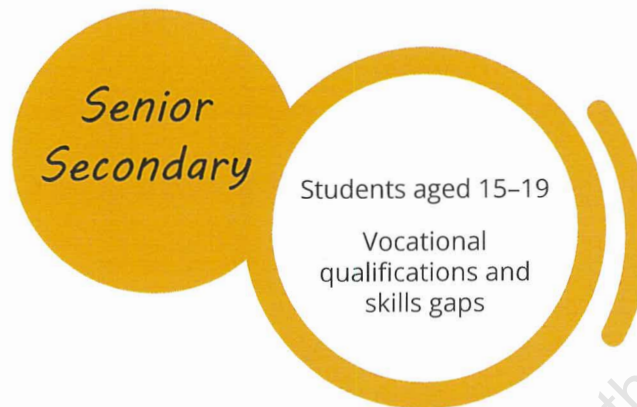
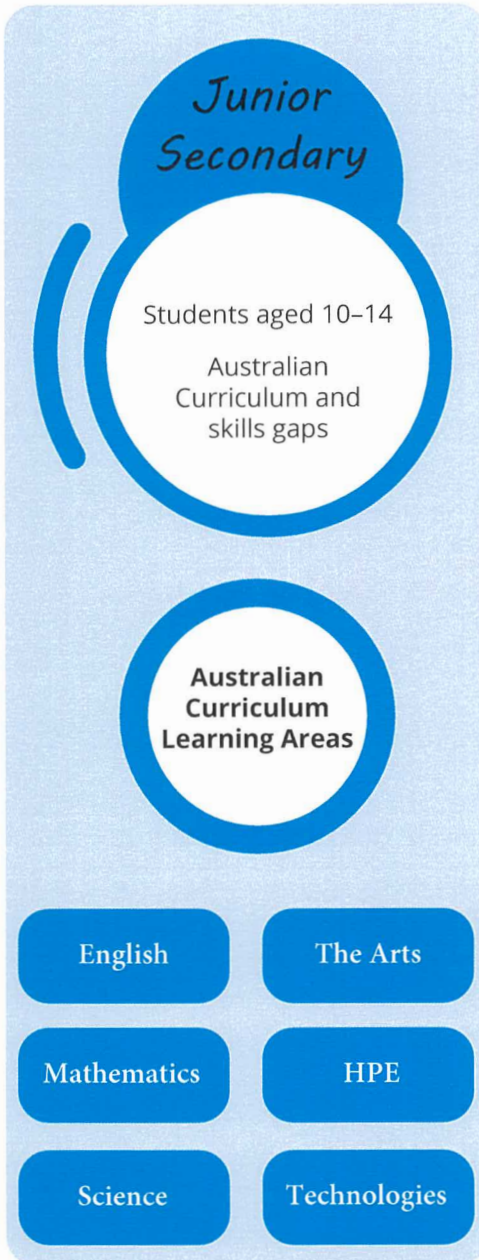


CURRICULUM OVERVIEW



Compulsory

English

Students enrolled in one of:
 Course in GEA*
 Cert I in GEA (Intro)
 Cert I in GEA
 Cert II in GEA
 QCAA Short Course in Literacy

Mathematics

Students enrolled in one of:
 Course in GEA*
 Cert I in GEA (Intro)
 Cert I in GEA
 Cert II in GEA
 QCAA Short Course in Numeracy

* GEA = General Education for Adults

VET Electives

Manual Arts

Cert I in Engineering
 Cert II in Construction Pathways (Carpentry, Bricklaying & Painting)

Hospitality

Cert II in Cookery

Art

Cert II in Visual Arts

Science

Cert I in Horticulture

Performing Arts

Cert II in Music

Non-Accredited

HPE

Physical Education
 Health
 Gym

BYETC Induction

- School induction
- Transition plan & subject selection
- Diagnostic testing
- WH&S Induction



Brisbane Youth Education and Training Centre

BYETC is a Queensland Department of Education school which delivers a comprehensive educational program to sentenced and remanded juvenile offenders, aged 10–19, at the Brisbane Youth Detention Centre.

BYETC's core curriculum offerings (refer to the left) are supported by a range of wellbeing and personal development programs, vocational short courses, careers and transition programs and cultural activities. The priority for these additional learning opportunities is to accelerate personal growth leading to the development of successful learners, confident and creative individuals, and active and informed citizens.

When required BYETC supports students to continue studies commenced at a previous school. Students can also access courses from external training providers. BYETC routinely offers the Certificate II in Salon Assistant, Certificate III in Fitness, Certificate III in Business, General Construction Induction card (White Card) and forklift licensing in partnership with external vocational education providers.

Certificate in General Education for Adults

COURSE OVERVIEW

ACSF
Level
1



Students must successfully complete 11 units comprising:

22471VIC Course in Initial General Education for Adults

ENGLISH	My House VU22343 Engage with short simple texts for personal purposes VU22348 Create short simple texts for personal purposes	MATHS	Number and Money VU22352 Recognise numbers and money in simple, highly familiar situations
	My Town VU22346 Engage with short simple texts to participate in the community VU22351 Create short simple texts to participate in the community		Measurement VU22354 Recognise measurements in simple, highly familiar situations
	My Work VU22345 Engage with short simple texts for employment purposes VU22350 Create short simple texts for employment purposes		Direction VU22353 Recognise, give and follow simple, and familiar directions
	My Goals VU22342 Identify learning objectives		Shape VU22355 Recognise shape and design in simple, highly familiar situations

ACSF
Level
2



Students must successfully complete 16 units comprising:

22476VIC Certificate I in General Education for Adults (Introductory)

ENGLISH	Live Well VU22360 Engage with simple texts for personal purposes VU22365 Create simple texts for personal purposes	MATHS	Number and Money VU22369 Work with simple numbers and money in familiar situations VU22372 Work with and interpret simple numerical information in familiar texts
	Play Fair VU22363 Engage with simple texts to participate in the community VU22368 Create simple texts to participate in the community		Measurement VU22370 Work with simple measurements in familiar situations
	Work Hard VU22362 Engage with simple texts for employment purposes VU22367 Create simple texts for employment purposes VU22364 Participate in simple spoken interactions		Direction VU22450 Work with and interpret simple directions in familiar situations
	Develop Goals VU22358 Develop learning goals		Shape VU22371 Work with simple design and shape in familiar situations
	Make Plans VU22359 Conduct a project with guidance		Data VU22373 Work with and interpret simple statistical information in familiar texts
			Create Budgets VU22104 Prepare simple budgets

Certificate in General Education for Adults

COURSE OVERVIEW

ACSF
Level
3



Students must successfully complete 16 units comprising:

22472VIC Certificate I in General Education for Adults

ENGLISH

Get Out There

- VU22389 Engage with texts of limited complexity to participate in the community
- VU22394 Create texts of limited complexity to participate in the community

Get Working

- VU22388 Engage with texts of limited complexity for employment purposes
- VU22393 Create texts of limited complexity to participate in the workplace

Get Moving

- VU22386 Engage with texts of limited complexity for personal purposes
- VU22391 Create texts of limited complexity for personal purposes
- VU22410 Investigate driving and owning a car

Get Goals

- VU22384 Develop and document a learning plan and portfolio

Get Planning

- VU22385 Plan and undertake a project

Know Your Rights

- VU22409 Investigate the legal system

Calculations

- VU22395 Work with a range of numbers and money in familiar and routine contexts
- VU22400 Work with and interpret numerical information in familiar and routine texts

Shape & Direction

- VU22399 Work with design and shape in familiar and routine situations
- VU22396 Work with and interpret directions in familiar and routine situations

Sports Statistics

- VU22398 Work with and interpret statistical information in familiar and routine texts

Measurement

- VU22397 Work with measurement in familiar and routine situations

MATHS

ACSF
Level
4



Students must successfully complete 11 units comprising:

22473VIC Certificate II in General Education for Adults

ENGLISH

Connect with Text

- VU22414 Engage with a range of complex texts for learning purposes

Constructing Text

- VU22419 Create a range of complex texts for learning purposes

Street Art

- VU22416 Engage with a range of complex texts to participate in the community
- VU22421 Create a range of complex texts to participate in the community

My Project

- VU22412 Implement and review a project

Listen Up

- VU22390 Participate in spoken interactions of limited complexity

Numbers & Statistics

- VU22423 Investigate numerical and statistical information

Shape & Measurement

- VU22422 Investigate and interpret shapes and measurements and related formulae

Write a Budget

- FNSFLT201 Develop and use a personal budget

Save Money

- FNSFLT202 Develop and use a savings plan

Pathways & Plans*

- VU22411 Research pathways and produce a learning plan and portfolio

*This unit can be delivered in either Maths or English

MATHS

VET Student induction

Overview

Welcome to Vocational Training Queensland.

