there are particular tools used for measuring particular units – understand that units and tools for measurement vary according to scale – measure using standard units for a variety of purposes 	

Course: Personal Development, Health and Physical Education Life Skills		2 Units
Module: Growth and Development		
Outcomes	Content	
1.2 Recognises the need for the management of personal hygiene and grooming	<ul style="list-style-type: none"> – recognise the need for personal hygiene – recognise appropriate timing of specific personal hygiene and grooming procedures – recognise necessity of daily personal hygiene and grooming procedures – recognise personal hygiene and grooming procedures to meet personal needs as appropriate – manage personal hygiene and grooming procedures as part of a daily plan – manage personal hygiene and grooming procedures to meet personal needs as appropriate 	
1.7 Recognises and demonstrates protective behaviours	<ul style="list-style-type: none"> – recognise the need to vary expressions of personal feelings and emotions to suit the nature of relationships with others – recognise the need to vary expression of personal feelings and emotions in different environments – express personal feelings and emotions appropriately to a range of known and unknown people in home, school, community, training and work environments – seek advice from identified people if they are unsure about how, when and where to express personal feelings and emotions – identify specific aspects of safe and unsafe personal situations – identify appropriate strategies to respond to threats, bribes, verbal abuse and harassment from others – take assertive action in response to inappropriate behaviour by known or unknown people 	
1.8 Recognises inappropriate behaviour and responds assertively	<ul style="list-style-type: none"> – demonstrate understanding of personal space for themselves and others and indicate their own needs – recognise and identify inappropriate behaviours by both known and unknown people – recognise what constitutes inappropriate interpersonal behaviour in particular contexts – recognise what constitutes inappropriate coercive behaviour, both verbal and physical – recognise and communicate their own physical and emotional responses that indicate unease or discomfort about the behaviour of others – identify situations across environments where inappropriate behaviours are more likely to occur – make appropriate decisions about safe and unsafe situations and environments – use assertive personalised communication strategies to communicate dissent and indicate concern when threatened or intimidated by others – identify key people who should be informed about inappropriate interpersonal and coercive behaviour of others – identify the various appropriate modes available for communicating concerns about inappropriate behaviour – identify the mode for communicating concerns about inappropriate behaviour in particular circumstances – express concern regarding discriminatory, coercive, harassing or violent behaviour by known people, using vocalisation, signs, gestures, communication devices, speech or writing in a range of environments – use signs, symbols and written information in different environments to find support personnel 	

Course: Personal Development, Health and Physical Education Life Skills (continued)		2 Units
Module: Growth and Development (continued)		
Outcomes	Content	
1.9 Recognises and responds appropriately to bodily changes as part of physical maturation	<ul style="list-style-type: none"> – recognise and understand the development of sexual feelings – express sexual feelings in a safe and socially acceptable manner – recognise the need for personal management of some physical changes, eg menstruation, 'wet dreams' – recognise the implications of changes to body systems for appropriate personal and interpersonal behaviour 	
Module: Interpersonal Relationships		
Outcomes	Content	
3.1 Demonstrates awareness and understanding of a variety of interpersonal relationships	<ul style="list-style-type: none"> – recognise that interpersonal relationships are influenced by a variety of factors – recognise that relationships change and develop, particularly during adolescence – understand that different relationships are formed as people develop different interests and concerns – value the benefits of belonging to a social group 	
3.2 Identifies behaviour appropriate to different types of relationships	<ul style="list-style-type: none"> – identify people with whom they have interpersonal relationships, in the living, work and leisure environments, and behaviours that are appropriate and socially acceptable within each of these relationships – understand that some behaviours are only appropriate in private – understand that some behaviours are only appropriate with the consent of all people involved 	
3.3 Demonstrates communication skills when relating to others	<ul style="list-style-type: none"> – respond to a greeting – respond to social contact and show awareness of partner when engaged in an activity – communicate effectively about a range of issues – demonstrate appropriate non-verbal communication – demonstrate listening skills – understand and demonstrate awareness of personal space when interacting with others – share ideas, feelings and opinions with others – express ideas with confidence at appropriate times – give positive feedback to others – communicate with, and within, groups 	

