# Learning and Assessment Plan Exemplar

Stage 1 Modified: Personal Learning Plan

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** | **P** | **L** | **M** | **10** |  |
|  | | | | | | | | | | | | |
| Key areas(10-credit – at least one key area. 20-credit – at least two key areas)  Key area 4: Health and Well-being, Key area 8: Planning and Decision Making and Key area 9: Work Skills | | | | | | | | | | | | |

Addendum – changes made to the learning and assessment plan

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| Use this section to describe any changes made to support students to be successful in meeting the requirements of the subject. For example, adjustments to the personal learning goals, or adjustments to personal learning goals for specific students within a like cohort. |

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 Modified: Personal Learning Plan (10-credits)

The table below shows details of the planned tasks to support student(s) achieving their personal learning goals and chosen capabilities.

| Personal learning goals  (*identify PLGs with numbers)* | Name and details of assessment | Capabilities  *(Identify two or three capabilities)* | | | Evidence of learning  (e.g. evidence the student uses to demonstrate their personal learning goals and relevant capabilities) |
| --- | --- | --- | --- | --- | --- |
|  | Critical and Creative Thinking | Personal and Social |
| 1 | Life skillsActivities occur throughout the program and include explicit teaching.  Daily living skills  Students identify, and demonstrate further development of one or more personally required every-day skills: e.g. meal times and eating, household maintenance, gardening, food awareness and preparation.  Self-care skills  Students identify, and demonstrate further development of one or more personally required self-care skills, e.g. dressing, bathing, hygiene, toileting, grooming.  Teacher, SSO and ideally parent support is provided to help students identify and demonstrate skill development.  One student has 1:1 SSO support. |  | 🗸 | 🗸 | Evidence of learning consists of:   * skill journal, including photographs and skill analysis   Teacher notes from a reflective interview. |
| 2, 3, 5 | Work skillsPrepare - students undertake:   * a work skills inventory to identify ‘world of work’ interest and strengths * WHS training, workplace requirement, daily planning routines.   Students participate in an introductory structured workplace learning, or day options activity.  Students recount and reflect upon tasks undertaken, skills developed, and possible changes to personal goals.  The duration, nature and timing of the workplace experience will vary from student to student.  Support in the workplace provided by teacher, workplace supervisor and SSO. |  |  | 🗸 | Emphasis of assessment on participation and benefit to the student rather than workplace performance.  Evidence of learning for assessment includes:   * record of workplace learning involvement (e.g. teacher and ‘employer’ observations/reports/notes * photographs * journal entries * notes or recording of reflection.   Each of these could be included in the transition portfolio. |
| 3, 4 | Community access and contribution Students:   * participate in a series of activities that focus on community access (e.g. shopping, money management, transport, forms). * identify a range of possible ways of contributing to the community (e.g. volunteering, interacting with others, garden and school project/event) * plan and undertake some form of community contribution.   Teacher guidance and SSO support is provided as appropriate |  | 🗸 | 🗸 | Students use ICT to present evidence of learning.  Evidence of learning for assessment is in the form of a photo journal/reflective recount/PowerPoint presentation.  Evidence could be included in the transition portfolio. |
| 4, 5 | Personal interest activity  Students undertake a personalised project that demonstrates research skills, interest and participation in a preferred fitness/coordination activity and/or hobby.  The activity is teacher directed with support and direction provided by SSO and other relevant community organisations and health professionals. |  |  | 🗸 | Evidence of learning consists of teacher observations/checklist of participation and student record of personalised activity in written, spoken and/or visual modes. |
| 1, 3 | Transition plan  Using software provided, students establish and maintain an electronic transition portfolio throughout the program. This assessment involves students selecting key aspects from the portfolio to identify their capabilities, plans and goals for the future.  Learning review/transition meeting includes the teacher, SSO, parent/caregivers, and school principal.  Duration of review/transition meeting will be no more than 15 minutes. |  | 🗸 | 🗸 | All students develop a portfolio extract and participate in a transition/learning review meeting. Where appropriate, students use their portfolio extract as the basis for a presentation at the meeting. Software available and support provided to use and create an extract from thee-portfolio.  Evidence of learning to include a recording of the meeting, students’ materials and teacher notes. |

Identification of Personal Learning Goals

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| When the student undertakes the same subject at Stage 1 and Stage 2, the goals should be a further development of those undertaken at Stage 1. If the student has not undertaken the subject at Stage I, the goals should show development of those undertaken in at least one other subject at Stage 1. | | |
| Student(s) | Number and description of personal learning goals | |
|  | 1 | *Identify, develop, and reflect on personal goals, including daily living and self-care skills (the type and number of skills will be personalised for each student).* |
|  | 2 | *Satisfactorily participate (as determined by the ‘employer’, teacher, and student evidence) in workplace learning and identify work skills developed.* |
|  | 3 | *Maintain and present a transition portfolio, independently (to the best of their ability).* |
|  | 4 | *Access and contribute to the wider community on at least one occasion.* |
|  | 5 | *Participate in teacher directed and personal interest activities, such as a hobby.* |

*Three to five assessments for a 10-credit subject.*

***\*Capabilities***

* *literacy*
* *numeracy*
* *information and communication technology (ICT) capability*
* *critical and creative thinking*
* *personal and social capability*
* *ethical understanding*
* *intercultural understanding*

*Please refer to the Stage 1 and Stage 2 Modified Subjects subject outline.*