We also call Vocational Training Queensland, VTQ, because it is much shorter and easier to say! We provide training to teenagers and young adults to support them to develop their literacy, numeracy and learning skills.

Before you start your new course, you need to complete this short booklet so you understand how VTQ will work with you to help you to learn new things and complete your course.

What you will learn

This Induction booklet will give you information about:

- VTQ and your trainer
- how you will be assessed
- what courses VTQ delivers
- important VET information you need to know
(e.g. How to get a Credit Transfer for past study, what is RPL and whether you can apply, your right to privacy and other important information)

About VTQ

Welcome to VTQ. We provide training to young adults across Queensland to support them to develop literacy, numeracy and learning skills.

Vocational Training Queensland - RTO No: 45576

VTQ's purpose is to provide training in literacy and numeracy courses that support young adults, like you, to succeed in their next steps in education, training or employment. We know that students are at different stages of their learning and we design courses that support people with a wide range of skill levels, including young people who leave school before finishing Year 12.

VTQ works with a range of organisations across Australia that provide support services to young people wanting to learn. VTQ will assign you a trainer upon enrolment. Your trainer is the person who works with you online, over email or on the phone. For more information about VTQ head to <http://vtq.edu.au/>.

Support Organisations

VTQ partners with a range of organisations that can provide support with your learning. Support can be anything from working with you to understand your learning, to providing small learning tools or even providing libraries, career counsellors and other services to help you learn.

A support organisation can be a school, a service centre, a local community group or an Aboriginal corporation. These groups make it possible to provide a range of literacy and numeracy courses online, because of the help they can provide you to work through your course in your home community.



Q: What is the name of your Support organisation?



When you see this pencil, fill in the information that the section is asking for.

Your VTQ trainer helps you and your mentor understand the work you are doing and contacts you or your mentor by email or through the learner management system (LMS).

Your support organisation will match you with a mentor. A mentor will help with your learning and the things you need to complete your course like posters, local papers, computers and the internet and connect you with services that can help with your learning. Your mentor is the person working with you in your hometown.

Q: What is name of your Mentor?



Training

VTQ provides quality training and assessment in two ways.

1. Accredited Training.

This means the training is to achieve a nationally recognised qualification. You get a formal certificate to say you have achieved a qualification. This will help you to get a job or give you a pathway into higher training.

2. Non-Accredited Training.

This means we provide courses that are designed to improve a learner's skills and understanding to help them complete schooling or get a job. You won't get a formal certificate but you will get better at reading, writing and mathematical skills.

VTQ's VET courses differ from other school courses as they contain the work-like activities and competency-based training and assessment. Competency-based training means you practise your skills and knowledge to a standard acceptable for a range of workplaces. Then you will be able to apply your skills and knowledge to new situations and environments.

When you are ready, your trainer will assess you. The assessment will show off your new skills and knowledge. When successful you will be marked as competent. To be successful in gaining competency, you will show consistent use of your knowledge and skills to a standard suitable for work. Your mentor and trainer will help you to learn and understand this.

Final records of assessment of competencies will be awarded as either:

- C for Competent
- NYC for Not Yet Competent

Don't worry if you get your assessment back and it says 'not yet competent'. Lots of people need more than one go to get it right. Your trainer will give you feedback to help you to improve and you can have another go.

You are most likely to finish your course in 12 months but work at your own pace. For information on the estimated duration of your course go to the course overviews at <http://vtq.edu.au/>.

VTQ delivers all qualifications as “no cost to the student”.

This means the support organisation will pay for the training you need. It also means that you can use any funding that you are allowed to access from the Queensland Government for other training you want to do in the future as you won't ‘use it up’ on these courses.

There are no entry requirements for this course.

As a new student, you will undertake a literacy and numeracy skills assessment using an online program called bksb. It will help us to work out which course will best develop your skills.



Courses

VTQ has four accredited courses that you can do to achieve a qualification (certificate). Each course is set at a different level so we can find the right one for you – not too hard and not too easy.

When you finish this induction booklet, you will get access to your course training and assessment materials for one of the courses you can see here. Each course has maths units as well as units on reading and writing.

Certificate in General Education for Adults COURSE OVERVIEW



ACSF Level 1

22471VIC Course in Initial Certificate in General Education for Adults

ENGLISH

- My House** VU22343 Engage with short simple texts for personal purposes
- My Town** VU22346 Engage with short simple texts to participate in the community
- My Work** VU22345 Engage with short simple texts for employment purposes
- My Goals** VU22342 Identify learning objectives

MATHS

- Number and Money** VU22352 Recognise numbers and money in simple, highly familiar situations
- Measurement** VU22354 Recognise measurements in simple, highly familiar situations
- Direction** VU22353 Recognise, give and follow simple, familiar directions
- Shape** VU22355 Recognise shape and design in simple, highly familiar situations

Students must successfully complete 11 units comprising:

Student Name: _____

ACSF Level 3

22472VIC Certificate I in General Education for Adults

ENGLISH

- Get Out There** VU22389 Engage with texts of limited complexity to participate in the community
- Get Working** VU22388 Engage with texts of limited complexity for employment purposes
- Get Moving** VU22386 Engage with texts of limited complexity for personal purposes
- Get Goals** VU22384 Develop and document a learning plan and portfolio
- Get Planning** VU22385 Plan and undertake a project
- Know Your Rights** VU22409 Investigate the legal system

MATHS

- Calculations** VU22390 Work with a range of numbers and money in familiar and routine contexts
- Shape & Direction** VU22389 Work with design and shape in familiar and routine situations
- Sports Statistics** VU22386 Work with and interpret statistical information in familiar and routine texts
- Measurement** VU22387 Work with measurement in familiar and routine situations

Students must successfully complete 16 units comprising:

Student Name: _____

ACSF Level 2

22476VIC Certificate I in General Education for Adults (Introductory)

ENGLISH

- Live Well** VU22369 Engage with simple texts for personal purposes
- Play Fair** VU22363 Engage with simple texts to participate in the community
- Work Hard** VU22362 Engage with simple texts for employment purposes
- Develop Goals** VU22358 Develop learning goals
- Make Plans** VU22359 Conduct a project with guidance

MATHS

- Number and Money** VU22369 Work with simple numbers and money in familiar situations
- Measurement** VU22370 Work with simple measurements in familiar situations
- Direction** VU22409 Work with and interpret simple directions in familiar situations
- Shape** VU22371 Work with simple design and shape in familiar situations
- Data** VU22372 Work with and interpret simple statistical information in familiar texts
- Create Budgets** VU22164 Prepare simple budgets

Students must successfully complete 16 units comprising:

Student Name: _____

ACSF Level 4

22473VIC Certificate II in General Education for Adults

ENGLISH

- Connect with Text** VU22414 Engage with a range of complex texts for learning purposes
- Constructing Text** VU22419 Create a range of complex texts for learning purposes
- Street Art** VU22416 Engage with a range of complex texts to participate in the community
- My Project** VU22412 Implement and review a project
- Listen Up** VU22399 Participate in spoken interactions of varied complexity

MATHS

- Numbers & Statistics** VU22421 Investigate numerical and statistical information
- Shape & Measurement** VU22422 Investigate and interpret shapes and measurements and related formulas
- Write a Budget** FN5A.T201 Develop and use a personal budget
- Save Money** FN5A.T202 Develop and use a savings plan
- Pathways & Plans*** VU22413 Research pathways and produce a learning plan and portfolio

Students must successfully complete 11 units comprising:

Student Name: _____

*This unit can be delivered in either Maths or English

Now we will look at some other important things you need to know. Remember you can ask questions to your mentor or trainer whenever you need, so you don't have to remember everything now.

Unique Student Identifier (USI)

First, everyone needs a 'Unique Student Identifier'.

A 'USI' is a reference number made up of ten numbers and letters. It is used to record and store your recognised training and qualifications so they don't get lost. VTQ cannot finalise your enrolment or issue any Certificate to you without a USI.

We will ask for your USI on the enrolment form. VTQ uses this number to record your training and to make sure you can access your training records. If you do not have a USI you can create one, ask your mentor for help:

Go to the website <https://www.usi.gov.au/>, click the Create a USI tab and follow the prompts. When you have your USI number, you can send it directly to your trainer.



Credit Transfer

Credit transfer is a way of recognising that you have completed some of your course at another training provider. Credit transfer can only be granted where your previous course is the same as the course VTQ has recommended.

If you have studied one of the courses VTQ offers, we would like to know. This could help you.

