

**LEARNING AND ASSESSMENT**  
**Stage 1 Modified Subjects**



School \_\_\_\_\_ Co \_\_\_\_\_

Subject: Personal learning plan: Modified

SACE School Code	Year  <b>2015</b>
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This plan is for a like cohort of students       This plan is for an individual student   
 Starting semester (1 or 2)       Result due (June or December)  D  
 (J or D)

**STUDENT/CONTEXT DESCRIPTION**

All students have an NEP and attend a Special School. Students are aged 15-19 years, male/female with intellectual disability and other complex needs and behavioral issues. Students often have issues with confidence and self esteem as they have struggled with developing literacy / numeracy skills and been confronted with fail situations in mainstream. Many of the students have significant communication issues and a range of visuals and AAC options are used to support student learning and communication.

**Personal Goals**

1. *Students will develop an understanding of his/her strengths and challenges*
2. *Students will show an understanding of a potential career pathway*

**LEARNING PROGRAM DESIGN**

The program uses a ranges of ICT and specialized programs to support students to develop and record their understandings. There is a high student to staff ratio and students are encouraged to use a range of supports such as Clicker and photos to support their learning, recall, expression and communication. The program is run throughout the year and also bridges into a range of other learning opportunities within the schools such as Community Access, Health and Literacy. Students are provided with differentiated supports and learning strategies that assist them to access the required tasks as meaningfully and as independently as possible based on their individual needs.

Students will complete a Powerpoint presentation and or/ photostory presentation about their personal history and identify possible career pathways

Students will complete a questionnaire regarding their Functional living skills ( helped by their parents) so they can reflect on their strengths and weaknesses

Students will work on a targeted independent living tasks/skills of their choice

Students will communicate their progress to their peers

**CAPABILITIES, LITERACY AND NUMERACY OPPORTUNITIES**

**Literacy and Numeracy skills**

Students will develop their literacy skills through creating text regarding their targeted goals ( powerpoint presentation, responding to questionnaire, etc.) Students will also communicate their progress via an oral presentation in front of their peers

**Numeracy:** Students will look at processes and sequences in planning their presentations. They will also explore notions of time such as; the present, after, before, now, after school etc



**Capabilities**

**Communication:**  
 Student will develop their communication skills by reflecting on their personal and social history  
 Students will develop their communication skills through presenting their work to their peers and a selected staff member

**Personal development:**  
 Students will be able to identify personal and learning goals

Recommended by Principal or nominee (signature) \_\_\_\_\_ Date \_\_\_\_\_

Signature of SACE Board Officer \_\_\_\_\_ Date 18/5/15

SACE Board Officer Number \_\_\_\_\_ Approved / Not Approved

Accession Number \_\_\_\_\_ Expiry date of Learning and Assessment Plan \_\_\_\_\_



**ASSESSMENT DETAILS**

Use the table below to provide details of the planned assessments designed to provide opportunities for the student, or like cohort of students, to show evidence of their learning against the identified personal learning goals (in reference to the Subject Outline).

Name of Assessment	Description of Assessment	Evidence of Learning
Creating a PowerPoint presentation about their personal history	Students to reflect on their personal history Students to use their digital literacy skills in order to create a presentation	Evidence of learning will be differentiated based on the individual preferences and support requirements of the student. Evidence may include: PowerPoint presentation Pictures Photos worksheets
Identifying possible career pathways	Students to reflect on their strengths and weaknesses Students to use their digital literacy skills in order to produce a presentation and poster	Evidence of learning will be differentiated based on the individual preferences and support requirements of the student. Evidence may include: Pictures/Photos Questionnaire PowerPoint presentation
Communicating progress to others	Students to share their learning with others. Audiences may vary depending on students needs and may include; peer to peer, classroom, staff, school assembly. Students may use a range of supports to assist them including ppts, photos, written notes	Evidence of learning will be differentiated based on the individual preferences and support requirements of the student. Evidence may include: Audience feedback Photos/pictures Reflections recounts



**ASSESSMENT OVERVIEW**

Complete the table below to demonstrate how the set of assessments addresses the personal learning goals and the capabilities.

Name of Assessment (as described in Assessment Details following) NB One assessment may enable the student(s) to demonstrate achievement of more than one goal.	Assessment Design Criteria					Achievement against personal learning goals (Number each goal as written on page 1)
	Development of capabilities (Tick focus capabilities)					
	Communication	Citizenship	Learning	Personal Development	Work	
Powerpoint presentation about personal history	X		X	X		1, 2
Identifying possible career pathways			X	X	X	1, 2
Communicating their progress to others	X		X	X		1,2

Three to five assessments for a 10-credit subject, and six to ten assessments for a 20-credit subject. Please refer to the Modified Subjects Subject Outline.

Addendum to

# LEARNING AND ASSESSMENT PLAN

## Stage 1 Modified Subject

School

Contact Teacher

Subject: Personal Learning Plan: Modified.



SACE School Code
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Year
<b>2015</b>

Enrolment Code				
Stage	Subject Code			No. of Credits (10 or 20)
<b>1</b>	<b>P</b>	<b>L</b>	<b>M</b>	<b>10</b>

### CHANGES MADE TO THE LEARNING AND ASSESSMENT PLAN

Describe any changes made to the 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, including adjustments to the personal learning goals for specific students
- rationale for making the changes, including adjustments to assessments to meet the specific needs of individual students.

The following adjustments to the Learning Plan Design were made to meet student learning needs:

Student will complete a timeline of their personal history.  
 Students will complete worksheets and/or questionnaires and/or activities around their skills and ability so that they can reflect on their strengths and weaknesses.  
 Students will complete worksheet and participate in group activities so they can express their likes and dislikes in order to identify possible career pathways.  
 Students will work on selected areas identified by themselves and key people for development.  
 Students will communicate their progress to others.

### PRINCIPAL ENDORSEMENT

The changes made to the Learning and Assessment Plan support student achievement and retain alignment with the subject outline.

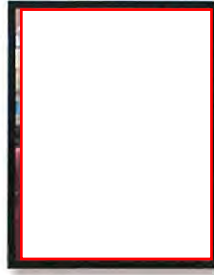
Signature of Learning and Assessment Plan Contact Teacher

Date 3/11/15

Signature of Principal or nominee

Date 3/11/15

## Student 1: Adele



Adele is a sixteen year old female student who has Down syndrome. Adele is a very motivated and has a great sense of initiative and enjoys helping others. Adele has emerging literacy and numeracy levels but has made some great progress in the last two years! Adele communicates using either her voice, her AAC device on her Ipad or sign language. She has not started work experience programs as yet.

This year, Adele's PLP program focused on developing greater independence which would provide opportunities in both her school and home environments.

Adele started by creating a visual timeline about her life that she then presented to her peers. She also started working towards two personal goals targeted by both her parents and teachers (learn how to look for information of interest using the Internet and practicing and making eye contact when engaging in a conversation.). Finally, Adele reflected on her strengths and weaknesses and likes and dislikes. This would eventually enable teachers and parents to identify suitable post-school options for Adele.

As a result of her efforts, Adele was awarded a "Permanent Gold Pass" at the school Assembly which is an award for students that have shown growth in their academic and social learning.. Adele is now ready to take part in a work experience program next year.

Teacher overview of the work Adele has achieved through her Personal Learning Plan: Modified.

