# Pre-approved Learning and Assessment Plan

Stage 1 Integrated Learning

Pre-approved learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

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| --- | --- | --- | --- |
| School |  | Teacher(s) |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **1** | **I** | **L** | **N** | **10** |  |

Addendum – changes made to the pre-approved learning and assessment plan

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| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:  what changes have been made to the plan   * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group. |

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 1 Integrated Learning – 10 credits

**Program Focus** (e.g. outdoor activities, cultural program): Peer Support Program

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type 1:Practical Exploration – weighting 40%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| AD | IR | CC |
| **Peer Support Induction Training**  **Key Capability: Personal and Social**  Students explore and develop the qualities they need to become effective Peer Support Leaders by participating in a one day induction program. This program will explore their own experience of Peer Support as a Year 7 student, the qualities of leaders and mentors in their lives, resilience and strengths activities and specific training on providing emotional first aid and responding to bullying. Students participate in a series of group discussions and individual reflections on the importance of Peer to Peer support.  **Discussion:**  What is the additional value of having a Peer to Peer Support Program at school alongside the adult/student pastoral care relationships?  Considering your Personal and Social Capabilities, what are the key strengths that you will bring to the Peer Support Program as a student Leader? | 1,3 | 1 | 2 | Students complete the Peer Support Induction Training Day workbook which includes evidence of:   * Full participation and completion of training activities. * Group Discussions * Individual reflections and * Code of Conduct contract |

Assessment Type 2: Connections – weighting 30%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| AD | IR | CC |
| **Peer Support Session Planning**  **Key Capability: Personal and Social**  Students form leadership teams to plan 4 Peer Support sessions to achieve program goals. After surveying year 7 participants, student leaders discuss the needs and interests of their group then develop and submit a program for approval. Students will need to show evidence of collaborative decision making, investigation of ideas and thoughtful planning that meets the needs of their group and administrative requirements of the program. Following approval, students will implement the sessions and participate in group and individual feedback processes. | 1,2 | 1 | 1,2 | Part 1: Submission of Peer Support Program Plan  Part 2: Participation in group and individual feedback sessions followed by final self-assessment reflection activity. |

Assessment Type 3: Personal Venture – weighting 30%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| AD | IR | CC |
| **Reflection on Development as a Leader/**  **Magazine Article/Speech or Application**  **Key Capability: Personal and Social**  At the conclusion of the Peer Support Program students undertake a review of their personal development and discuss how their participation has assisted them to develop their Personal and Social skills while assisting others in the community to do the same. Students review their experience and write a reflection suitable for publication in a school magazine, as a speech to an audience or as an application for future leadership positions in the school community. Students are encouraged to include evidence of their activity including photographs, quotes from student feedback and references to the original program goals. | 2,3 | 2 | 1,2 | Reflection based on guiding questions and organised into a suitable structure for publication or audience.  Max of 750 words or 5 minute multimodal presentation. |

*Three or four assessments.**Please refer to the Stage1 Integrated Learning subject outline.*

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