Course: Personal Development, Health and Physical Education Life Skills (continued)		2 Units
Module: Interpersonal Relationships (continued)		
Outcomes	Content	
3.4 Demonstrate awareness of the skills and personal qualities involved in initiating and maintaining relationships	<ul style="list-style-type: none"> – identify personal qualities that promote positive relationships – demonstrate the skills involved in initiating a friendship – demonstrate the skills involved in maintaining a friendship – recognise and value relationships – respond to the ideas, feelings and values of others – recognise and accept that interpersonal relationships are dynamic – accept that relationships may involve levels of dependence, independence and interdependence 	
3.5 Demonstrates awareness and understanding of the qualities of friendships	<ul style="list-style-type: none"> – define qualities of friendship such as honesty, trust, reliability – acknowledge that friendships involve responsibilities for themselves and others – recognise that there may be issues that need to be resolved in maintaining friendships – identify and show appropriate behaviour and respect towards others 	
Module: Leisure		
Outcomes	Content	
5.1 Chooses and participates in a range of indoor and outdoor leisure activities	<ul style="list-style-type: none"> – indicate knowledge of indoor or outdoor leisure activities in the local community – use personalised communication to indicate choice of preferred indoor or outdoor leisure activity 	
5.2 Demonstrates appropriate interpersonal behaviour while engaging in leisure activities	<ul style="list-style-type: none"> – indicate recognition of the need to display appropriate social behaviour when engaging in indoor or outdoor leisure activities – demonstrate appropriate social behaviour when engaging in leisure activities 	

Course: Citizenship and Society Life Skills		2 Units
Module: Participation as an Individual in Adult and Community Life		
Outcomes	Content	
1.2 Develops an understanding of participation and role-taking in the family or group through involvement in a range of activities, celebrations and special or significant events	<ul style="list-style-type: none"> – identify and describe the ongoing nature of roles and responsibilities – undertake specific roles and responsibilities in the family or group and carry out tasks consistently – participate in planning, organising and undertaking family or group activities on a regular basis – participate in planning, organising and undertaking family or group celebrations or special and significant events 	
1.3 Demonstrates an understanding of options for participation as a member of a local community through involvement in a range of activities, celebrations and special or significant events	<ul style="list-style-type: none"> – participate individually or as part of a group in regular community activities of personal choice 	
1.6 Demonstrates knowledge and skills in consulting businesses, organisations and government agencies in the community	<ul style="list-style-type: none"> – identify and describe the specific nature of a variety of retail stores and take-away food outlets – identify and describe the specific nature of a variety of businesses – identify and describe the specific nature of a variety of government departments and agencies 	
Module: Travel and Holidays		
Outcomes	Content	
3.1 Moves around safely and in accordance with accepted behaviour in the immediate environment	<ul style="list-style-type: none"> – describe the variety of ways in which individuals can move safely around their immediate environments – identify the consequences of unsafe travel – outline the various behaviours necessary to travel safely and in a socially acceptable way 	
3.4 Uses a range of public and private transport	<ul style="list-style-type: none"> – recognise, select and demonstrate the skills required to use public transport – recognise and understand their rights and responsibilities as passengers on public transport – understand procedures to follow if experiencing difficulties with public transport 	
3.5 Demonstrates pedestrian road safety	<ul style="list-style-type: none"> – recognise and understand the role played by pedestrians in sharing responsibility for road safety – recognise and identify signs, symbols and signals used by pedestrians – engage in protective pedestrian behaviour – understand elements of the traffic environment – understand the functions of footpaths, cycleways, kerbs, roadways – demonstrate responsible behaviours as a pedestrian 	

Course: Citizenship and Society Life Skills (Continued)		2 Units
Module: Citizenship and the Law		
Outcomes	Content	
4.3 Demonstrates an understanding of personal roles, rights and responsibilities in relation to the law	<ul style="list-style-type: none"> – recognise the rights of an individual member of a family or group in relation to the law – recognise the various responsibilities of individual members of a family or group – indicate recognition of the rights of a consumer within the law – indicate recognition of responsibilities of a consumer within the law 	
Module: Significant People, Events and Issues for Australia and the World Today		
Outcomes	Content	
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"> – indicate recognition of the people who are significant in their daily life on a variety of levels and the reasons for their significance – indicate recognition of people who are significant in the local community and the reasons for their significance 	
6.2 Identifies specific events and celebrations that are part of Australia today and indicate why they are important	<ul style="list-style-type: none"> – recognise, understand and participate in specific events and celebrations – indicate recognition of the importance and significance of specific events and celebrations for Australia today 	