# My Timeline

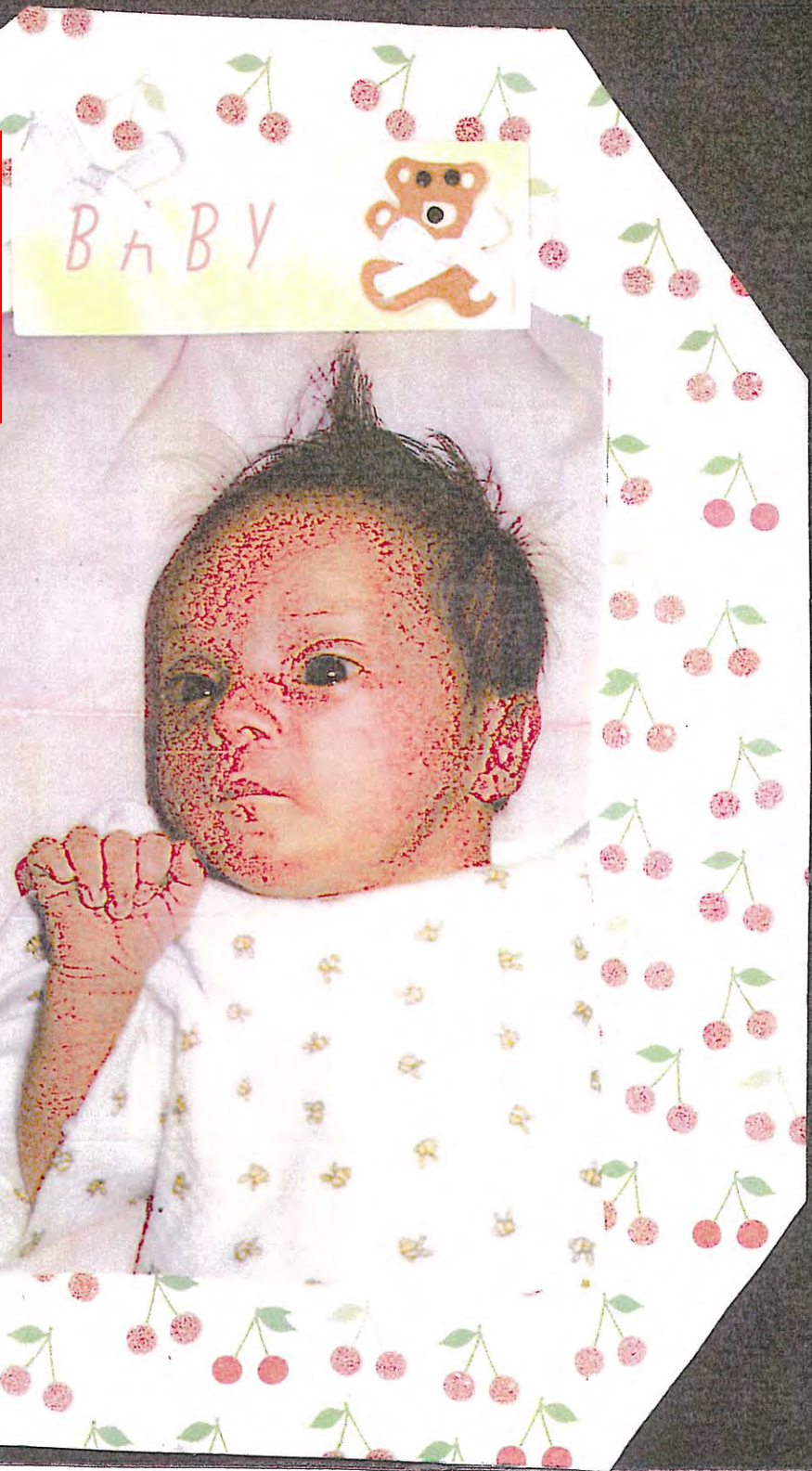
PLG 1

**Individual Student Outcome 1:**  
Student will develop an understanding of his/her strengths and challenges

Student will complete a visual timeline of their personal history



Foundational work to create student perspective of self and an opportunity to identify the next life stage as an adult - leaving school to: work; engage and socialise; and do things independently.



THIS IS ME AS A BABY





I went to Disney land  
with my family



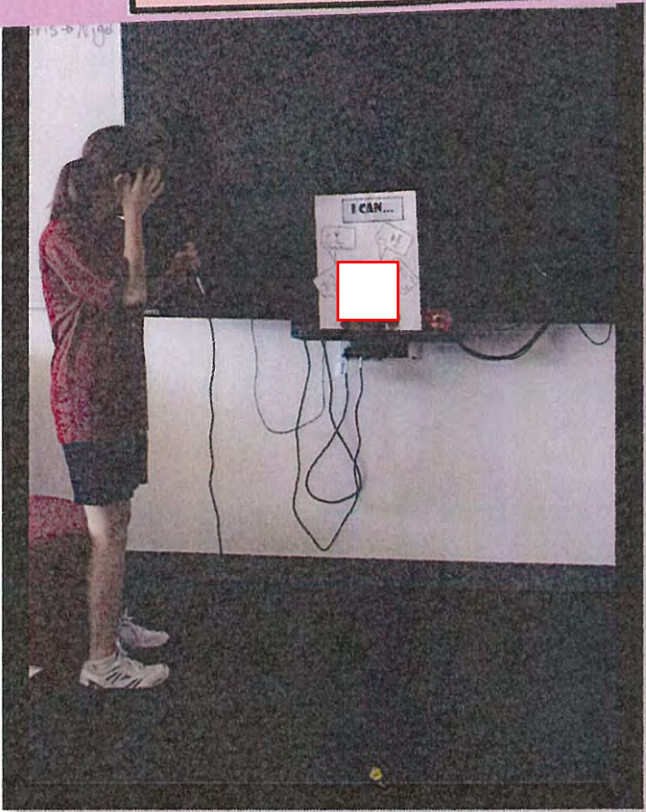
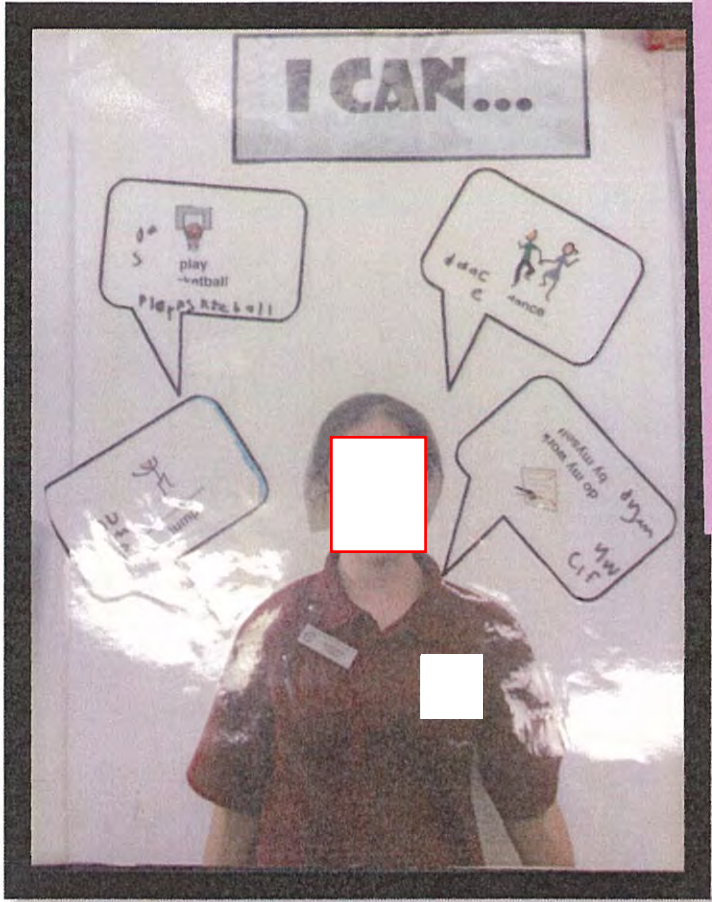
I am a teenager.

# 'I can' posters

PLG 1 - primary and secondary evidence.

1. Students will develop an understanding of his/her strengths and challenges.

Students will complete worksheet, questionnaires and activities around their skills and ability so they can reflect on their strength and weaknesses




Using visuals, Adele had to identify the tasks she could do. Adele chose a picture of herself, cut it and then chose four tasks she is able to do. She then copied the words in the bubbles. Adele presented her poster to her peers.

