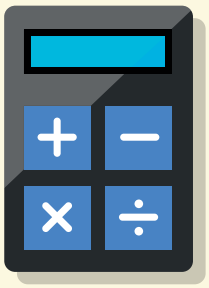
Super basics



This sequence is intended as a framework to be modified and adapted by teachers to suit the needs of a class group.

Resources needed

- What is superannuation? – Visualiser
- Using spreadsheets – Visualiser
- Super calculations – Worksheet

Suggested activity sequence

Part A: What is super?

1. Use a *grouping strategy* to organise students in groups of 3 or 4.
2. Display and explain the information of the *Visualiser*. Groups construct a brief definition of superannuation. Each group writes their definition on the board.
3. When all definitions are displayed, discuss the concept of super and develop a simple class definition.

Part B: Calculating super contributions

1. Explicitly teach students how to calculate super guarantee using a gradual release of responsibility model. An example of modelling is provided below.

   Super = 9.5% × salary

   For example: You're a third-year apprentice plumber and your weekly wage is $669.53 per week. How much super should your employer pay into your super account?

   Super = 9.5% × salary
   = 0.095 × $669.53
   =$63.61

2. Demonstrate a 'working backwards' question, for example, if your employer pays $72.30 into your super account, what's your salary?
3. Model to students how to use spreadsheets to solve problems. Use the *Visualiser* if necessary. You could also refer students to *Making an excel spreadsheet – Flowchart and/or Making an excel spreadsheet – How-to-sheet.*
4. Students complete part 1 of the *Worksheet.*

Part C: Calculating return on investment for super accounts

1. Discuss investment returns earned on super accounts with students and the comparisons with interest. Consider the amounts people will accumulate in super if they just make contributions. Introduce the idea of interest adding to a super balance.

   Super balance $52,460, rate 6.5% 2 years.
   I = P × r × t
   = $52,460 × .065 × 2
   = $6,819.80

2. Apply the simple interest formula to some super balances to calculate return earned.
3. Do a couple of examples on the board, for example.
4. Students complete part 2 of the worksheet.
5. Work through solutions with the whole class.

Part D: Growing your super

1. Walk students through the instructions for part 3 of the worksheet.
2. Students may benefit from working individually and/or in small discussion groups.
3. You may wish to use this as an assessment task. If so, negotiate with students what they will submit to you for marking and develop an assessment rubric which includes success criteria. Otherwise, conduct a class discussion to hear student's findings and ensure all of them have a general understanding of the factors that can influence super balances.