Community Connections: Supporting Student Success 2023

Please mute your microphone

Write any questions you have in the chat!

REC This session will be recorded

As we begin, think about a student in your context who

- may needs support in completing their SACE,
- prefers a flexible way of learning
- needs an alternative pathway to success.

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Acknowledgement of Country

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thrive.

Session Outline

By the end of this session, you will

- Understand the planning and submission requirements of Community Connections
- Be able to identify and tailor the flexibilities of Community Connections to support students in your context

Overview of Community Connections

- 5 Quick Facts

Planning and Implementing

- What field of study should you use?
- What planning materials are needed?

Classroom Approaches

- How can work from other subjects be used for AT1 or AT3?
- Some notes about the AT2: Reflection
- How are students assessed?

Additional Q+A

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Community Connections Overview

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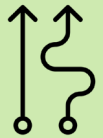
QUICK FACTS

YOU need to KNOW

Community Connections used to be ‘Community Studies B’

As of 2022, it has **different** Performance Standards and Assessment Types from its previous iteration, Community Studies B



It can be used to convert students from other Stage 2 SACE Subjects
It can also be implemented as an intentional learning program

Community Connections does not contribute to a students ATAR. Students can engage in 4 instances of Community Connections for SACE completion.

The enrolment cut-off date for subjects (including Community Connections) is **Wednesday 6th September**

BONUS! Community Studies A is now just ‘Community Studies’

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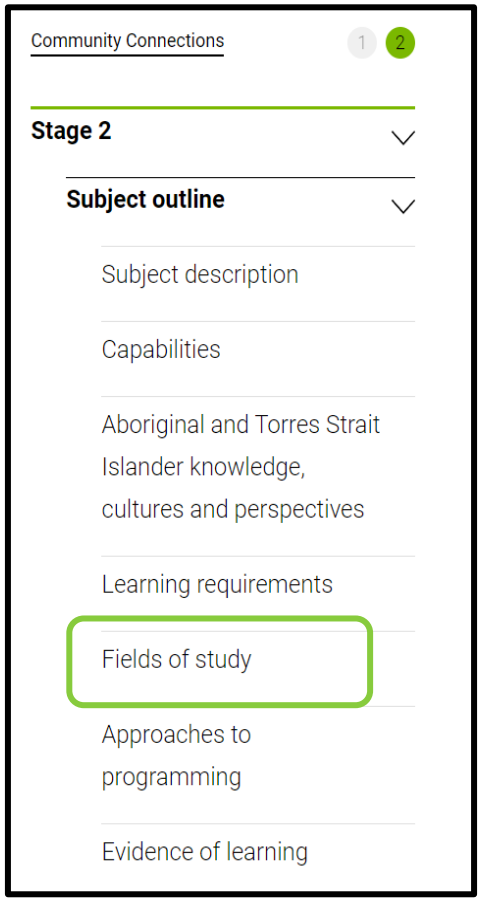
Planning and Implementing

Which field of study should be used?



Humanities and Social Sciences Connections

2HSC10 or 2HSC20

STEM Connections

2STC10 or 2STC20

Interdisciplinary Connections

2ICD10 or 2ICD20

Practical Connections

2PRC10 or 2PRC20

Each individual program of learning is placed within one of the four fields of study

Students base their learning on a Stage 2 subject, and frame this learning within the most appropriate field of study.

Examples are provided on the website, however listed subjects are examples only, and may align with one or more fields of study.

