

This student sample represents a 'Completed' assessment decision.

LEARNING AND ASSESSMENT PLAN

Stage 1 Personal Learning Plan: Modified

(THIS PLAN IS FOR AN INDIVIDUAL STUDENT OR A LIKE COHORT OF STUDENTS)

School

Contact Teacher

SACE School Code			Year	Enrolment Code				
				Stage	Subject Code			No. of Credits (10 or 20)
				1	P	L	M	10

This plan is for an individual student

This plan is for a like cohort of students

Tick box.

Please provide student enrolment details on the following page

Starting Semester (1 or 2) 1

Result Due (June or December) December

STUDENT /CONTEXT DESCRIPTION

This should:

- describe the like cohort or individual student(s) (e.g. student background, accommodations required and learning needs)

This is designed for students at _____ school who have significant physical and intellectual disabilities and associated sensory disabilities.

This group of students ranges from students who have profound intellectual disability and are functioning developmentally below 1 year of age to students with moderate intellectual disabilities who have potential to function, in some areas, with independence.

Students with significant developmental delay are assisted and guided with support from teachers, caregivers and significant others to learn and make decisions that link them with their best post school destinations and pathways in community life. Accommodations that account for individual student cognitive processing difficulties are provided to ensure students are able to engage in activities in way that are meaningful to them.

High levels of support are required for students to participate in appropriate learning. Decisions about what students learn are made as students participate and engage in learning.

- identify the personal learning goals for the like cohort or individual student (number each goal 1, 2, 3,)
- Ways that the student might participate in the wider community by undertaking interests or activities outside of school.
 - Transition goals by documenting the end point of school and identification of post school pathways.
 - Learning styles and activities that best suit the student and expand the range of things that the student is able to engage in successfully.
 - Each student will have a core goal specific to their own needs that they work towards which will reflect preferred activities, settings and learning styles.

LEARNING PROGRAM DESIGN

This should describe:

- the intended delivery of the learning program (e.g. program developed for a Year 10 student(s) during the full year, two lessons/week, student(s) will undertake elements of the program off-campus)

The PLP will dovetail with other modified subjects (including Research Project and Cross Disciplinary Studies) in which students will prepare for and explore Post School options. This will allow classes comprising of students in their 10th, 11th, 12th and 13th years to work together.

- how the learning program has been designed to engage the student, or range of students (e.g. e-learning, use of the e-portfolio, focus on personal development).

The learning program is designed to focus on personal development towards post school destinations and as such it is seen as purposeful by students, caregivers, family, significant others and others involved in the students future pathways.

CAPABILITIES, LITERACY AND NUMERACY OPPORTUNITIES

This should explain:

- how the program will provide the student(s) opportunities to develop their capabilities and their literacy and numeracy skills (e.g. strategies and resources).

As indicated below, opportunities to understand and develop the three compulsory capabilities (communication, personal development and learning) as well as the two optional capabilities (citizenship, work) are valued in this program. The extent of development of the students' capability for Work and Citizenship will depend upon the student's participation in an activity outside of school.

Opportunities to develop **communication capabilities** include:

- Understanding communication skills.
- Practise communication skills in interaction with others in a range of settings
- Practise self expression through engagement in a range of activities and routines
- Documenting communication strategies to facilitate successful interaction with others in a range of settings.

Opportunities to develop **Citizenship** include:

- Participation in a negotiated out of school activity.
- Develop connections community groups, (e.g Disability SA, Day Option providers, adult therapy services such as ASSIST, Employers, Disability Employment Network Services as relevant)

Opportunities to develop **Personal Development** include:

- Collaboration with student advocates and teachers to explore and identify student strengths and areas for development.
- Assisted participation in activities and routines that develop a positive sense of self.

Opportunities to develop **Learning** include:

- Identification with relevant professionals (e.g. speech therapist, physiotherapist, psychologist) of students' learning style and areas for learning
- Using a transition portfolio to document successful learning and teaching
- Review and modification of transition goals

Opportunities to develop **Work** include:

- Collaboration with student advocates, relevant agency staff and teachers to identify and prepare for suitable post school options

Opportunities to develop Literacy and Numeracy skills include:

Numeracy

Students will use their senses to explore sound, pattern, quantity in a way that is meaningful to the student.

Literacy

Students participate in routines and activities that aim to engage them in communication as much as possible. Students' communications are continually assessed so that potential communication strategies can be developed for individual students. This might include the use of objects, pictures, sign, touch, gesture as well as spoken language. Students in this cohort will experience literature through being read to, and assisted to access books. Student communication strategies will be documented for reference in other settings as they make the transition beyond school.