Course: Technological and Applied Studies Life Skills		2 Units
Module: Accessing Technology		
Outcomes	Content	
1.1 Demonstrates awareness that technology can be used to access a range of information and services and to enhance daily living	– indicate recognition that technology hardware in the home and in the community can facilitate access to services	
1.2 Uses a range of both customised and widely available control, communication and computer-based technology to facilitate learning and daily living	– use computer-based technology to communicate	
1.3 Uses control, communication and computer-based technology to gain information and obtain access to services	– use appropriate technology for intended purposes	
Module: Home Management, Care and Organisation		
Outcomes	Content	
4.3 Understands and carries out basic home care and cleaning	– recognise that appropriate cleaning is needed in order to maintain hygiene – recognise when an area of the home needs cleaning – identify the particular cleaning task to be done – carry out cleaning task herself	
4.4 Identifies and uses a variety of cleaning products in the home	– use different cleaning products in the home with or without assistance – indicate recognition that different cleaning jobs require different products – differentiate between house cleaning products and other purpose-specific cleansers – find cleaning products in an appropriate location	
4.6 Understands and carries out regular internal maintenance activities required in the home	– indicate recognition of maintenance tasks by direct observation – carry out regular maintenance tasks herself	
Module: Clothing Care		
Outcomes	Content	
5.3 Takes responsibility for own clothing in a range of situations	– keep clean clothes in designated locations – place soiled clothing in a designated location – prepare personal clothing for activities – collect personal clothing after activities – identify and follow procedures for recovering lost clothing	
5.6 Demonstrates knowledge and understanding of the use of protective clothing to minimise clothing maintenance	– identify situations or activities where protective clothing may be necessary – identify specific items of protective clothing for use in the kitchen – identify specific items of protective clothing for use in the garden – identify specific items of protective clothing for use in the workplace – select and wear appropriate protective clothing in a range of situations	

Course: Work and the Community Life Skills		2 Units
Module: Dealing with Workplace and Community-based Learning Environment Issues		
Outcomes	Content	
5.4 Demonstrates knowledge and skills relating to interpersonal and social issues in workplace or community-based learning situations	<ul style="list-style-type: none"> – demonstrate knowledge of appropriate interpersonal behavior in workplace or community-based learning situations – demonstrate knowledge and skills in successfully managing interpersonal relationships in workplace or community-based learning situations – demonstrate knowledge relating to social issues in workplace or community-based learning situations – successfully manage social interactions in workplace or community-based learning situations 	
Module: Participating in Workplace and Community-based Learning Experiences		
Outcomes	Content	
6.3 Engages in workplace learning experiences in the community	<ul style="list-style-type: none"> – demonstrate generic work and social skills in workplace learning experiences in the community – conduct herself appropriately in workplace learning experiences in the community showing awareness of occupational health and safety, anti-discrimination and equal employment opportunity considerations 	

Year 12

(HSC Year)

Pattern of Study

To Meet Identified Student Goals

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

Year 12 Pattern of Study

Course: English Life Skills		2 Units
Module: Speaking		
Outcomes	Content	
<p>2.4 Answers questions and gives explanations</p> <p>2.9 Speaks with others in a range of formal and informal situations</p> <p>2.11 Uses spoken language appropriately to express points of view and to manage disagreements</p>	<ul style="list-style-type: none"> – respond to questions from known and unknown people using a number of complete sentences in a range of situations, with appropriate body language – speak with known people in a formal situation – speak with unknown people in a formal situation – identify when and where it is appropriate to express a point of view – express a point of view to peers on a variety of issues using appropriate vocabulary, tone, volume and manner in a range of situations – express a point of view to known adults on a variety of issues using appropriate vocabulary, tone, volume and manner in a range of situations 2. 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 	
Module: Listening		
Outcomes	Content	
<p>3.3 Listens to and follows directions and announcements in a variety of contexts and media</p> <p>3.4 Listens and responds appropriately to a variety of presentations in a variety of media</p> <p>3.5 Listens and responds to the views of others</p>	<ul style="list-style-type: none"> – seek clarification/explanation of directions – interpret public announcements in a range of situations and take appropriate action – listen to a variety of presentations in the community – listen and respond to a range of speakers in a range of situations 	