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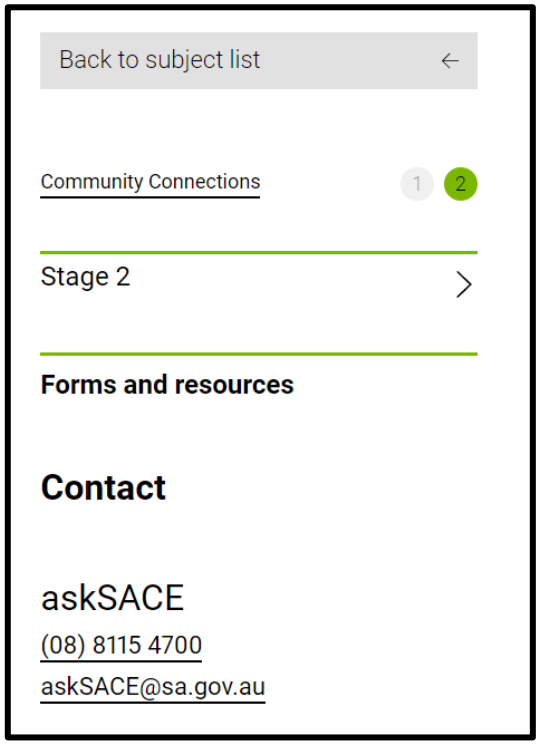
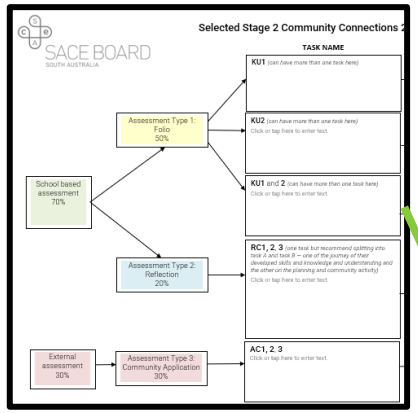
Planning and Implementing

What planning or submission materials are needed?





See our [forms and resources](#) page for some helpful forms and resources!

- **No LAP required; Assessment design criteria pre-specified**
- **Planning flowchart can be used to plan the program**
- **AT1 Folio Cover sheet – yes please!**
- **Task sheets are always appreciated!**

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Classroom Approaches

Can work that students have done in other subjects be used in Community Connections?

YES!

with some extension

AT1 **Folio**

Task 1 **Task 2** **Task 3** **Task 4**

Eg, a student learning from Food and Hospitality curriculum may demonstrate their skills and knowledge through two cooking practicals, an action plan and a research task.

AT3 **Community Application Activity**

Eg, a student learning from Food and Hospitality curriculum may participate in a Group Activity, provided they have authentic opportunities to plan, organize, make decisions, connect with community, and develop skills, knowledge and capabilities.

Classroom Approaches

Just a little more clarification on the Community Connection activity…

AT3: Community Application Activity

- 10 Credit = 750 words/5 minutes max or equivalent in **multimodal.** Approximately 10 hours as a guide
- 20 credit = 1500 words/9 minutes max or equivalent in **multimodal.** Approximately 20 hours as a guide

This assessment is designed by the student. Students connect their community application activity to a community context, which can be broadly defined.

Students **demonstrate** connections to subject learning, planning, organising in the Community Application Activity. Evidence should show this **demonstration.**

All types of evidence are welcome! There is no requirement for a particular mode. This is also relevant for AT1 and AT2.

Classroom Approaches

Examples of Community Application Activity

A list of activity ideas available via the **forms and resources** page

Essential English

- Create an informational brochure or other text type for local clubs/ businesses with which students are affiliated.
- Create instructional texts for local sporting club.
- Review a website/s and provide feedback to the producer.
- Create a pamphlet assisting a targeted group with information about safe partying.
- Investigate the 10 most used documents in a workplace and annotate them.

Mathematics subjects

- Identify mathematics learning in technology design, particularly in workplaces.
- Investigate angles in sport.
- Investigate buying a car.
- Investigate the cost of doing up a car.
- Collect and analyse statistics in sport (local sports club i.e. football and basketball).
- Create a 'How to budget for a …. Guide'.
- Plan a budget for weekly shopping of local sports club.
- Create a brochure about home loans and how people can reduce the interest paid.