You may have previously studied at Brisbane Youth Education and Training Centre, West Moreton Education and Training Centre, Cleveland Youth Education and Training Centre or maybe somewhere else.

Here are some questions about any previous study you may have done with other training providers. Please answer these questions with your mentor.



Am I eligible for Credit Transfer?

You will now answer 4 short questions. Your mentor can explain them to you to help you.

Q1. Are you continuing a Certificate in General Education for Adults course you started in BYETC, WMETC CETC or another training provider?

☐ Yes

☐ No



Q2. Do you want credit for Certificates in General Education (CGEA) units that you may have already completed with another training provider?

☐ Yes

☐ No



Q3. If you answered yes, what was the name of the organisation where you started the Certificate in General Education for Adults?



Q4. Do you have a statement of attainment, training record or transcript print out, from the organisation where you did CGEA before?

☐ Yes

☐ No



Thanks, Nice work! If you were eligible for Credit transfers for units you have already completed, VTQ will follow up with you.

Recognition of Prior Learning (RPL)

RPL is an assessment process that checks a learner's knowledge and skills against one or more units of competency. You can apply for an RPL process if you believe that your work or previous study shows that you already have the skills and understanding required for a unit of competency.



Accessing an RPL process is by application and you will need to supply evidence to support your claim. You would need to have been working in a job and using maths, reading, writing and computer skills for at least two years to eligible for the RPL process.

If you think you are eligible for RPL and would like to apply, please answer the following questions. Feel free to write additional information in the space beside the tick box.

Am I eligible for RPL?

Q1. Have you had a job where you had to use calculations to work out the dimensions of shapes, handle money, create data tables and graphs?

☐ Yes

☐ No



Q2. Could your employer verify the work you did?

☐ Yes

☐ No



Q3. Have you had a job where you worked using IT software packages and computers?

☐ Yes

☐ No



Q4. Could your employer verify the work you did?

☐ Yes

☐ No



Q5. Have you had experience in writing articles, creating posters, or writing emails for work or community purposes?

☐ Yes

☐ No



Q6. Do you have examples of texts you have written?

☐ Yes

☐ No



Q7. Would you like to proceed with an RPL application?

☐ Yes

☐ No



Complaints and Appeals

VTQ recognises that sometimes things do not go to plan. If you have a complaint about your training, your trainer or your support services, we need to know. Your complaint process should always start with your trainer. Tell them what your issue is and they will do their best to solve the problem for you.

If your complaint is about your trainer or you were not happy with your trainer's response, you can contact the VTQ RTO manager by emailing them. Use the email address admin@vtq.edu.au. Your mentor can help you with that and the information you need is on our website too.



The RTO manager will work with you to resolve your issue. If your complaint is of a serious nature the RTO manager will help you to go to the next step which is to make a Formal Complaint.

A Formal Complaint is made in writing, and addressed to the CEO. The CEO will resolve your issue within 60 days of receiving your complaint or if that issue cannot be resolved will engage an independent person who can.

For more information about the VTQ complaint and appeals process, please see the information on our website on the **STUDENT** page.

Student Rules

Our rules are very similar to all schools and workplaces. There are four rules.

They are:

Be active

This means be an active learner by concentrating on your work, asking questions about your work and trying hard to do your work.

Be safe.

This means always acting in a safe manner by following directions, staying calm and being in control of your actions.

Be respectful.

This means treating others with respect by using good manners, speaking without swearing and trying to get along with others.

Be responsible.

This means using equipment properly, following the expectations of your mentors and trainers, and resolving problems quickly.

Q: Do you understand and agree to abide by VTQ's student rules?

☐ Yes

☐ No



Your Privacy

The government has rules to protect you and your privacy. The Privacy Act 1988 protects all information supplied to VTQ. Information about a student, except as required by law or as required under the VET Quality Framework, is not given to anyone else without the student's written permission and that of their parent or guardian if the student is less than 18 years of age.

VTQ is required to share some of your information with:

- Commonwealth and state government departments
- VET Regulators (like ASQA)
- VET Admission bodies (like QTAC)
- former RTOs you have studied with
- Schools
- NCVER
- any person or agency required by law to access training information
- any entity contracted by the Student Identifiers Register.



If you need more information about the privacy requirements for RTOs, please click on the links below and talk about it with your mentor.

<https://www.oaic.gov.au/privacy/the-privacy-act>

www.ncver.edu.au/privacy.



What is the AQTF learner questionnaire?

The AQTF Learner Questionnaire is a requirement of all RTOs to gather data and seek feedback on their performance. This data allows us to improve on our delivery, and resources. An RTO must give each student the chance to comment on how they feel their course of instruction is going.

The survey is also useful information for VTQ and your mentors. It helps us identify areas of improvement and implement changes as needed.



AQTF Learner Survey will be sent to your mentor twice per year. Please fill it out and ask you mentor to email it to your trainer.

A sample of the AQTF Learner Questionnaire form. It includes a title 'Learner Questionnaire' and 'AQTF Learner Questionnaire' at the top right. Below the title are instructions for the learner to fill out the form. The form consists of several rows of questions, each with a corresponding column for the learner to mark their response (e.g., 'Yes', 'No', 'Sometimes').

Induction completion and acknowledgement

I have read all parts of my Induction booklet and understand the information and how it relates to my training.

Student name: _____

Student signature: _____

Date: _____



Please scan and return to our Administration Officer – Chicago: cgeor150@eq.edu.au

You finished the Induction! Well done!


Your VTQ trainer will send you a message shortly and introduce themselves. Welcome aboard!

 Write the **capital letter** next to the small letter:

a ___ A ___ b ___ c ___
 d ___ e ___ f ___
 g ___ h ___ i ___
 j ___ k ___ l ___
 m ___ n ___ o ___
 p ___ q ___ r ___
 s ___ t ___ u ___
 v ___ w ___ x ___
 y ___ z ___

 Now have a go at writing the **lower case letter**

A ___ a ___ B ___ b ___
 C ___ c ___ D ___ d ___
 E ___ e ___ F ___ f ___
 G ___ g ___ H ___ h ___
 I ___ i ___ J ___ j ___
 K ___ k ___ L ___ l ___
 M ___ m ___ N ___ n ___
 O ___ o ___ P ___ p ___
 Q ___ q ___ R ___ r ___
 S ___ s ___ T ___ t ___
 U ___ u ___ V ___ v ___
 W ___ w ___ X ___ x ___
 Y ___ y ___ Z ___ z ___

 Track the alphabet from start to end in order. Circle the letters as you go.

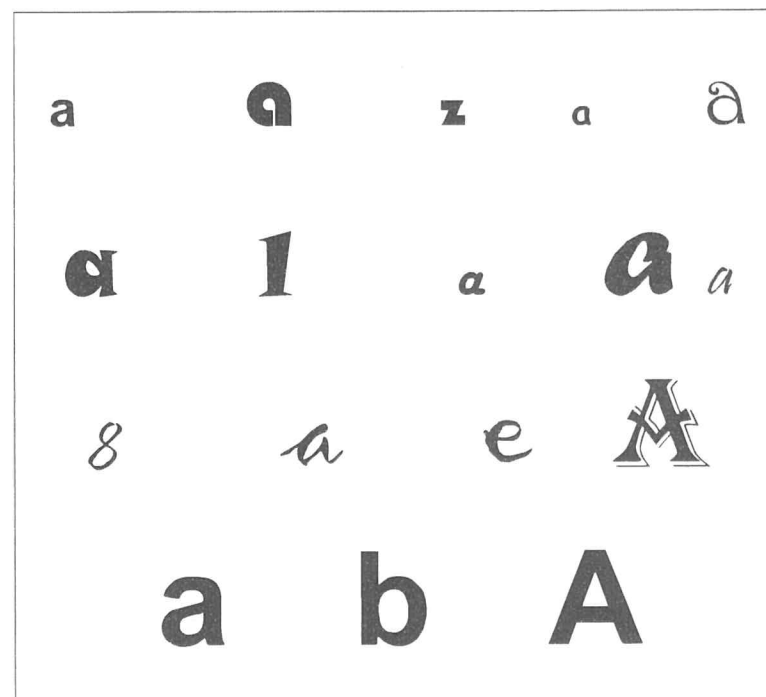
a k n v a h x n d f w h m b o u h j t c l m d j h e p f q f o p t j y g s a h s d f r
 q a l m i v d b s k j t m k b w t r l h t g f m s h b n o t r o e w q a k z p k m
 w j s u y t q w f a d r l p t o s f p t l m d e w u n f m g f e c v u y e a w c r f
 x u g e i p y k t e r a h n s r e x l z

 To be a good reader, you need to be able to read different fonts.

There are many ways to write the letter **a**.

Look at all the ways we can write **a**. Circle every **a** you see.