Course: English Life Skills (continued)		2 Units
Module: Reading		
Outcomes	Content	
4.4 Comprehends written instructions in order to undertake activities and ensure personal safety	<ul style="list-style-type: none"> – demonstrate to supervisor the steps required to follow written instructions – read and comprehend multiple step instructions in a range of situations – read and act on instructions on labels for medication or chemicals 	
4.5 Comprehends and responds to a variety of texts in a range of formats to obtain information, engage in a range of recreation and leisure activities and to undertake further education, training and employment	<ul style="list-style-type: none"> – use public libraries to select a variety of written material – interpret text presented in a variety of formats – read and interpret a range of technological and print material in order to gain information 	
Module: Writing		
Outcomes	Content	
5.3 Writes and transfers specific information using standard formats	<ul style="list-style-type: none"> – seek assistance to complete forms and documents – complete a range of forms presented in different formats 	
5.5 Writes to communicate information for a variety of purposes	<ul style="list-style-type: none"> – write short messages by hand or using technology – use acceptable formats for various types of correspondence 	

Course: Mathematics Life Skills		2 Units
Module: Numeration		
Outcomes	Content	
1.4 Understands and uses ordinal terms	<ul style="list-style-type: none"> - understand ordinal terms 1st to 10th - use ordinal terms in meaningful contexts 	
1.6 Demonstrates knowledge, understanding and application of basic fractions and decimals	<ul style="list-style-type: none"> - allocate portions or divide materials - recognise that cutting an item in half will result in two equal pieces - recognise that cutting items in thirds and quarters will result in three and four equal pieces respectively - use terms half, quarter, third to identify and name fractions involving concrete materials 	
1.8 Applies mathematical knowledge and skills to solve problems in a range of contexts	<ul style="list-style-type: none"> - apply knowledge and skills in a range of situations 	
Module: Operations		
Outcomes	Content	
2.1 Demonstrates knowledge and understanding of addition, subtraction, multiplication and division processes	<ul style="list-style-type: none"> - demonstrate understanding of addition in written format with or without trading - demonstrate understanding of subtraction in written format with or without trading - demonstrate an understanding of multiplication using concrete objects - demonstrate understanding of division using concrete objects 	
2.3 Uses a calculator to perform calculations	<ul style="list-style-type: none"> - use calculators to solve problems in a range of environments 	
Module: Time		
Outcomes	Content	
3.6 Reads time in different formats	<ul style="list-style-type: none"> - read time by minutes on analogue clocks or watches - read time by minutes on digital clocks or watches - indicate knowledge and understanding of the relationship between analogue and digital time - indicate knowledge and understand of 12 and 24 hour time formats on analogue and/or digital clocks or watches 	
3.7 Estimates and calculates with time	<ul style="list-style-type: none"> - estimate amount of time required to complete individual work or training activities - estimate time of the day from usual sequence of events 	
3.10 Prioritises personal time and manages scheduled activities	<ul style="list-style-type: none"> - plan daily activities to meet priorities and scheduled events - plan a week's activities to meet priorities and scheduled events 	
Module: Space		
Outcomes	Content	
4.4 Demonstrates knowledge and understanding of distance and direction	<ul style="list-style-type: none"> - demonstrate an understanding of spatial relationships and direction - use correct technology for direction 	
4.5 Reads and understands a variety of map, directories	<ul style="list-style-type: none"> - locate their own position on a map - use maps for a variety of personal purposes 	