Signature of Learning and Assessment Plan Contact Teacher _____ Date _____

Recommended by Principal or nominee (signature) _____ Date _____

Signature of Moderation Services Officer _____ Date _____

Approved/ Not Approved

Expiry date of Learning and Assessment Plan _____

ASSESSMENT OVERVIEW

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

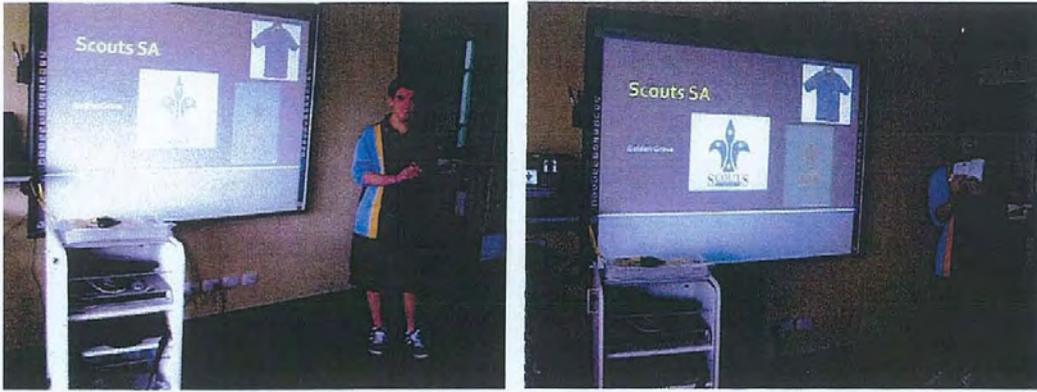
Name of Assessment (as described in Assessment Details following) NB One assessment may enable the student(s) to demonstrate achievement of more than one goal.	Assessment Design Criteria					Achievement against personal learning goals (Number each goal as written on page 1)
	Development of capabilities (Tick focus capabilities)					
	Communication	Citizenship	Learning	Personal Development	Work	
Participation in an activity outside of school (Optional)		✓	✓		✓	1
Goal setting for transition from school	✓			✓		2
Learning styles and learning areas		✓	✓	✓		3
Individual goal			✓			4

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*.

ASSESSMENT DETAILS

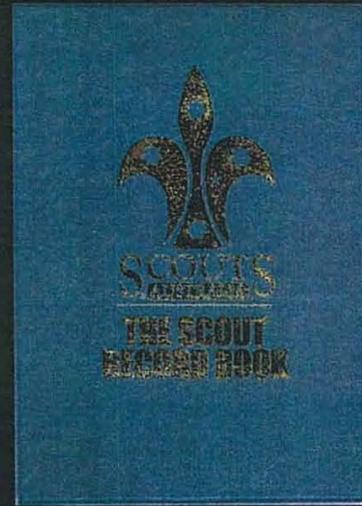
Use the table below to provide details of the planned assessments designed to provide opportunities for the student, or like cohort of students, to show evidence of their learning against the identified personal learning goals (in reference to the Subject Outline).

Name of Assessment	Description of Assessment (describe the assessment activity and how it enables student to demonstrate development of capabilities and achievement of personal learning goals, and the assessment conditions as appropriate (e.g. support, time allocated, assessor, etc.)).	Evidence of Learning (i.e. evidence the student uses to demonstrate their personal learning goals and relevant capabilities)
Participation in an activity outside of school (Optional) SCOUTS	<p>Students participate in an activity outside of school. The activity is to be negotiated and discussed with family/student advocates at the time students' NEP is documented. Student preferences will be documented in a Transition Portfolio for reference by Day Option staff.</p> <p>Note: If a suitable activity and supports for the student to participate are identified, this will contribute towards student assessment. Students who are not able to identify an activity will not be penalised.</p> <p>Student families will support students to engage in community settings.</p>	<p>Evidence gathered from reports via the communication book, photographs and any other feedback or evidence of participation provided by students' families and advocates.</p> <p>Teachers may seek feedback from organisers of activities to determine student progress and future potential for engagement.</p>
Goal setting for transition from school	<p>End point of school, possible destinations and learning to be undertaken by individual students to facilitate successful engagement in Day options. Providers will be identified in student NEP meetings and IEP processes.</p> <p>Student advocates to make decisions about post school destinations in students' best interests. Input from teachers, therapists, Day Option personnel and Disability SA will help identify possible post school destinations. Reviewed annually.</p>	<p>Identification and documentation of the end point of school and post school pathways.</p>
Learning styles and learning areas	<p>Therapists and other relevant people work with the student to identify learning styles that best suit the student.</p> <p>Evidence to be gathered from a range of people that support the student with their learning.</p>	<p>Evidence to be demonstrated includes:</p> <ul style="list-style-type: none"> • documentation of student's learning styles and learning areas • student participation in a range of activities that contribute to learning • online learning
Individual goal	<p>Student individual goal to facilitate successful transition is developed in lesson time.</p> <p>Students work towards individual goal as negotiated with key relevant people <i>(Individual goal inserted here)</i></p> <p>Goal: To learn my x6, x7, x8, x9, x12 tables</p> <p>Student transition goals are adjusted to reflect preferred activities, stings and learning styles.</p>	<p>Records of work and achievement of goal to be recorded in teacher notes, digital records, student worksheets, etc.</p>