Don't get tricked!





Look for the word the. Circle the every time you see it.

The it and the
and and the
the and The the
to THE me and

Name: _____

Recognise upper and lower case letters



Read the letters below. Tell your teacher or mentor what letter it is, and say the sound that letter makes.

Letter	a	b	c	d	e	f	g	h	i	j	k	l	m
Name													
Sound													

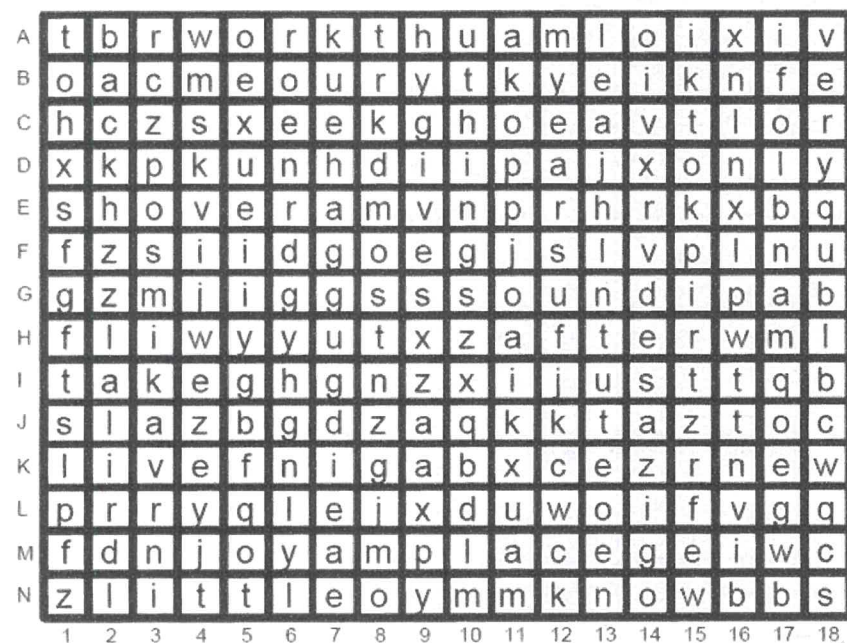
Letter	n	o	p	q	r	s	t	u	v	w	x	y	z
Name													
Sound													



How many letters are in the alphabet? _____



Word find – Second Hundred: 1 to 20



Read this sentence:

I know a little place to do my gym work at.

Find your list words in the sentence above and circle them.

Write them again in the space below:

k _ _ _ _

w _ _ _ _


l _ _ _ _ _

y _ _ _ _ _

p _ _ _ _ _

Now you have another great strategy for reading – reading common sight words.

over	little	live	very
new	work	me	after
sound	know	back	things
take	place	give	our
only	years	most	just

 Look at the sentences below and fill the gap with one of the words from the list.

soon	long	after
going	time	under
because	green	gave

- 1) My favourite season is summer I enjoy the beach.
- 2) I have to rush because my friends will be here
- 3) What are you doing college?
- 4) In the holidays I will be to Tasmania.
- 5) I keep my slippers the bed.
- 6) What will you be starting your lessons?
- 7) The lawn in the garden looks lovely and
- 8) How is a piece of string?
- 9) I him a great birthday present.

Name: _____



Read common sight words

over	new	sound	<u>take</u>
only	little	work	<u>know</u>
place	years		



Use the common sight words to complete the sentences.

I have a gym.

Run the hill.

Tom will a bus to the MMA competition.

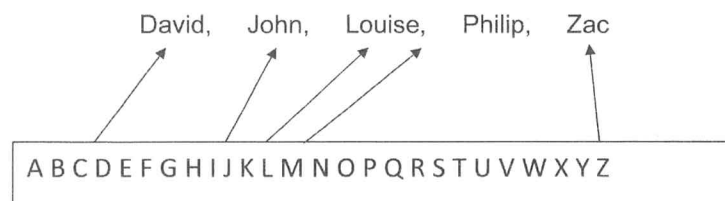
The man made a when he deadlifted 80kg.

Alphabetical Order



When we write words in alphabetical order we use its first letter. A word starting with "a/A" will come before a word starting with "b/B".

These words are in alphabetical order:



Are these words in alphabetical order? (Circle yes or no)

ask listen stop tell wait - Yes / No

laugh nod joke verbal yes - Yes / No

conversation join friends yell - Yes / No

laugh let like listen look - Yes / No



Letters and their sounds can be tricky! Lucky for us, letters have clues about how they sound. Look at this chart below. All these letter combinations have the **SAME** sound!

Letter combos that say **AY**

a e as in late

AI as in daily

EIGH as in sleigh

AY as in day

EA as in break

EY as in fey

EI as in abseil

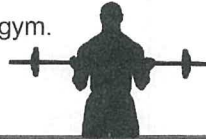


Read these words out loud and circle the letters that say 'ay'

paid	weight	EXPLAIN
neigh	late	pay
Monday	COMPLAIN	fail
weigh		ate



Read this text. It is about mates who train together at the gym.



I love to train daily. Every day in my break from work I pump weights. I train with my buddy who works at a place where they abseil! So every day we get together and workout. On Monday, we paid and went into the gym. I explained how to do a lat pulldown but my mate complained and said that he needed more weight. I told him to wait and have a break and let his muscles rest. A few days later the rest paid off and at training he lifted more weight.



Circle the words in the story that use these letter combinations to make the 'ay' sound. Then write them on the lines below.

__a__e	ai	eigh	ay
ea	ey	ei	

AY

AI

EIGH

_____	_____	_____
_____	_____	_____
_____	_____	_____

EA

EY

EI

_____	_____	_____
_____	_____	_____
_____	_____	_____

Warm up – Vowels



Fill in the missing **VOWELS**. The vowels are: **A E I O U**

1. C__mm__n__c__t__n__s__n__c__ss__ry.

2. __s__ct__v__l__st__n__ng__sk__lls.

3. R__sp__ct__th__rs__p__n__ns.

4. Ch__ck__y__r__b__dy__l__ng__ge.

5. St__nd__c__nf__d__ntly!

6. __s__y__r__v__c__.



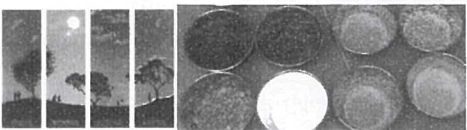
Now read the sentences you made aloud.





Write down the multiple meanings for these words!

1. season



2. bolt



Now try these words (without clues!)

3. mine

4. harbour

Many languages have local ways of saying things. Sometimes we call this slang or dialect. Read these common ones below.



Match up these Australian slang terms to their meaning in Standard Australian English by drawing a line.

Slang term

Meaning

Wanna cuppa?

What is the latest news?

Don't get ya knickers in a knot!

My husband has left town.

What's the goss?

Would you like a cup of tea?

The old man's shot through.

You are exaggerating.

Shut ya gob.

Don't get upset!

Don't crap on.

Tell someone who cares.

Read the following sentences/texts. Circle the meaning of the underlined phrases.



1. Trudi needs to decide which job offer to accept. At the moment, she is just sitting on the fence!

relaxing

not making up her mind

deciding

not bothered

2. Monday was crazy in the office. The telephones were ringing non-stop; hundreds of files needed to be dealt with; the meeting was about to start in twenty minutes but nothing was ready...our boss was as mad as a cut snake!

quite busy

very confused

really angry

so disappointed

3. Josh and his girlfriend did a runner after they had a meal in a very posh restaurant.

got excited

cheered up

didn't pay the bill

ran around

4. The new library has a 50 cents entry fee, but the atmosphere is fully sick!

disgusting

not very good

smells bad

really good

Read the following sentences/ texts. Circle the correct meanings of the underlined phrases.



1. Allen used to be a/an sparky lively / influenced / electrician / bright.
2. Although the show started at 11 am, James rocked up left the show / turned up / messed about / gave up during the interval without apologising to his audience.
3. Keep your shirt on! Stop! / Wait for your turn! / Don't lose your temper! / Get dressed!

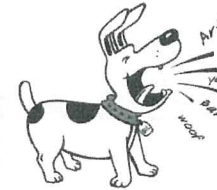
Name: _____

Investigate tricky words

The English language can be tricky sometimes! Words can have multiple meanings. Let's warm up our brains and have a look at these.

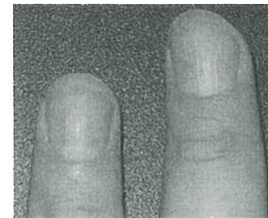
BARK

The noun **bark** refers to the outer covering of a tree. The verb **bark** refers to the sound a dog makes.