When designing the Community Application Activity, consider:

What activity would the student design if it were completely up to them?
What is something the student is passionate about?
What 'community' matters to the student?
What is something that would benefit the community?
If looking to convert, what ideas or skills did the student enjoy learning about in the SACE Subject?
How could they extend these ideas or skills further through an activity?

Classroom Approaches

How are students assessed?

Use the performance standards of Community Connections, not the subject the learning is based upon

	AT1:Folio	AT3: Community Application Activity	AT2: Reflection
	Knowledge and Understanding	**Application and Connection**	**Reflection and Consideration**
C	KU1: **Development** of some specific knowledge and one or more concepts related to the selected SACE Stage 2 subject. KU2: **Development** of one or more skills related to the selected SACE Stage 2 subject.	**Demonstration** of some clear connections between the community application activity, subject-specific knowledge and skills, and one or more chosen capabilities. Demonstration of some **planning, and organisation** to undertake the community application activity. **Some connection of the benefits and future possibilities** of the community application activity to the community and themselves.	Considered **reflection on the development** of some knowledge, concepts, skills and new understandings related to the selected SACE Stage 2 subject. Considered **reflection on the development of planning**, organisational, problem solving and decision-making skills through their community application activity. Some **consideration of the development** of one or more SACE capabilities using evidence of actions taken.

Community Connections Overview

How do other schools run this? What criteria is required?

Student A: Using CC as Intentional Learning Program

Task 1 | Task 1 | Task 1 | Task 1

AT1:Folio

AT3: Community Application Activity

AT2: Reflection

Completion!

Both students could be learning within the same classroom, with the same SACE Subject teacher

Student B: Enrolled in Stage 2 SACE Subject

One scenario might be…

AT1

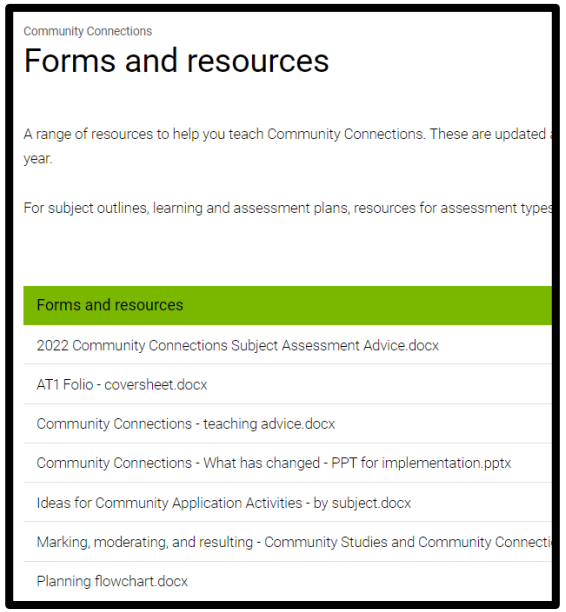
Some learning completed by the student. Could be used to form 1-4 of the AT1 Folio tasks.

AT2

'Application' tasks or projects could be used to form direction for the AT3.

Learning from reflection/evaluation activities could be used to facilitate AT2 Reflection.

Additional Resources


Community Connections

Forms and resources

A range of resources to help you teach Community Connections. These are updated
year.

For subject outlines, learning and assessment plans, resources for assessment types

Forms and resources

2022 Community Connections Subject Assessment Advice.docx

AT1 Folio - coversheet.docx

Community Connections - teaching advice.docx

Community Connections - What has changed - PPT for implementation.pptx

Ideas for Community Application Activities - by subject.docx

Marking, moderating, and resulting - Community Studies and Community Connecti

Planning flowchart.docx

PLATO

- ❑ Implementation course – provides overview and examples of work
- ❑ Calibration Courses – provides opportunity to clarify assessment judgements, and recent examples of work

Forms and Resources

- ❑ Subject Assessment Advice – advice for each assessment type
- ❑ Ideas for Community Application Activities (by subject!)
- ❑ Planning Flowchart
- ❑ Cover Sheet
- ❑ 2022 Clarifying Seminar recording

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