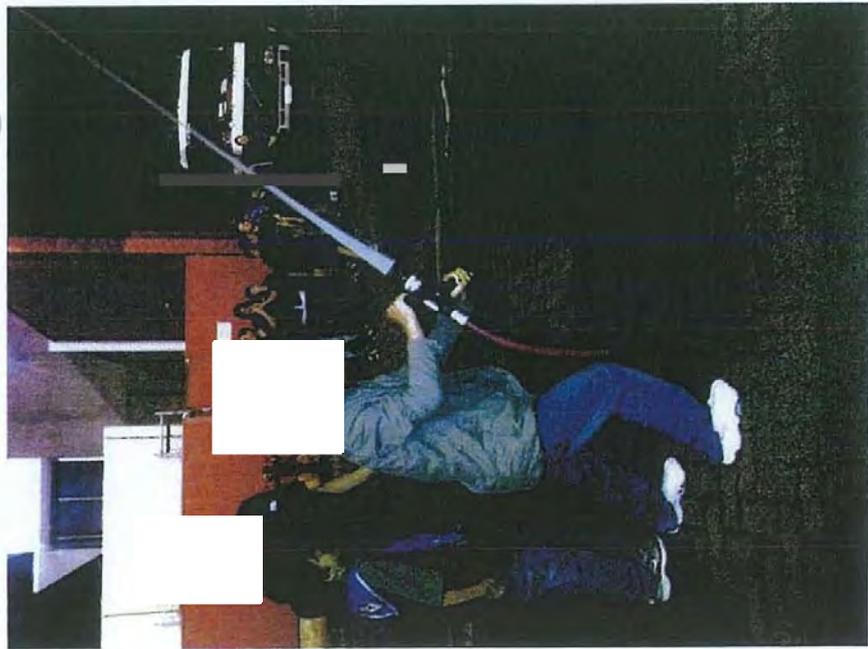


oshua presenting his Scout PowerPoint to the class

Scouts S



Scout Activities



- Fire Station Visit
- Camping
- District Hike
- Cooking
- Waterworld
- Party-[Halloween]
- Movies
- Gang Show
- Map and Compass

- The presentation demonstrates:
- development of capabilities
 - Use of information and communication technologies.
 - development of personal learning goals:

PLG 1 – Participate in the wider community by undertaking interests or activities outside of school.

Scout Badges

There are different types of badges in Scouting

1. Association
2. Scout Craft
3. Target award
4. Proficiency

Scouts in Australia are awarded these badges when they learn a skill



CITIZENSHIP

The Citizenship Target is the other obligatory badge of the Target Scheme. This badge allows you, as a Scout, to fulfil the Aim of the Scout Association.



To achieve the Pioneer Citizenship Target the Scout must complete all of the requirements for No's. 1 to 4, together with any three of the remaining five parts.

1. Values

a) Promise and Law

- i) Know and understand the Scout Promise and Law
- ii) Show your Scout Leader that you are doing your best to keep your Scout Promise and you are living by the Scout Law.

b) Spiritual awareness

- i) Make up a prayer or similar item for use at a Scout meeting/activity.

2. First aid

a) Know the first aid for Pioneer Emergencies.

OR

b) Undertake the following:

- i) learn the correct method to obtain a response from an injured person
- ii) learn how to find and check a pulse
- iii) learn how to, and demonstrate, how you would correctly place an unconscious person on their side (recovery position)
- iv) learn and demonstrate the treatments for snake and spider bites
- v) what are three things that could cause a headache or fever?
- vi) learn the correct method of treating wounds and preventing infection
- vii) learn the principles of foot care, e.g. prevention and treatment of blisters.

3. Leadership

Discuss with your Patrol Leader three different examples of times when your Patrol has worked as a team. Explain to your Patrol Leader how you believe this has helped your Patrol.

4. Good turn

While earning this badge as a Scout, participate in some form of community service, which must be over a minimum of two hours, preferably outside the Scout movement.

5. Heritage

a) Know the meanings of three local place names and discuss these with your Patrol Leader.

OR

b) Name two cultures within your community that are different from your own. List two ways in which each is different from your own. Discuss your answers with your Patrol Leader.

6. Activity

a) With your Patrol, find out what facilities (health, education, leisure, and social) are available in your local area for young people of Scout age. These may be provided by your local government and/or other service providers. Find out who runs them (Department of Health, Department of Education, Local Council etc) and present your findings to the Troop.

OR

b) With your Patrol or other Scouts take part in a tour of your community, designed to help a visitor see and learn about it.