NAILS

The hard parts on your fingers and toes are your **nails** (you can also say **fingernails** and **toenails**, more specifically). **Nails** are also thin, sharp metal pieces used in construction.



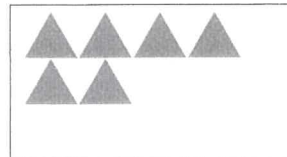
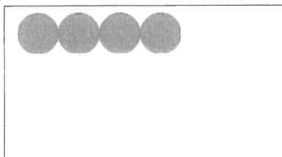


Fill in the missing parts of the table.

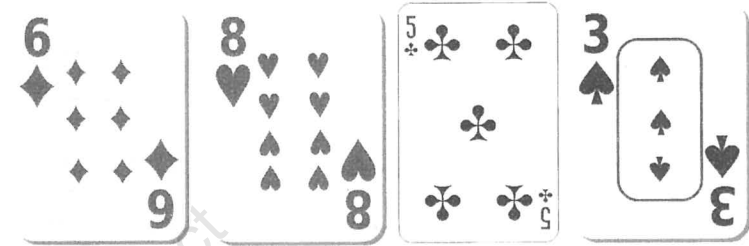
Picture	Number in digits	Number in words
	9	
		zero
	2	
		six
	10	
		seven
	5	



Count how many shapes there are. Fill it in so there are 10.



Point to a card. Count on until you get to 10. Don't go back and start from 1 – that's too slow!



Use words from the box to finish the sentences. Look back at the last activity if you need to.

bigger	smaller	biggest
smallest	four	seven

6 is _____ than 9.

8 is _____ than 4.

10 is the _____ number in the table.

0 is the _____ number in the table.

5 is bigger than _____.

5 is smaller than _____.

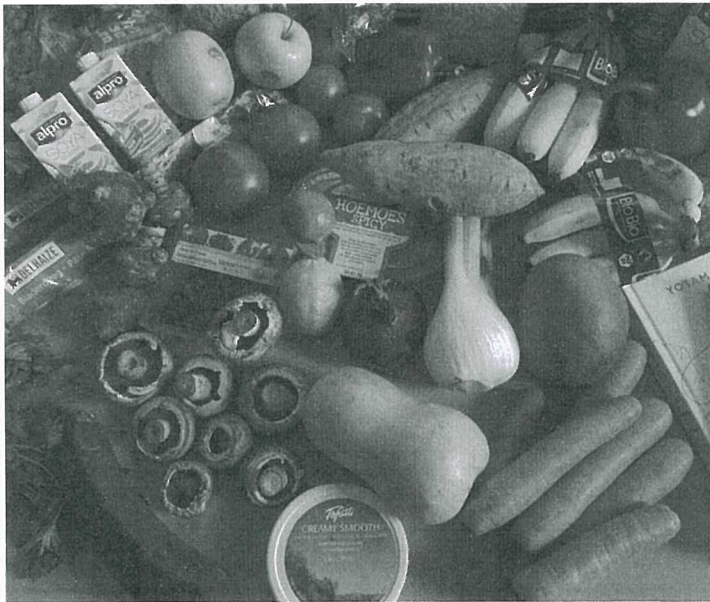
Put these numbers in order from **smallest to largest**.

3 7 1 9 0
 _____, _____, _____, _____, _____.

Put these numbers in order from **biggest to smallest**.

8 10 2 4 9
 _____, _____, _____, _____, _____.

Look at this picture.



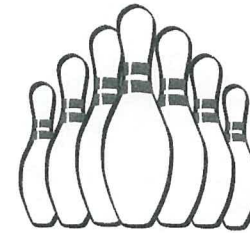
Name: _____

Count to 10



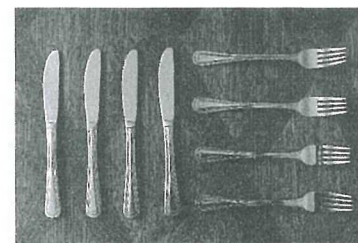
Count these objects. Write how many there are in **digits** and in **words**.

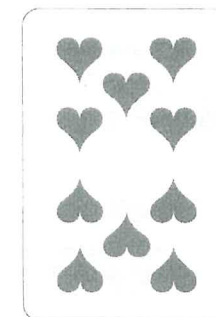














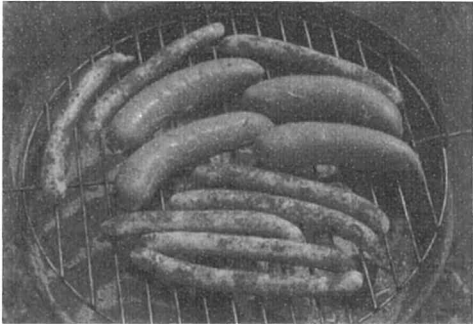
Write your answer in digits and words

How many:

mangoes	<u>1</u>	<u>one</u>
carrots	_____	_____
apples	_____	_____
mushrooms	_____	_____
pumpkins	_____	_____
watermelons	_____	_____
tomatoes	_____	_____



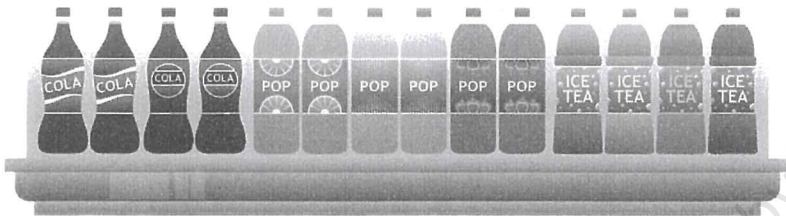
You are having a BBQ and cooked a sausage for each person.



How many sausages have you cooked? _____



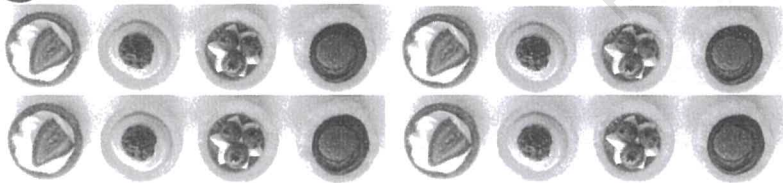
You bought all of these drinks for the BBQ.



How many did you buy? _____



You have bought these delicious little cakes for dessert.



How many cakes are there? _____



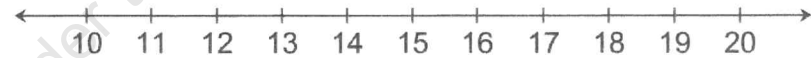
Which number is **bigger**? Sausages/drinks (circle)

Which number is **smaller**? Sausages/cakes (circle)

Which number is the **biggest**? Sausages/drinks/cakes (circle)

Which number is the **smallest**? Sausages/drinks/cakes (circle)

Show the number of sausages, drinks and cake on the number line.



Complete the sentences using words from the box.

There are _____ sausages than drinks.

There are _____ drinks than sausages.

There are _____ drinks than cakes.

There are _____ cakes than sausages.

more less

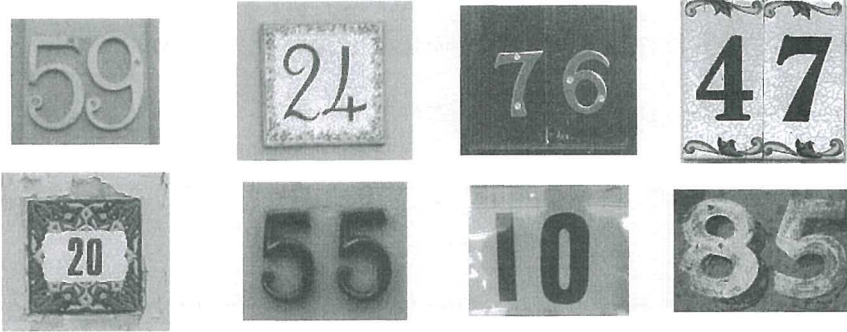
Go back and count the total number of sausages, drinks and cakes.

Write the number in the box.

MATHS WORKSHEET 1

L1

Look at these door numbers. Read each number out loud to your teacher or mentor.



Write each one in words. Do not use capital letters. Use a hyphen - Use the words in the box below to help you spell the numbers.

59 fifty-nine 24 _____
20 _____ 55 _____
10 _____ 47 _____
76 _____ 85 _____

0	zero	10	ten	20	twenty
1	one	11	eleven	30	thirty
2	two	12	twelve	40	forty
3	three	13	thirteen	50	fifty
4	four	14	fourteen	60	sixty
5	five	15	fifteen	70	seventy
6	six	16	sixteen	80	eighty
7	seven	17	seventeen	90	ninety
8	eight	18	eighteen	100	hundred
9	nine	19	nineteen		

Name: _____

Use numbers to 100

There are 10 digits. Read these out loud to your teacher or mentor.