# I CAN...



play basketball  
Plays basketball

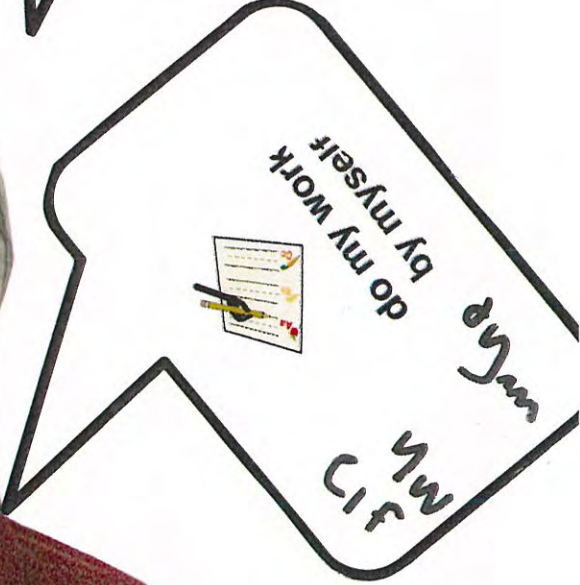
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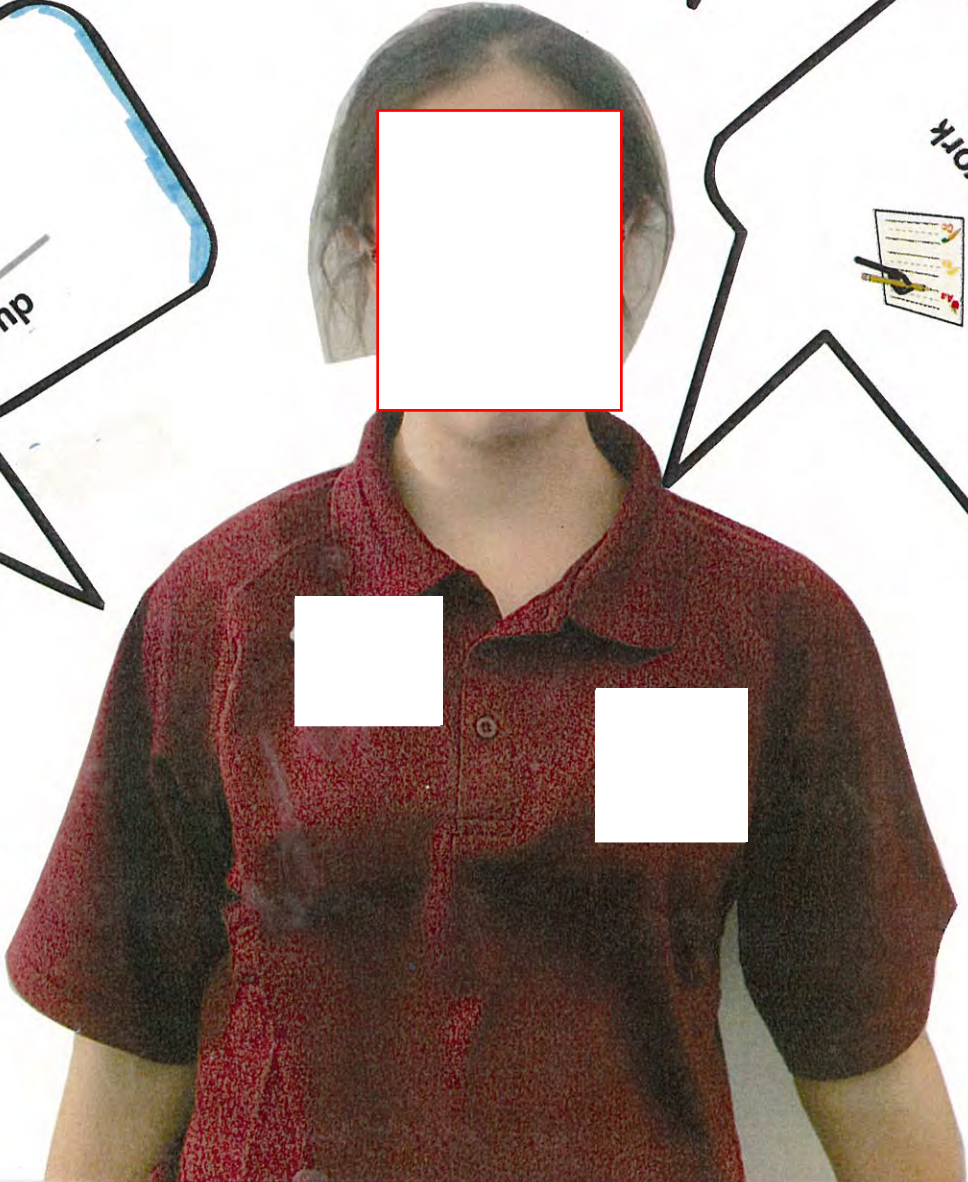

dance  
dance



jump  
jump



do my work by myself  
do my work by myself



# the things i Like

1. Students will develop an understanding of his/her strengths and challenges.

*Students will complete worksheet, questionnaires and participate in group activities so they can express their likes and dislikes in order to identify possible career pathways*



by adele solomon



I



like



cooking



at



home

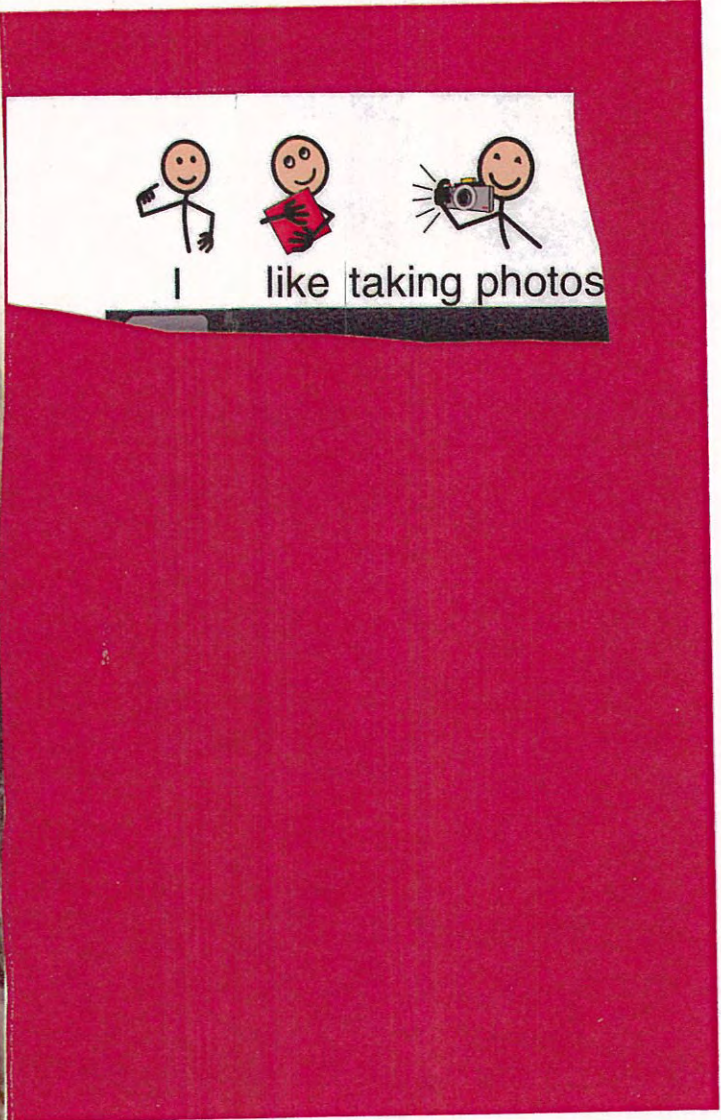
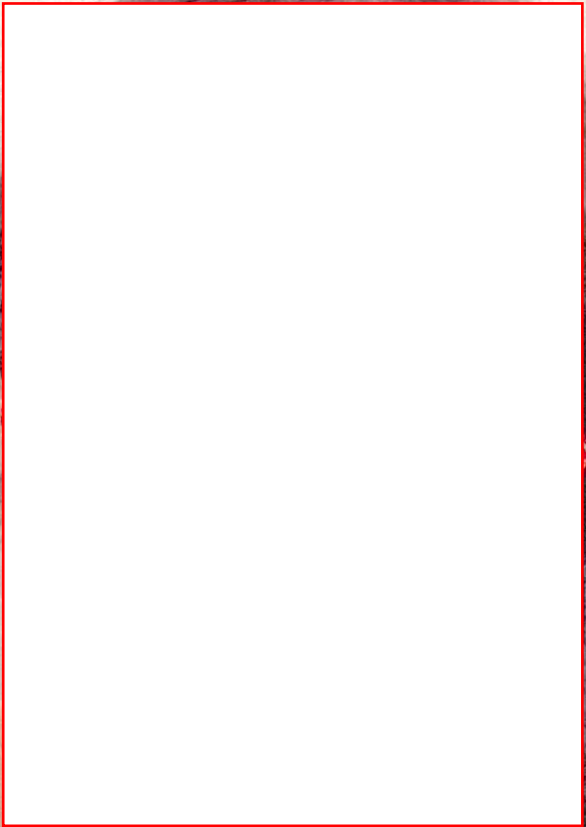