Course: Mathematics Life Skills (continued)		2 Units
Module: Money		
Outcomes	Content	
5.2 Identifies, matches and counts coins and notes	<ul style="list-style-type: none"> – recognise equivalence between coins – count coins of different denominations – recognise equivalence between coins and notes – recognise equivalence between notes – count money using coins and notes 	
5.3 Reads and writes amounts of money and relates operations to money	<ul style="list-style-type: none"> – use operations in relation to money, choosing the method most appropriate for individual skills (ie mental or written calculation, calculator) 	
5.4 Tenders amounts of money to make purchases and estimates and calculates change	<ul style="list-style-type: none"> – determine cost of purchases – estimate amount to tender – estimate change – complete purchase process in an appropriate manner across a range of environments 	
5.7 Demonstrates knowledge, understanding and application of financial decision-making skills	<ul style="list-style-type: none"> – use a savings account 	
Module: Measurement		
Outcomes	Content	
6.4 Estimates and calculates lengths and distances	<ul style="list-style-type: none"> – estimate distances – estimate distance using standard or non-standard units – calculate distance using standard or non-standard units 	
6.5 Estimates and calculates quantities	<ul style="list-style-type: none"> – estimate quantities – estimate quantity using standard or non-standard units – calculate quantity using standard or non-standard units 	
Course: Personal Development, Health and Physical Education Life Skills		2 Units
Module: Growth and Development		
Outcomes	Content	
1.10 Recognises and responds appropriately to emotional transitions	<ul style="list-style-type: none"> – identify and express the changes in feelings and emotions which accompany maturation – express a range of wants, needs, feelings and emotions – respond to their own personal, emotional changes and feelings through displaying appropriate behaviour – identify strategies to manage or control feelings and emotions such as mood changes, sexual feelings, frustration, fatigue – identify personal strengths, abilities and characteristics – identify factors that contribute to self-esteem, self-worth and a sense of responsibility – consider the feelings and emotions of others – respond to emotional changes and feelings of others through displaying appropriate behaviour – recognise and accept that a sense of identity is associated with becoming an adult including: <ul style="list-style-type: none"> – body image – gender – sexual identity – uniqueness – strengths – interests 	

Course: Personal Development, Health and Physical Education Life Skills (Continued)		2 Units
Module: Interpersonal Relationships		
Outcomes	Content	
3.6 Demonstrates awareness and understanding of, and respect for, the feelings of others	<ul style="list-style-type: none"> - acknowledge individual differences - demonstrate sensitivity and empathy towards others in need - demonstrate sensitivity to the rights, feelings and efforts of others 	
3.7 Demonstrates awareness and use of strategies to cope with changing relationships	<ul style="list-style-type: none"> - recognise and evaluate the reasons why a relationship might change or end - identify and explore the impact of, and their reactions to, the changes in, or the end of, a relationship - use positive strategies to cope with stress, disappointment, loss, anger or rejection - demonstrate conflict resolution skills 	
Module: Safe Living		
Outcomes	Content	
4.1 Demonstrates an understanding of safe and unsafe situations and takes appropriate action in unsafe situations	<ul style="list-style-type: none"> - identify potential hazards in their living, work and leisure environments - follow safe practice in a range of environments - indicate concern or distress when in an unsafe situation or witnessing an unsafe practice - recognise and differentiate between different signals 	
4.2 Demonstrates appropriate behaviour in emergency situations	<ul style="list-style-type: none"> - identify circumstances when first aid may be required - practise appropriate emergency procedures for different situations - follow basic guidelines in an emergency 	
Module: Leisure		
Outcomes	Content	
5.3 Finds information about venues for leisure activities	<ul style="list-style-type: none"> - select venues for leisure activities about which further information is required - find sources of information about venues - find information about selected activities from a variety of sources - attend leisure activities as a spectator or participant using information gathered from a variety of sources 	
5.4 Plans a social activity, orders services or makes bookings	<ul style="list-style-type: none"> - recognise, select and identify the organisational details required when ordering a service or making a booking 	
5.7 Enjoys a range of physical activities as both spectator and participant	<ul style="list-style-type: none"> - recognise appropriate clothes to wear as a spectator - recognise appropriate clothes to wear when participating in an activity - demonstrate perseverance in learning new activities 	