0 1 2 3 4 5 6 7 8 9

Every number is made using these digits. Here are the numbers to 20. Read these out loud to your teacher or mentor. Keep counting and write in the missing numbers.

1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20
21 _____ 24 25 _____

To **count in tens**, the number in the tens column goes up by 1.

Examples

You count on in 10s like this:

20 30 40 50 60 70
12 22 32 42 52 62
45 55 65 75 85 95

Fill in the gaps by counting on in 10s.

60 _____ 100
30 _____ 70
15 _____ 65
_____ 27 _____ 67 _____

To **count on in tens**, the number in the tens column goes up by 1. You may need to cross over into the hundreds.



Count out loud and then fill in the lines.

10 20 30 40 50 _____ 110 _____



13 23 33 43 53 _____

236 246 256 266 276 _____

What is the pattern? It is going up by _____ each time.

What happens to the hundreds column? _____

What happens to the tens column? _____

What happens to the ones column? _____

To **count back in tens**, the number in the tens column goes **down** by 1. You may need to decrease the hundreds by 1.



Count out loud and then fill in the lines.

140 130 120 110 100 _____

132 122 112 102 92 _____

276 266 256 246 236 _____

What is the pattern? It is going down by _____ each time.

What happens to the hundreds column? _____

What happens to the tens column? _____

What happens to the ones column? _____

To **count on in hundreds**, the number in the hundreds column goes up by 1. You may need to cross over into the thousands.



Count out loud and then fill in the lines.

100 200 300 400 500 _____

130 230 330 430 530 _____

165 265 365 465 565 _____

What is the pattern? It is going up by _____ each time.

What happens to the hundreds column? _____

What happens to the tens column? _____

What happens to the ones column? _____

These patterns are all counting in hundreds. Fill in the blanks.



400 _____ 900 1000

320 _____ 620 _____

168 _____ 768

_____ 372 _____ 772 _____

_____ 231 _____ 631 _____

_____ 185 _____ 485 _____

When you say 3-digit numbers, you always say AND after the hundreds column.
Write these numbers in words. Use the spelling in the table below to help you.

627 six hundred and twenty-seven
978 nine hundred ...
320 three...
245 _____
409 _____
208 _____
690 _____
795 _____
513 _____
1000 _____

0	zero	10	ten	20	twenty
1	one	11	eleven	30	thirty
2	two	12	twelve	40	forty
3	three	13	thirteen	50	fifty
4	four	14	fourteen	60	sixty
5	five	15	fifteen	70	seventy
6	six	16	sixteen	80	eighty
7	seven	17	seventeen	90	ninety
8	eight	18	eighteen	100	hundred
9	nine	19	nineteen		

Name: _____

Use numbers to 1000



A number can be broken down into hundreds, tens and ones and then written as a sum.

For example:

$$385 = 300 + 80 + 5$$

You try!

$$126 = \quad + \quad + \quad$$

$$447 = \quad + \quad + \quad$$

$$698 = \quad + \quad + \quad$$

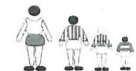
$$231 = \quad + \quad + \quad$$

$$912 = \quad + \quad + \quad$$

Circle the **biggest** number.

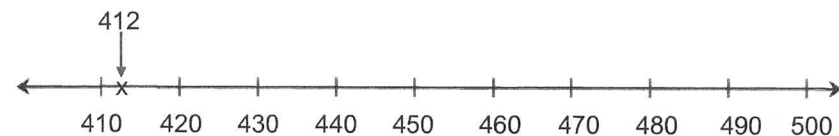
426 447 498 431 412

Write them in descending order (biggest to smallest)



_____, _____, _____, _____, _____.

Write the numbers on the number line.





Solve these. You can use the space below for your working out.

Question	Number sentence	Answer
How many minutes in 2 hours?	$2 \times 60 =$	120 minutes
How many seconds in 4 minutes?	_____	_____ <i>seconds</i>
How many hours in 90 minutes?	_____	_____ <i>hours</i>
How many days in 5 weeks?	_____	_____
How many months in 3 years?	_____	_____
How many weeks in 35 days?	_____	_____
How many years in 18 months?	_____	_____

You can plank for 2 minutes. How many seconds is that?

Number sentence: _____

Answer: _____



The Christmas holidays are 6 weeks long. How many days is that?

Number sentence: _____

Answer: _____



CALCULATE WITH TIME



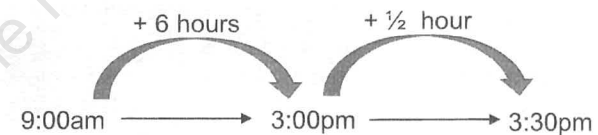
To work out how long something takes, you need to add and subtract lengths of time.

Calculating with time can be tricky! You need to go slowly and carefully. Most people need to use their fingers!

Look at this example of how to work out **the time** something finishes:

Work starts at 9 o'clock and finishes 6½ hours later. What time does work finish?

1. Count on 6 hours from 9am – 10, 11, 12, 1, 2, 3.
2. Count on ½ an hour.



Work finishes at 3:30pm or half past 3.



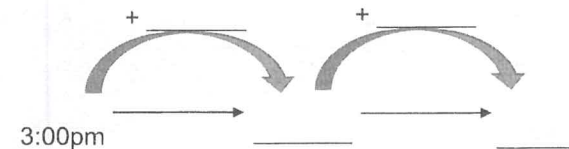
Now you try.

It is 3pm. It takes me 1 ½ hours to get home from school.

What time will I be home?



Hint: Count on the hours first. Then count on the minutes. Use your fingers if you need to.



Answer: _____

MATHS WORKSHEET 1

L3

Jayce was on the phone for one hour and 45 minutes. If the phone call started at 2:15pm, **what time** did he finally stop talking?



Answer: _____

Brandon watched his favourite TV shows. The first show went for $1\frac{1}{2}$ hours. The next show went for $1\frac{1}{4}$ hours. He started watching at 11:30am. **What time** did he finish?



Answer: _____

It takes you 45 minutes to get to work. You start work at 9:00am and work for 8 hours. It takes you $1\frac{1}{4}$ hours to get home.

What time do you:

Leave home: _____



Start work: _____

Finish work: _____

Get home from work: _____

How long were you out of the house for?

Name: _____

Convert time



Sometimes we need to convert time. This means we change it from one unit to another. For example:

hours to minutes	or	minutes to hours
days to weeks	or	weeks to days

You need to know these important numbers to convert time.

60 seconds = 1 minute

60 minutes = 1 hour

30 minutes = half an hour

15 minutes = quarter of an hour

45 minutes = three-quarters of an hour



7 days = 1 week

12 months = 1 year

Look at these examples.

How many minutes are there in 2 hours?

$$2 \times 60 = 120$$

There are 120 minutes in 2 hours.

How many hours are there in 150 minutes?

$$150 \div 60 = 2.5$$

There are $2\frac{1}{2}$ hours in 150 minutes.

READING COMPREHENSION WORKSHEET 1

PL1

Instructions: Read aloud to the student or with them if they are able. Ask the questions below and discuss their answers.

Sea Otters

Sea Otters live in the ocean. They sleep in the ocean. They eat in the ocean. They even give birth in the ocean. They come to land only when there is a bad storm. Sea otters live in the ocean.

Sea otters have webbed feet. This helps them swim quickly through the water. They swim to the bottom of the ocean to find their food. Then they bring it up to the top of the water. Sea otters have webbed feet.

Sea otters use tools! They use a rock like a tool. They put a shell on their chest and hit it open with the rock. They like to eat crabs and abalone. Sea otters use tools!

**Questions to talk about:**

1. What do sea otters like to eat?
2. What do sea otters do in the ocean?
3. What are sea otters' feet like?
4. What do sea otters use to open shells?

Instructions: Read aloud to the student or with them if they are able. Ask the questions below and discuss their answers.

Spider Webs

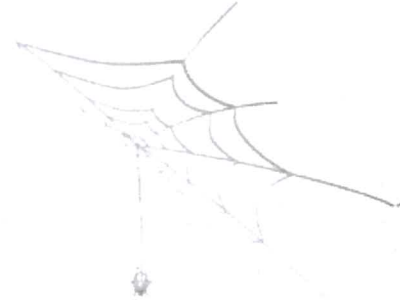
All spiders spin webs. That's because webs help spiders. Webs help spiders do three things. Webs help spiders hold eggs. Webs help spiders hide. And webs help spiders catch food.