with



Dad

Action words

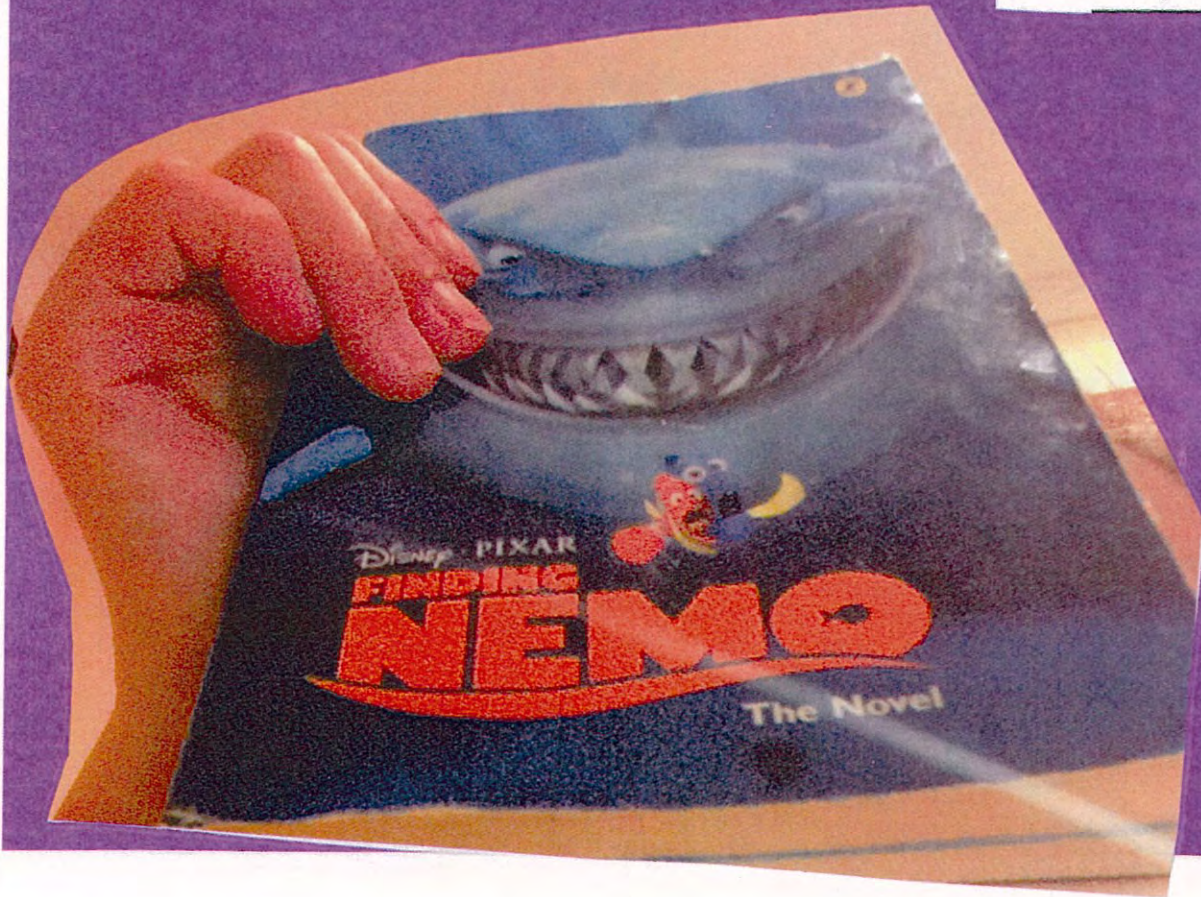


I like taking photos



I

like Reading





Primary evidence related to PLG1.

Adele

PLP - Function

Circle the smiley face

if



Circle






























the

button

if you

1. Students will develop an understanding of his/her strengths and challenges.

 <p>using the microwave</p>  	 <p>Getting dressed</p>  	 <p>Feeding my pet</p>  
 <p>using the microwave</p>  	 <p>Packing my lunchbox</p>  	 <p>Tidying my bedroom</p>  
 <p>Setting up the table</p>  	 <p>Brushing my hair</p>  	 <p>Folding towels</p>  

Adele

# PLP - Functional Life Skills

Circle the smiley face

if



you can do the job by yourself.




























Circle



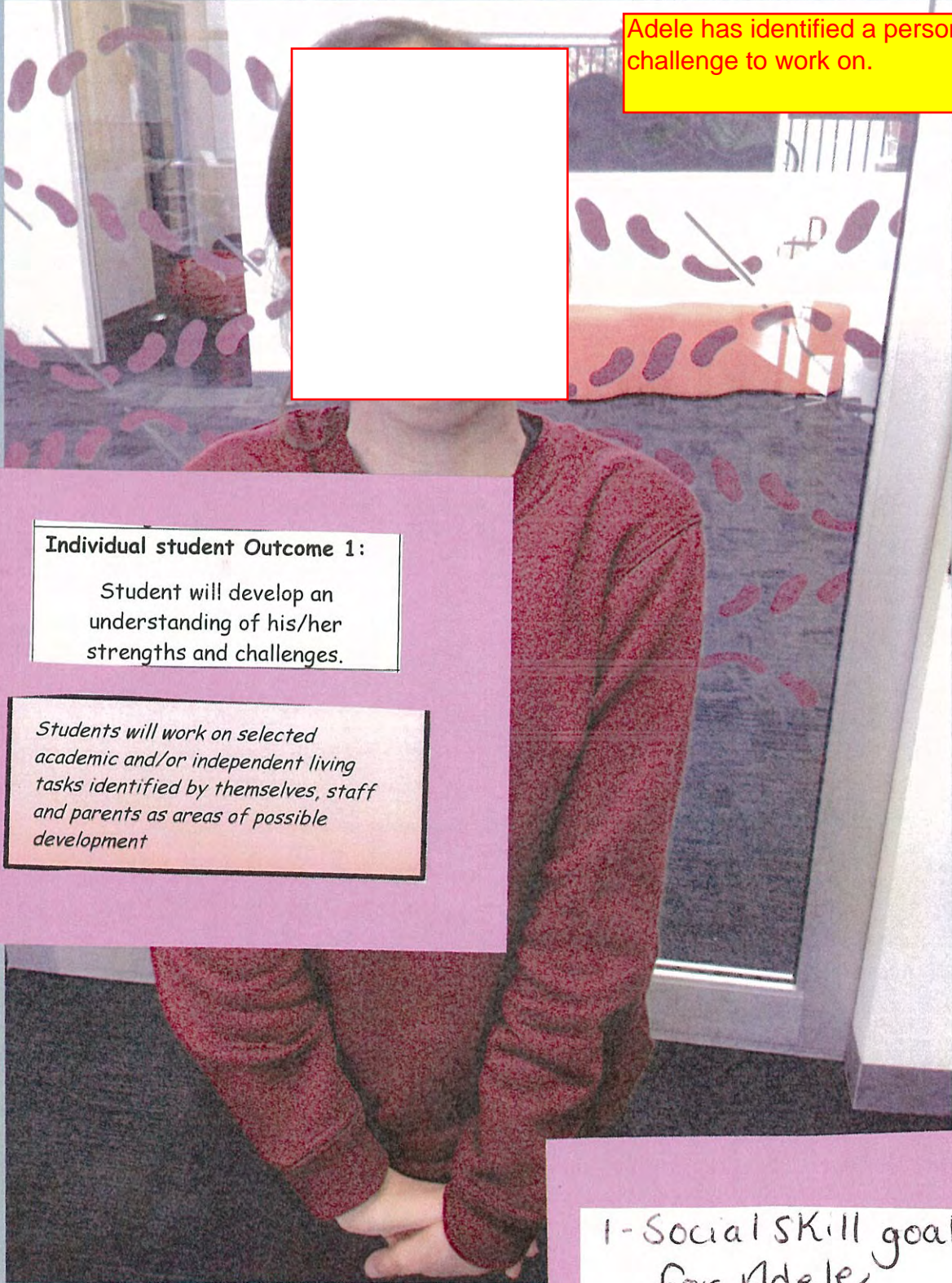
the

button

if you need help to do the job by yourself.