Course: Technological and Applied Studies Life Skills		2 Units
Module: Accessing Technology		
Outcomes	Content	
1.2 Uses a range of both customised and widely available control, communication and computer-based technology to facilitate learning and daily living	– use computer-based technology to communicate	
1.3 Uses technology to gain information and obtain access to services	<ul style="list-style-type: none"> – use the telephone to gain information and access services – use a facsimile to gain information or access services – use the internet to gain information, access services or purchase goods 	
1.4 Selects the most appropriate type of communication technology for particular purposes	– use appropriate control, communication or computer-based technology for intended purposes	
Module: Home Management, Care and Organisation		
Outcomes	Content	
4.2 Identifies appropriate locations for personal items	<ul style="list-style-type: none"> – collect and return personal items from and to specific locations – keep personal items of value in safe place 	
4.3 Understands and carries out basic home care and cleaning	<ul style="list-style-type: none"> – recognise when an area of the home needs cleaning – identify the particular cleaning task to be done – carry out cleaning task herself 	
4.4 Identifies and uses a variety of cleaning products in the home	<ul style="list-style-type: none"> – use cleaning products appropriate to task – use cleaning products safely – store cleaning products according to directions on products and out of reach of children 	
4.5 Identifies and uses a variety of cleaning equipment and appliances	<ul style="list-style-type: none"> – recognise that different cleaning tasks require different equipment – identify a variety of cleaning equipment and appliances – identify cleaning equipment storage area – identify and select non-electrical equipment for specific tasks – use non-electrical equipment in an appropriate manner for a specific task – identify and select electrical appliances for specific tasks 	
4.6 Understands and carries out regular internal maintenance activities required in the home	<ul style="list-style-type: none"> – identify specific maintenance tasks required – recognise and identify the materials needed to carry out tasks – decide if they can carry out the task themselves, or if they need help – carry out regular maintenance tasks themselves – ask other people for help with tasks if necessary – identify potential hazards around the home – take action to correct potential hazards 	

Course: Technological and Applied Studies Life Skills (Continued)		2 Units
Module: Clothing Care		
Outcomes	Content	
5.5 Demonstrates knowledge about and skills in the ways that clothing can be cleaned and cared for	<ul style="list-style-type: none"> – identify clothing requiring cleaning – recognise that clothing can be cleaned and cared for by themselves, by others in a family or group and by outside people or services – recognise that appropriate cleaning and care will extend the life of clothing – recognise that care and cleaning of clothing must be appropriate to the type of fabric and design – recognise that clothing may be cleaned by a range of methods such as hand washing, machine washing, dry cleaning – recognise that clothing needs regular maintenance – sort clothing to be cleaned according to the appropriate cleaning method for particular garments – identify factors which may influence when clothing may be cleaned – identify locations outside the home where clothing can be taken to be cleaned – identify locations where clothes can be taken to be dry cleaned – arrange for clothes to be cleaned by a laundromat or dry cleaner – undertake to clean clothing in a range of facilities 	
5.7 Demonstrates knowledge about and skills in cleaning and caring for clothes according to the nature of the fabric	<ul style="list-style-type: none"> – recognise that clothing is made from a variety of fibres – identify the fabric in particular items of clothing – recognise that advice on clothing care and cleaning is usually located on a label attached to the clothing item – identify and interpret the range of symbols that may be included on clothing items to indicate appropriate care 	

Course: Work and the Community Life Skills		2 Units
Module: Introduction to the Workplace or Community-based Learning Environment		
Outcomes	Content	
4.3 Demonstrates knowledge and understanding of the daily organisational features of workplace learning environments	<ul style="list-style-type: none"> – identify different starting and finishing times for a range of jobs and describe the reasons for variation – identify and describe differences in organisational features of a range of work situations, and the reasons for them – identify and describe the way work is organised in specific work places – identify and describe when and how breaks are taken in work situations – identify and describe supervisory arrangements of a specific work situation 	
Module: Dealing with Workplace and Community-based Learning Environment Issues		
Outcomes	Content	
5.2 Adapts successfully to features of workplace learning environments	<ul style="list-style-type: none"> – identify and describe the physical features of a range of workplace learning environments – recognise that features such as noise, space and change in the workplace may have implications for individual workers – demonstrate skills in dealing with issues such as noise, space and change by observing others and using appropriate strategies – demonstrate skills in adapting to a range of workplace learning situations 	
5.6 Demonstrates knowledge and understanding of personal roles, rights and responsibilities as an employee	<ul style="list-style-type: none"> – understand the expectations employers and other workers will have of them as employees or workplace learning students – demonstrate knowledge and understanding of general rights of employees in relation to awards, conditions and fair treatment at work – demonstrate knowledge and understanding of specific rights of employees in particular situations or circumstances – demonstrate knowledge of general responsibilities of employees – demonstrate knowledge and understanding of specific responsibilities which may apply to employees in particular situations or circumstances 	
Module: Participating in Workplace Learning and Community-based Learning Experiences		
Outcomes	Content	
6.3 Engages in workplace learning experiences in the community	<ul style="list-style-type: none"> – develop work skills when participating individually or in small groups with direct supervision in workplace learning experiences in the community – develop work skills when participating independently with some supervision in workplace learning experiences in the community 	