Webs help spiders hold eggs. Many spiders like to lay their eggs in their webs. The webs help keep the eggs together. Webs help spiders keep their eggs safe.

Webs help spiders hide. Most spiders are dark. They are brown, grey, or black. But spider webs are light. They are white and cloudy. When spiders hide in their webs, they are harder to see.

Webs help spiders catch food. Spider webs are sticky. When a bug flies into the web, it gets stuck. It moves around. It tries to get out. But it can't. It is trapped! Spiders can tell that the bug is trapped. That's because spiders feel the web move. And the spider is hungry. The spider goes to get the bug.

As you can see, webs help spiders hold eggs. Webs help spiders hide. And webs help spiders catch food. Without webs, spiders would not be able to live like they do. Spiders need their webs to survive!



Questions to talk about:

1. What are the three things that spider webs help spiders to do?
2. How can spiders tell when something is trapped in their web?
3. How does laying eggs in the web help the spider?
4. What colours are most spiders?
5. Many people are afraid of spiders. Are you afraid of spiders? Do you like spiders?

Instructions: Read aloud to the student or with them if they are able. Ask the questions below and discuss their answers.

I like to catch the bus to visit Nan. My favourite thing is to listen to her tell stories while she makes damper. I love hanging out with my cousins. My Auntie Sandy gets out the fishing rods and we go down to the muddy river to catch bream. Fishing makes me feel calm. There is nothing else quite like it. I love Nan's house and how amazing it is when I am there.



Talk about the following key points. The answers are in the story.

1. What does the storyteller like to do?
2. What is the storyteller's favourite thing to hear?
3. What does Auntie Sandy do?
4. What happens next?

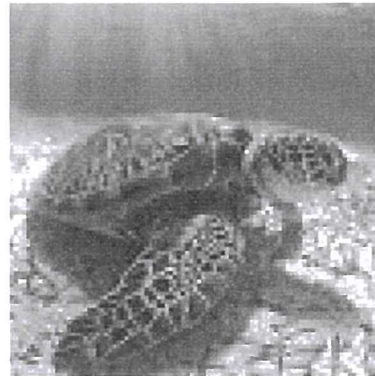
These answers are not in the story, so make up your own mind:

5. Why do you think fishing make the storyteller feel calm?
6. Why do you think he feels good at his Nan's house?
7. Do you like fishing? Have you caught a fish before?

Instructions: Read aloud to the student or with them if they are able. Ask the questions below and discuss their answers.

Fake eggs helping to solve sea turtle crime

Scientists have used 3D printed eggs filled with GPS trackers to follow stolen sea turtle eggs. Poachers have been stealing eggs off Costa Rica and this is one way authorities are trying to trace the eggs and help save sea turtles from extinction.



Sea turtle eggs are a food delicacy in Central America but poachers are contributing to them becoming extinct. By replicating a real egg and installing a tracking device, the poachers are able to be identified and treated according to laws about endangered animals.

The overall aim is to understand buyers and sellers of the illegal items to prevent animals from becoming extinct.



Questions to talk about:

1. **Who** is the news story about?
2. **What** is happening?
3. **Where** is it happening?
4. **Why** is it happening?
5. **How** do the scientists plan to help the turtles?
6. **What** will happen to the turtles if the poachers are not stopped?
7. Do you think it is a good idea?

Education resources for young people in watchhouses

2023

Released by DOE under the RTI Act



Purpose

- To provide meaningful education in literacy, numeracy and reading relevant to a young person's skill level

Released by DOE under the RTI Act



System overview

- A series of literacy, numeracy and reading resources have been provided at a range of levels. The levels have been colour coded.
- The levels used are the Australian Core Skills Framework levels (ACSF) which are the same as the bksb levels. Youth Justice already has access to the bksb diagnostic testing tool.
- If the young person has been in the system before, we will know the level at which to provide education appropriate to their learning needs.
- A **Student Profile** sheet will help you track what work has been completed while at the watchhouse.



Instructions

On entry to the watchhouse

- Check the daily spreadsheet in the morning from the YDOR team (OSED_YDOR@cyjma.qld.gov.au) to find the level of work a new young person will need to be provided.
- Create a Student Profile for new admissions.

While staying at the watchhouse

- Work through the series of resources.
- Update the Student Profile each time you work with a young person.

When exiting the watchhouse

- Send the Student Profile to the team at VTQ/BYETC via admin@vtq.edu.au



Student Profile

Name: _____

Watchhouse location: _____

ACSF Level (if known):

MATHS

☐ Pre-level 1 ☐ Level 1 ☐ Level 2 ☐ Level 3

PL1 **L1** **L2** **L3**

ENGLISH and READING

☐ Pre-level 1 ☐ Level 1 ☐ Level 2 ☐ Level 3

PL1 **L1** **L2** **L3**

Work completed: Tick completed worksheet numbers (Note: The worksheet number can be located at the top of the first page).

Maths	English	Reading comprehension
1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>
3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>
4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>
5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>
6 <input type="checkbox"/>	6 <input type="checkbox"/>	
7 <input type="checkbox"/>	7 <input type="checkbox"/>	
8 <input type="checkbox"/>	8 <input type="checkbox"/>	
9 <input type="checkbox"/>	9 <input type="checkbox"/>	
10 <input type="checkbox"/>	10 <input type="checkbox"/>	

Please scan and email this Student Profile to admin@vtq.edu.au when a young person leaves the watchhouse to be admitted into detention. Information on the work completed will be provided to BYETC, CETC and WMETC so engagement with learning can be rewarded with points though each centre's Positive Behaviour for Learning system.

Using the Student Profile

- Fill in young person's name
- Fill in watchhouse location
- Use the daily spreadsheet to tick the Maths level and English & Reading level. They can be on different levels.
- Start using the worksheets from the correct level.
- At the end of a session with a young person, tick off what they have completed.

Resources required

- Digital files to print
- Colour printer
- A3 paper
- A4 paper
- Flexible pencils

READING COMPREHENSION WORKSHEET 1

PL1

Instructions: Read aloud to the student or with them if they are able. Ask the questions below and discuss their answers.

Sea Otters



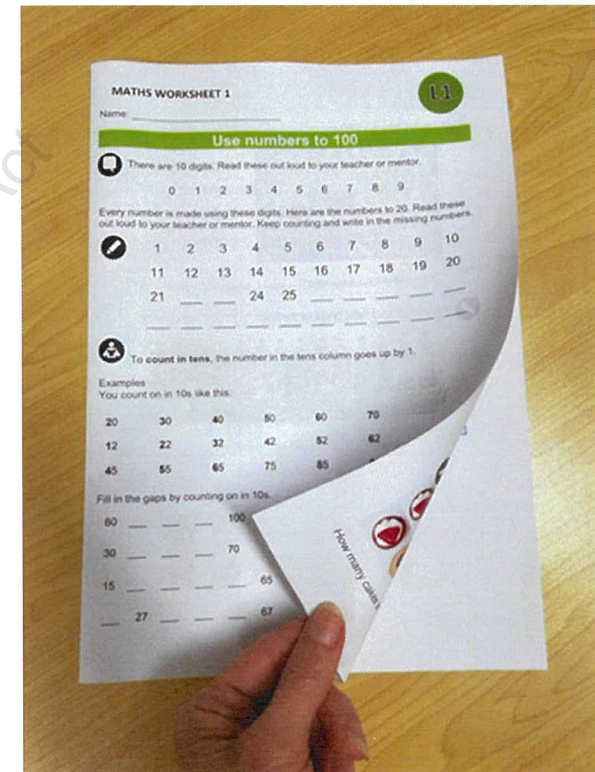
Sea Otters live in the ocean. They sleep in the ocean. They eat in the ocean. They even give birth in the ocean. They come to land only when there is a bad storm. Sea otters live in the ocean.

Sea otters have webbed feet. This helps them swim quickly through the water. They swim to the bottom of the ocean to find their food. Then they bring it up to the top of the water. Sea otters have webbed feet.

Sea otters use tools! They use a rock like a tool. They put a shell on their chest and hit it open with the rock. They like to eat crabs and abalone. Sea otters use tools!

Questions to talk about:

1. What do sea otters like to eat?
2. What do sea otters do in the ocean?
3. What are sea otters' feet like?
4. What do sea otters use to open shells?