 <p>using the microwave</p>  	 <p>Getting dressed</p>  	 <p>Feeding my pet</p>  
 <p>using the microwave</p>  	 <p>Packing my lunchbox</p>  	 <p>Tidying my bedroom</p>  
 <p>Setting up the table</p>  	 <p>Brushing my hair</p>  	 <p>Folding towels</p>  

# Keeping my hands away from my face



Adele has identified a personal challenge to work on.

## Individual student Outcome 1:

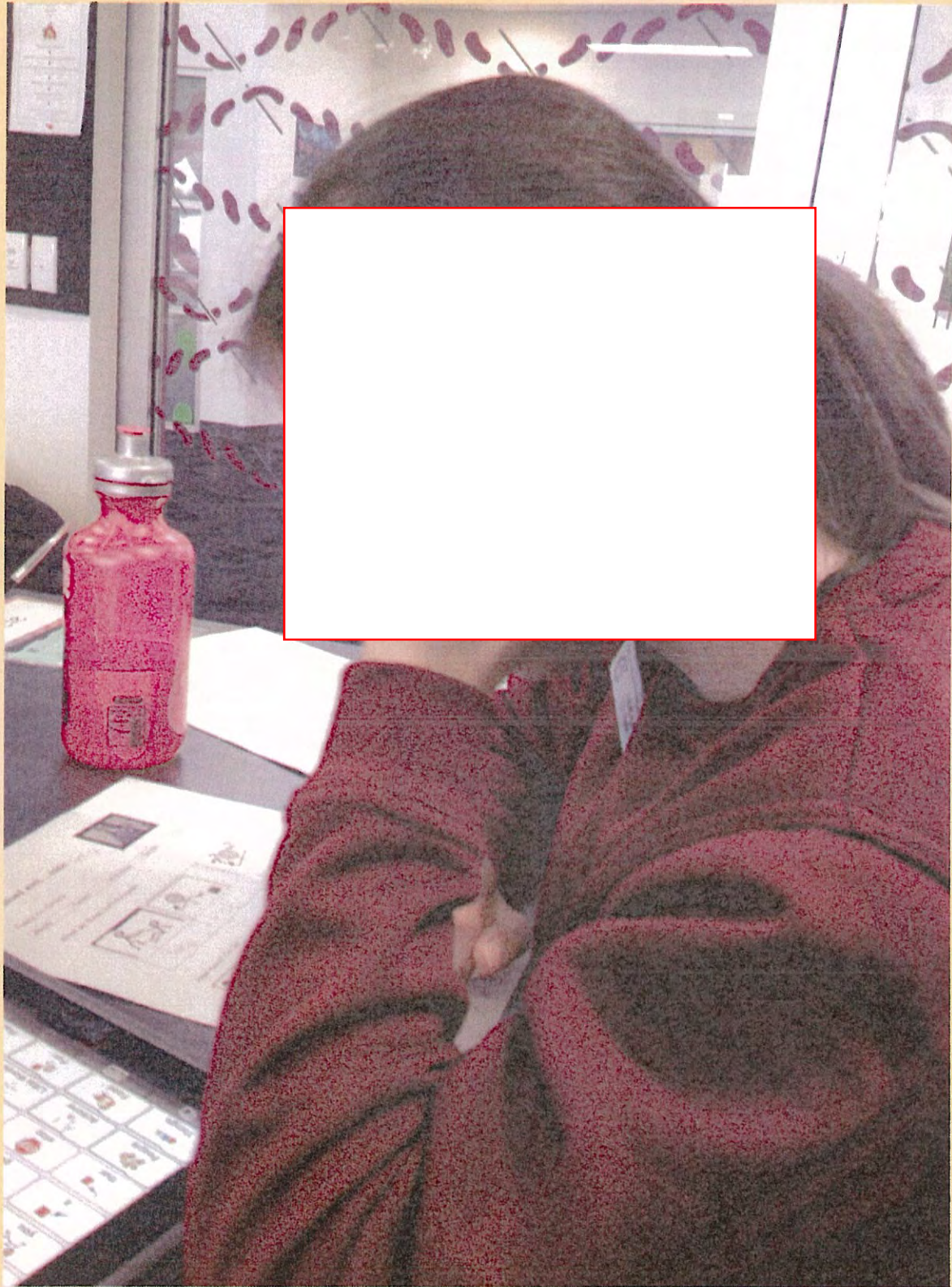
Student will develop an understanding of his/her strengths and challenges.

*Students will work on selected academic and/or independent living tasks identified by themselves, staff and parents as areas of possible development*

1-Social Skill goal  
for Adele

By

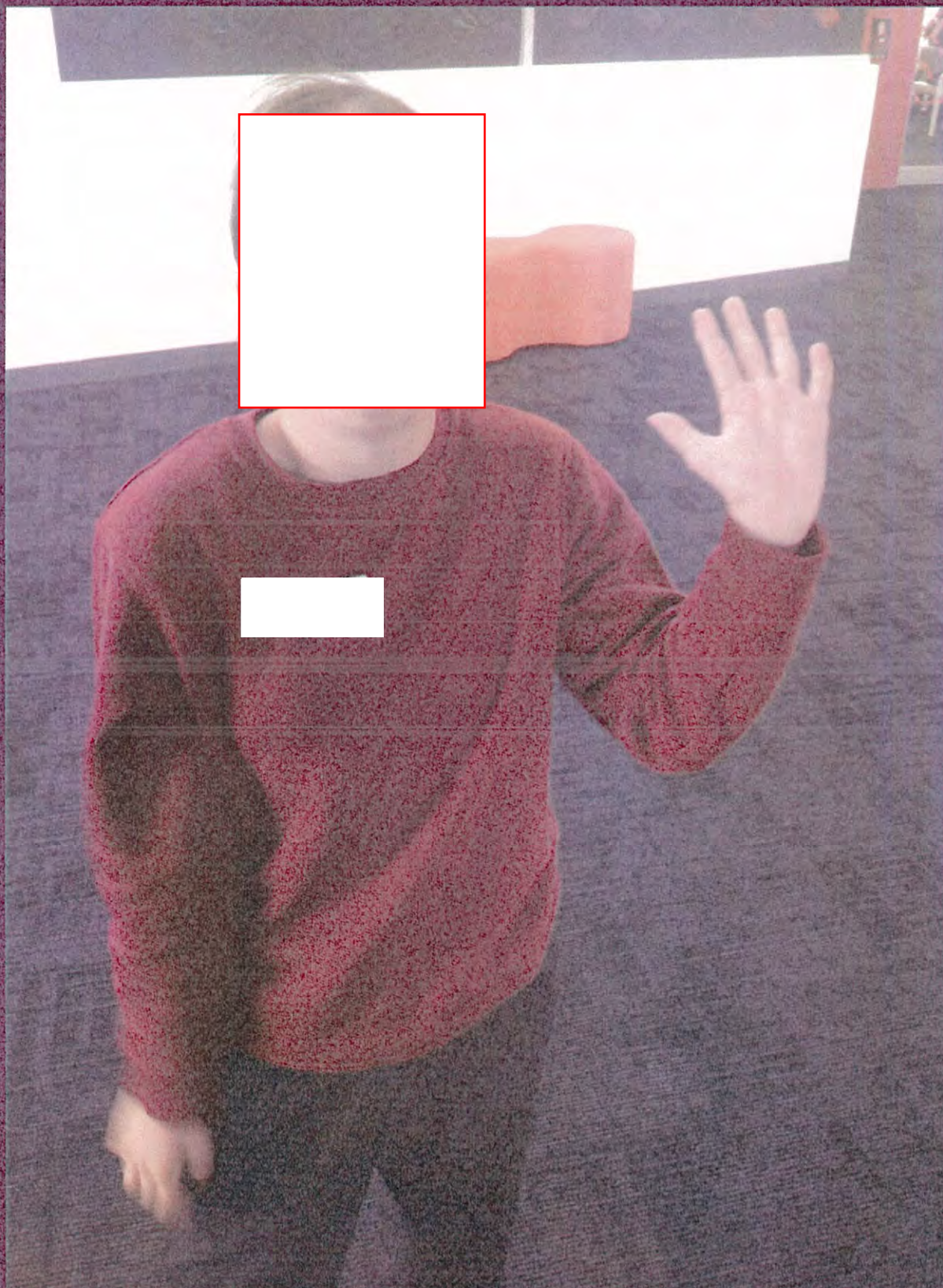
If my hands are near my face my friends can't see me



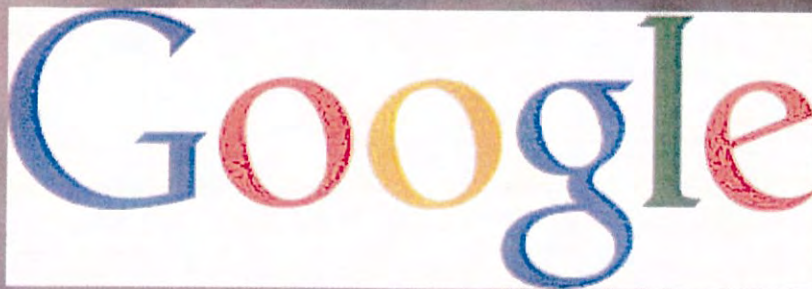
When I talk to my friends I  
need to have my head up



I need to have my hands away from my face and my head up



# LEARNING TO USE GOOGLE AND IMPORTING IMAGES AND TEXT



Teacher instructions to assist student to develop a skill of their choice ie Google to find pictures.

## Learning to use Google!

**Individual student outcome 1 :**  
Students will develop an understanding of his/her strengths and weaknesses

*Students will work on selected academic and/or independent living tasks identified by themselves, staff and parents as areas of possible development*



2- Goal:  
searching the net inde pendtly.

## Finding Images and Information on Google!

Teacher worksheet scaffolds student to produce and present primary evidence.

# Google

1. Find a picture of Katy Perry and cut it and paste it below.

Adele



2. Find a picture of One Direction and cut it and paste it below.





Learning how to use the Internet



Name :

Hadele

Use your laptop to go on the Internet and find a picture of the movie SHREK.

Copy and paste the picture in the box below.



Shrek

PLP - What I would

2. Students will show an understanding of a potential career pathway.



Working with animals



Working in a work placement like Julia, Natalie and Adele



Working with children and young babies



Working in a restaurant



Working with plants and flowers

yes



Doing some cleaning





Helping others



Working outdoors



Working in a shop



Working in a beauty parlour

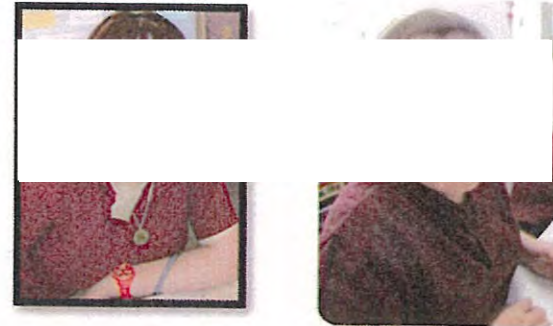


# Work experience

## programs

*Students will complete worksheet, questionnaires and participate in group activities so they can express their likes and dislikes in order to identify possible career pathways*

# Work experience programs



- On Tuesday, Natalie and Samantha are not at school.
- They take the bus to go to Bedford. At Bedford, they do jobs. They are learning to work in a workplace.

# Going to work

- When you go to work, you have new responsibilities:..
  - On the days she goes to work, Natalie needs to :
  - Have her hair up in a ponytail
  - Wear comfortable shoes
  - Have a packed lunch or money for the canteen!
  - And she needs to be on time!
- 



I like



children and babies

Cats



Labelling and packaging



cooking food



Dogs

# Adele

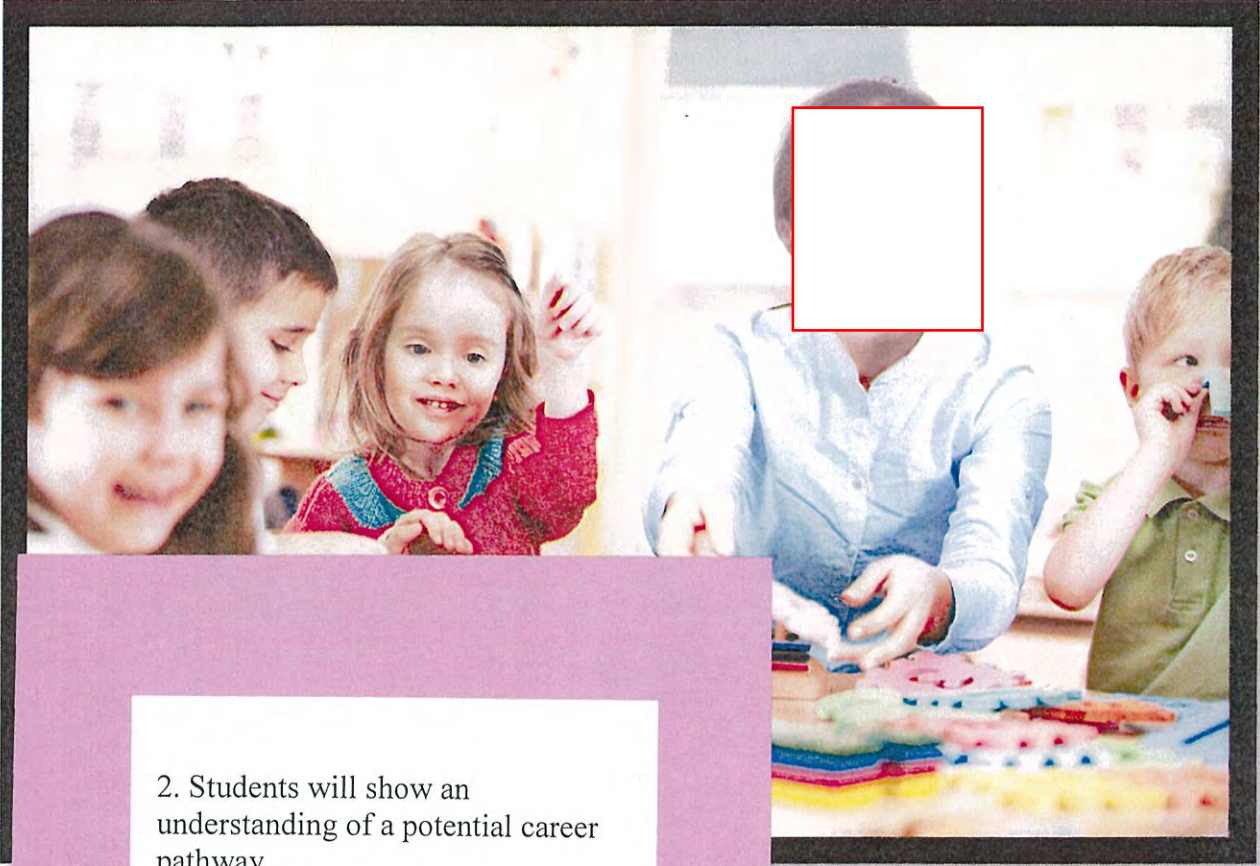
I don't like



1. Students will develop an understanding of his/her strengths and challenges.

*Students will complete worksheet, questionnaires and participate in group activities so they can express their likes and dislikes in order to identify possible career pathways*





2. Students will show an understanding of a potential career pathway.

my dream job

is

to be a child lawyer

like childlike.

# Product Action

Product Action is a place where people can learn to do different jobs.

- Julia, Andrew Liu and Natalie are learning to do:
- Packaging
- Labelling
- Wrapping, etc.





- The place where you work is called your workplace.
- Bedford and Product Action are workplaces.



The things I  
can do!

Everyone is able to do a lot of things!