Resource series and levels

- A colour coded series of resources

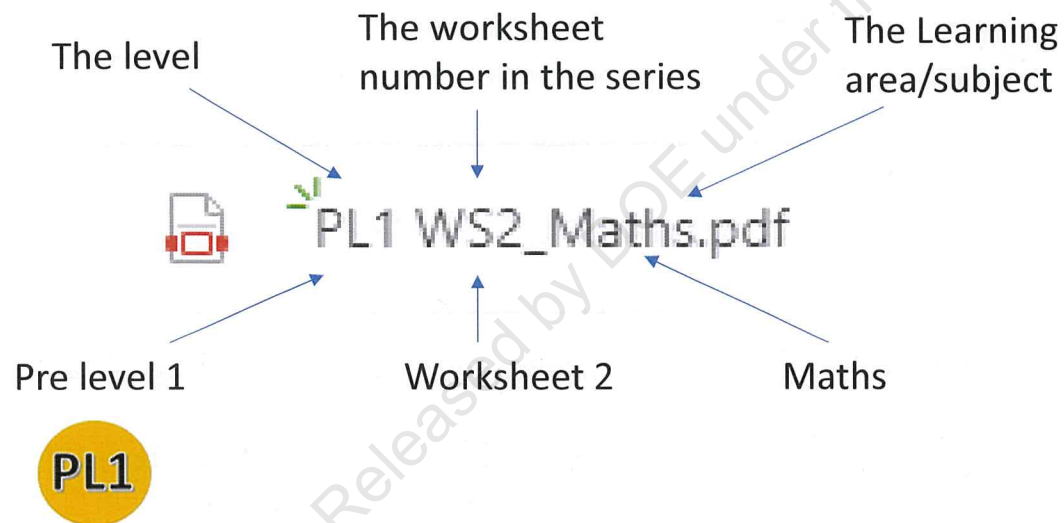


- 📁 L1 English Watchhouse
- 📁 L2 English Watchhouse
- 📁 L3 English Watchhouse
- 📁 PL1 English Watchhouse

- Maths = 10 A3 worksheets (4 pages of work) for each level
- English = 10 A3 worksheets (4 pages of work) for each level
- Reading comprehension = 5 A4 pages for each level

File names

- Note the naming convention



MATHS WORKSHEET 2

PL1

Name: _____

Count to 20

Match the **digit** to the **name** of the number.

1	fourteen
2	eleven
3	twenty
4	nine
5	thirteen
6	one
7	fifteen
8	four
9	twelve
10	seventeen
11	sixteen
12	two
13	eight
14	five
15	seven
16	eighteen
17	three
18	nineteen
19	ten
20	six

Key features

You will see:

- Icons to help young people know what to do



Read



Write



Talk about

- Large text size
- Colour pictures
- Colour coding for levels
- 4 pages of work in Maths and English (on 1 A3 sheet) and 1 page (A4) for Reading Comprehension

How to interact with the resources and young people

- They are not independent learners (most will be Pre-level 1 and Level 1) – This means a reading age of 5 to 8 years
- By using the levels, they should be capable of the work with support but not necessarily able to read all the instructions
- With the English and Maths resources:
 - Read out instructions
 - Prompt, encourage and talk through out aloud
- With the Reading Comprehension resources:
 - Read aloud to the young person
 - Ask questions verbally – no writing, all listening and responding

Oral language, working memory and listening comprehension

READING COMPREHENSION WORKSHEET 2

L2

Instructions: Read aloud to the student or with them if they are able. Ask the questions below and discuss their answers.

British backpacker had a leech up her nose for weeks

Yesterday a backpacker found a 7.5 centimetre long leech which had been living up her nose for more than a month.

Over the past month, she had lots of nosebleeds, but she didn't think they were from a leech.

One day she saw the leech and tried to blow it out of her nose. The leech was too quick and went back up into her nose and consequently she couldn't get it!

Daniela said, "At this point, every time I was in the shower, he would come right out as far as my top lip and I could see him sticking out of my nose."

Finally, Daniela went to hospital where it took them half an hour to pull the leech out. After a while of trying to get the leech out they had to use long tweezers. It was about as long as her forefinger and as fat as her thumb.



Questions to talk about:

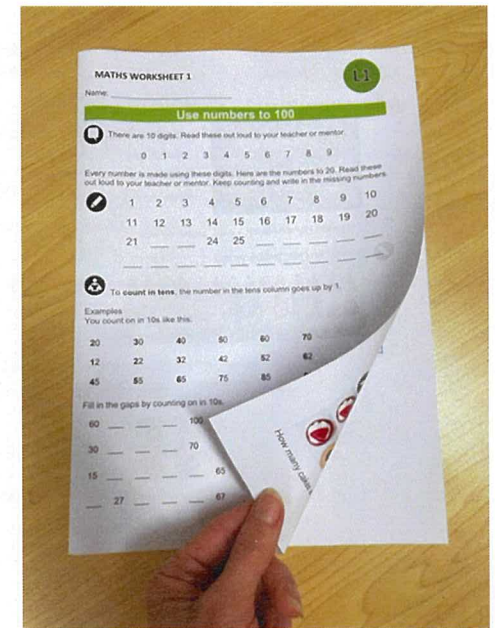
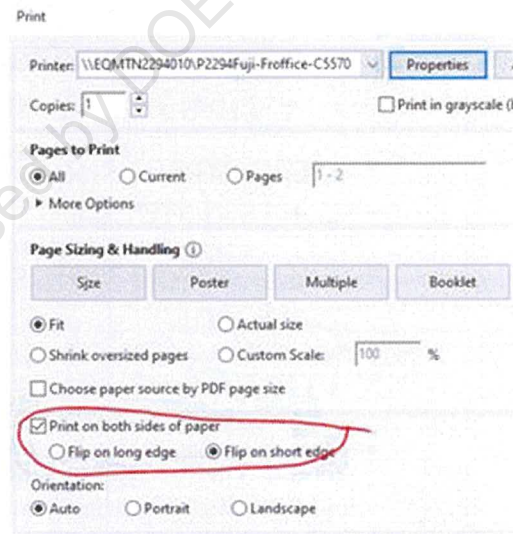
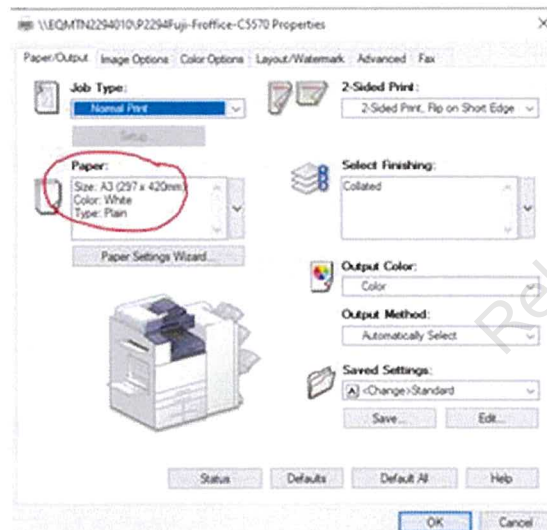
1. Who is the news story about?
2. What is the animal?
3. How long was the animal?
4. What did she do when she saw the leech?
5. When did the leech like to come out of her nose?
6. Why do you think the leech stayed in her nose for so long?
7. How did she get the leech out?
8. What would you do if you found a leech living up your nose?



- Develops: Oral language, working memory and listening comprehension
- *"I am going to read to you and then we will talk about it. If you want to takeover the reading, go for it."*
- No pencils required
- No knowledge of how to teach reading required
- Read the story aloud to the young person
 - get them to follow along if possible
 - let them have a go at reading if they want to
- Help them find the answers in the text by re-reading parts if needed
- Discussion helps build new vocabulary and language patterns
- Print A4

Printing resources

- Print on A3 in colour (if possible)
- You may need to go into your print settings and choose:
 - The paper size (A3) in the printer properties
 - Print on both sides – flip on short edge
 - Fold A3 sheet in half with the Level on the front



Questions and next steps



- What if we don't know the level for the young person?
- How do we get the digital package?
- What if I run out of work?

Reading List

Reading lists

Please find below high level reading books that have been popular with detention students:

- Kindred (graphic novel)
- Monster (graphic novel)
- Spanian
- The Hate U Give
- The Resilience Project
- Young offender
- Boy Swallows Universe
- Spanian Autobiography
- Russell Manser – Voice of a Survivor

Lower level reading books that have been popular with detention and watchhouse students:

- Treehouse Collection
- Weirdoh Series
- Any books by Roald Dahl

Age appropriate decodable readers set:

For the lowest skill level

<https://www.phonicsaustralia.com.au/phonicsbooks/catchup8-14/moon-dogs-series-reading-books>

For primary aged reading ability but mature characters

https://www.teaching.com.au/product/MTABKIT120?gclid=EAlaIQobChMIb21u6yC_QIVjDgrCh25KQIEEAQYAyABEgK79vD_BwE

Factual books with pictures are also usually quite popular with bizarre and fun facts, interesting science topics and Guinness Book of World Records type books. All reading levels engage well due to the images.