There are things you can do



There are things you need help to do



1. Things you can do at home



Brushing my hair



I can do it by  
myself



I need help to do it



Packing my lunchbox



I can do it by myself



I need help to do it



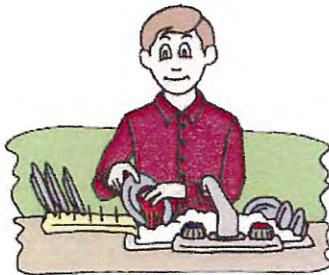
Using the microwave



I can do it by myself



I need help to do it



Cleaning the dishes



I can do it by myself



I need help to do it



Tidying my room



I can do it by myself



I need help to do it



Setting the table



I can do it by myself



I need help to do it



Getting dressed by myself



I can do it by myself



I need help to do it



Folding towels



I can do it by myself



I need help to do it



Feeding my pets



I can do it by myself



I need help to do it

- Choose a job you would like to get better at. Colour the square in green.

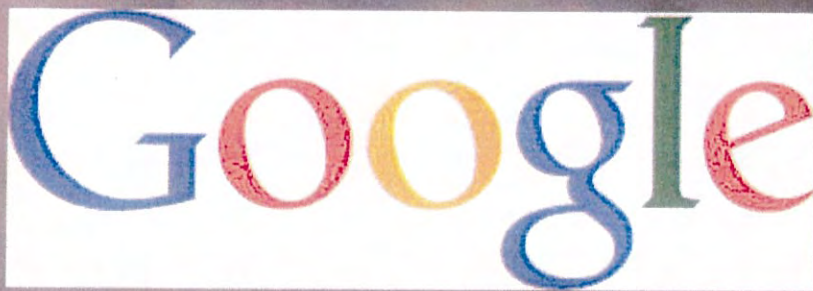
- Now think about the things you CAN do at school.



- Can you write your name?
- Can you read a book?
- Can you help others?

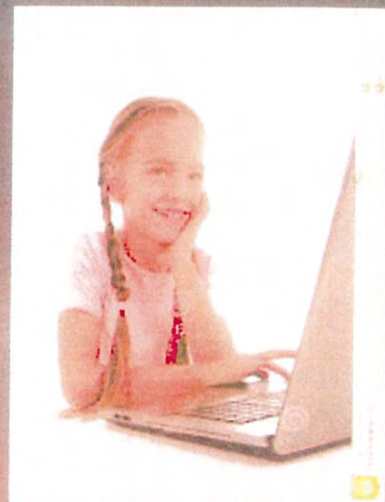
There are a lot of things you CAN do!!!

# LEARNING TO USE GOOGLE AND IMPORTING IMAGES AND TEXT



## Learning to use Google!

- Sometimes, I want to use the internet to find pictures or information about things I like.





Adele is showing evidence of her learning and communicating this through the Power Point.

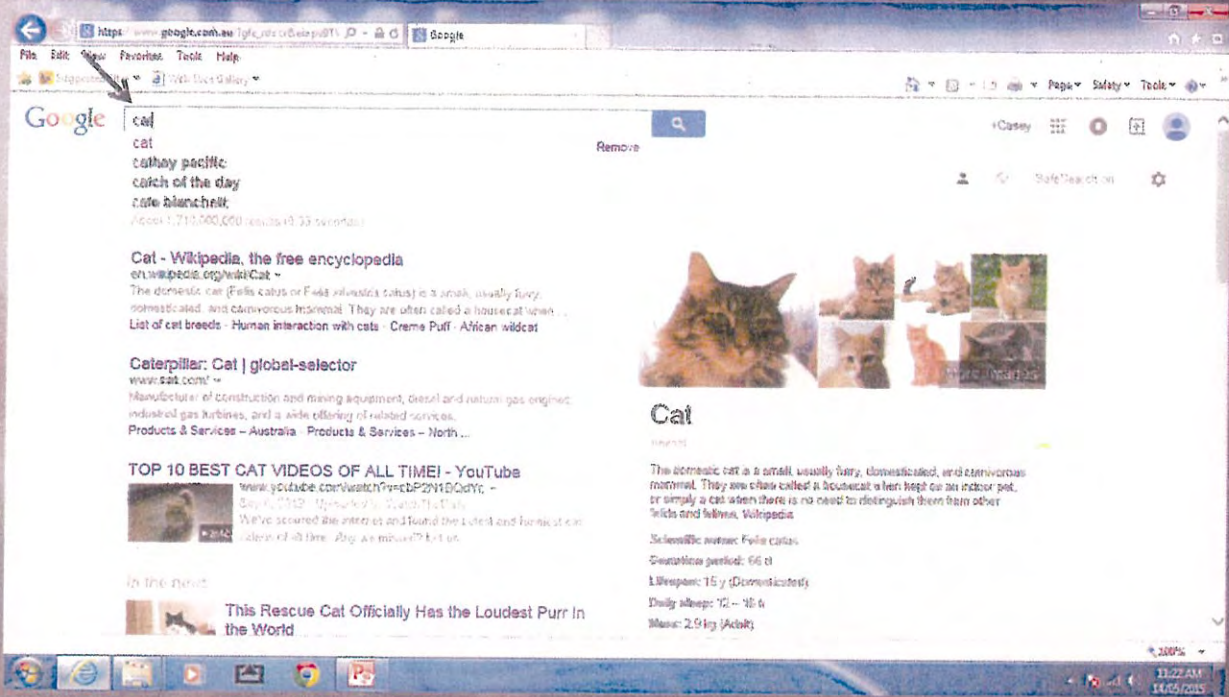
- If I want to look for pictures or information on the internet, I need to click on the Internet explorer button at the bottom of my screen.



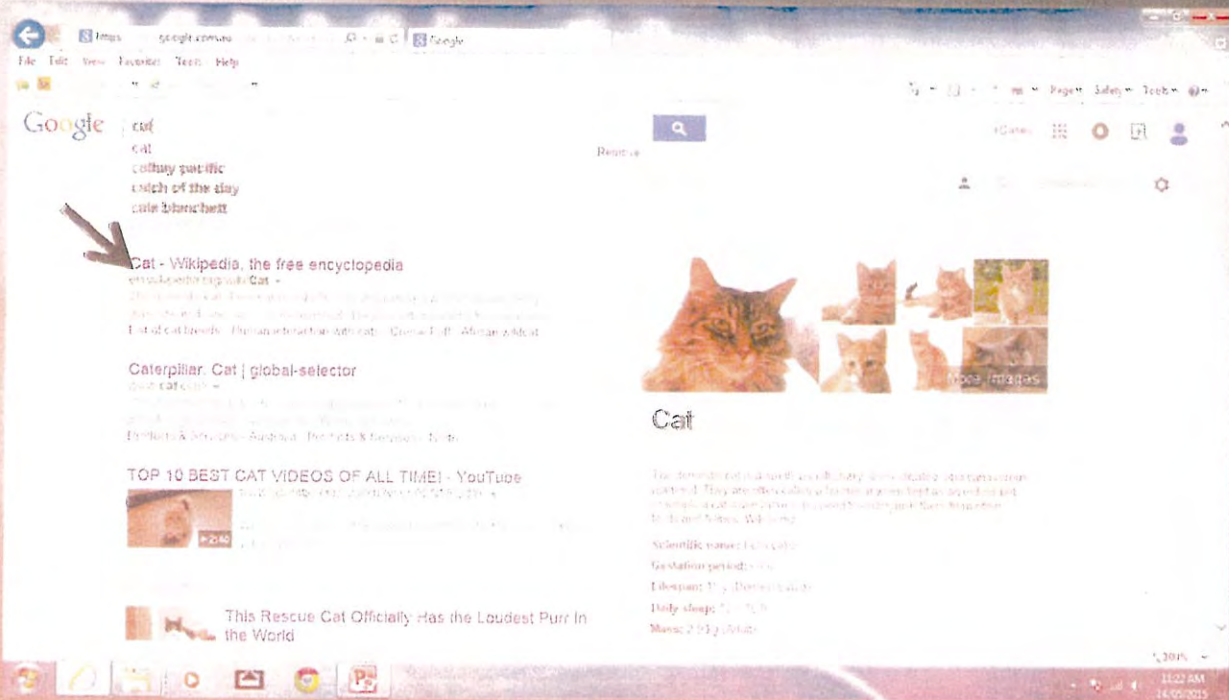
- I then see this page.
- I need to write what I am searching for in the search bar



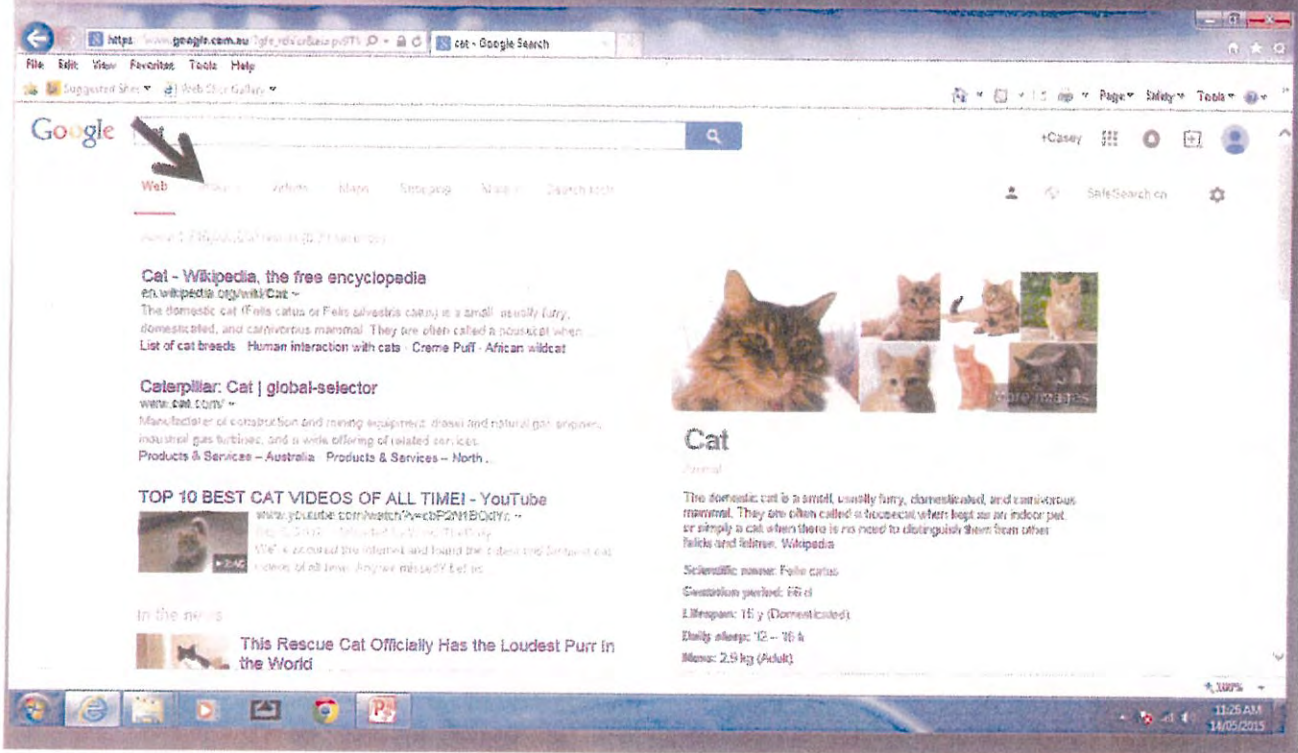
Then I need to type in the search bar.



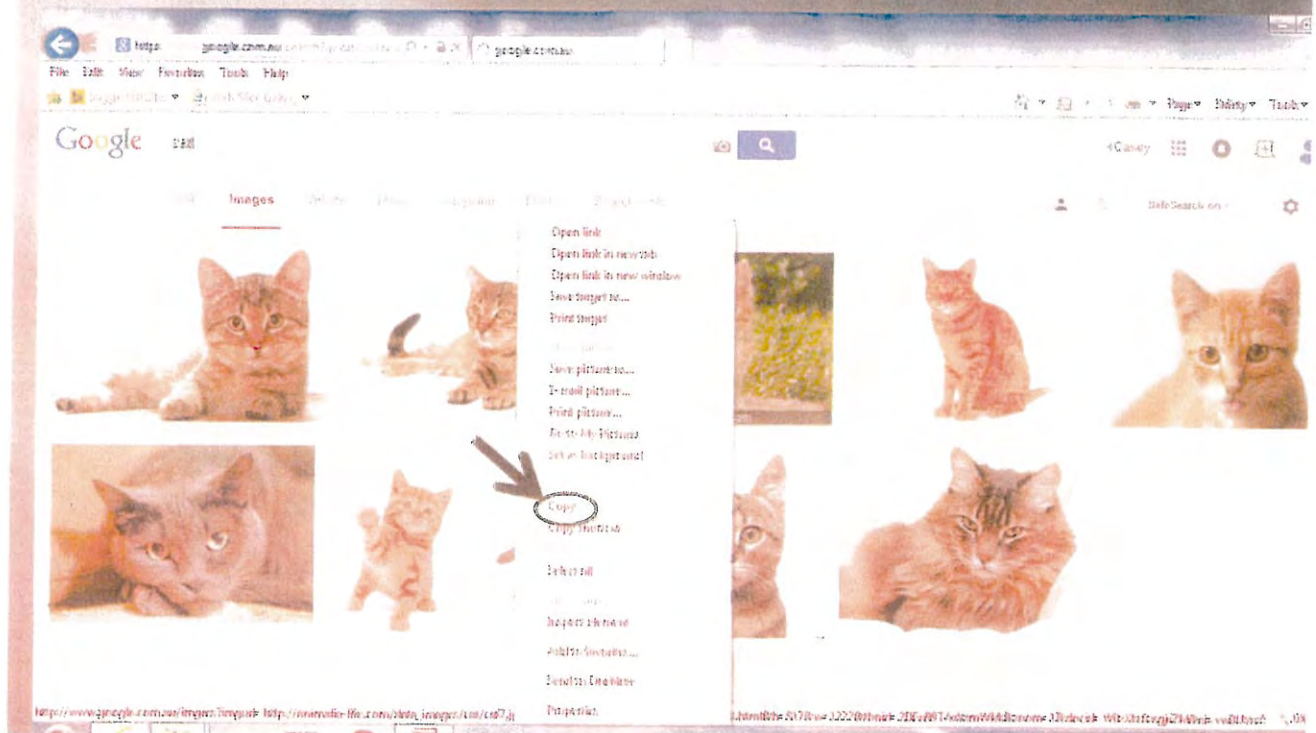
Then, I need to click on the link I want to open



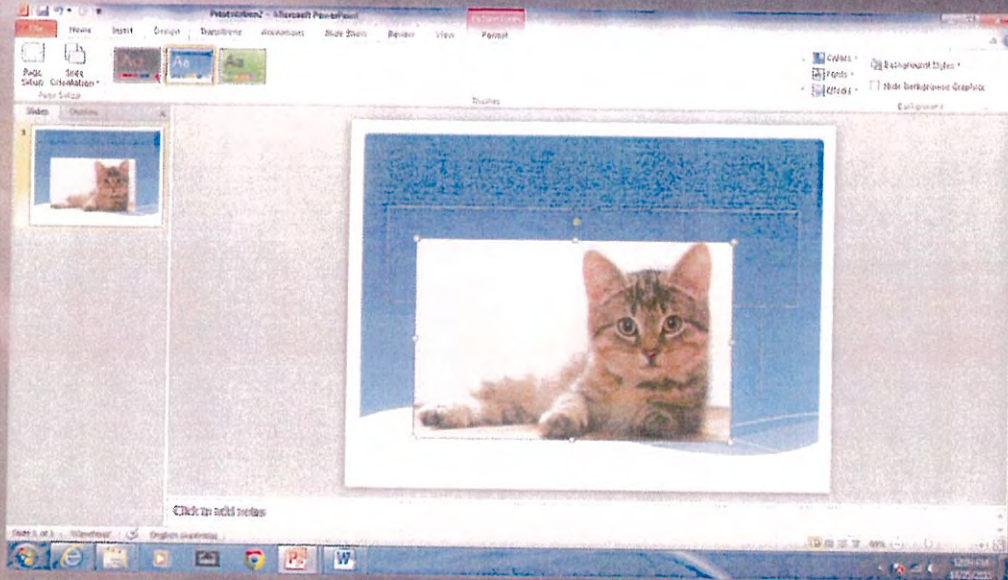
If I need a picture, I need to click on the word "Images"



Then, I need to right click and copy the image I like.



The image is now in the  
Powerpoint presentation!



**This sample represents a 'Completed' assessment decision.**