7. Community

With members of your Patrol, visit an organisation that serves your local community. Find out what service it provides and how it is organised. Such an organisation could be the local seat of government, community service agency, local TV or radio

The log book demonstrates:

- development of capabilities
- development of personal learning goals:

PLG 1 – Participate in the wider community by undertaking interests or activities outside of school.

A – Investigate B – Skill
 C – Activity
 Badge completed _____
 Signature _____ Date completed _____

*won 1st prize in Royal show art expo
 → needs to discuss with troop patrol.*

ART

To gain the Art badge you must complete one task from each of A, B and C.



Show you have an interest in, have practised and have an improved proficiency in some form of art.

Range: architecture, painting, drawing, sculpture, carving, pottery, ceramics, and photography.

A INVESTIGATE

- 1. Find out about an artist of your own choice and discuss the development of their work.
- 2. Find out about the history of an artistic medium of your choice (e.g. sculpture, oil painting, watercolour, portrait painting, pottery, tapestry etc).

B SKILL

- 1. Learn two of the main techniques used in the art form selected by you.
- 2. Learn the essential materials and tools used in your particular art form.

C ACTIVITY

Produce two different items in an art form of your choice and show them to your Patrol or Troop.

A – Investigate B – Skill
 C – Activity
 Badge completed _____

Signature _____ Date completed _____



ROYAL AGRICULTURAL & HORTICULTURAL
SOCIETY OF SOUTH AUSTRALIA INCORPORATED

PO BOX 108 GOODWOOD SA 5034 • TELEPHONE 08 8210 5211 FACSIMILE 08 8212 1533

2011 Royal Adelaide Show
Open Art & Craft Prize Money

CLASS #	EXHIB #	POSITION	AMOUNT	CLASS #	EXHIB #	POSITION	AMOUNT
322	1109	1	\$20.00				
Total Prize Money			\$20.00				

The certificate demonstrates:

- development of personal learning goals:

PLG 1 – Participate in the wider community by undertaking interests or activities outside of school.

NOT NEGOTIATED
ACCOUNT PAYEE OF

Accommodations. *What does the student need to access the curriculum?*

has a tilt board at school – he doesn't use it that often but will be encouraged more to use it when writing to encourage better posture. tends to hunch over his book.
and and programs are used to support writing skills.
Group work to encourage peer interaction
uses a manual wheelchair to participate in balloon soccer

The NEP process demonstrates:
• identification and exploration of learning needs and abilities.
• development of personal learning goals:

PLG 2 – Work towards transition goals and post school pathways.

PLG3 – Work with key people to identify and document learning styles and learning strengths.

Curriculum and Teaching Strategies

- Students at need to participate in additional swimming as priority within the health and physical education area of learning.

SACE subjects for 2011 are:

Maths Pathways,
English,
Health well-being – stretching, swimming, balloon soccer
Creative Arts
PLP (Personal Learning Plan)

Student Goals

set himself the goal of learning his 6-12 times tables so that it will help him with a job.
has goals within each of the SACE subjects – these are still being developed and will be sent home once finalized
Maths will be based on Money (Program) and time, online program will be used to reinforce maths and literacy skills
to discuss Scouts with and how this fits into a community studies SACE subject

There will be a camp this year in May as well as excursions during the year. Will explore Sailing with as an option for

Assessment Strategies (e.g. reporting to individual goals, observations, anecdotal evidence)

Observations, anecdotal notes, individual goals and some testing.
doesn't like the term test. He doesn't like to make mistakes and get things wrong. This stresses him. In room 6 we emphasize that mistakes need to happen so we can improve in our school work and learn new skills.

Reports to parents are provided in the following way: Term 1 NEP review
Term 2 Portfolio
Term 3 Written Report
Term 4 Portfolio and DVD

Parent Comments

and both agree that should read his reader for about 15 min before going on the computer when he gets home.
Discussed catching buses on his own
mentioned that the physiotherapist suggested shooting basketball goals is good for posture and could be included in his physical exercises.
is part of the Dream Team AFL online draft where he buys and changes players – this helps with money skills
reported that has accessed sites where you must be over 18 to sign up. She received a phone call and had to explain that was under 18
commented on resistance to try new things and the need to challenge

Student Input

ran his NEP explaining his core goals to and He was proud to show them some of his work so far. Joshua explained what he has been learning about in Creative arts.
said he would like to catch a bus to Port Elliott.

practicing

NAME

DATE: 2-2-11

SAMPLE GOAL SETTING TEMPLATE

What do I want to achieve?	
I want to learn my times tables (x6) x 7 x 8 x 9 x 12	
Why do I want to achieve this goal?	
Because it would help me with a job	
How will I achieve this goal? What is required to achieve this goal?	
by practicing	take home some worksheets
By downloading some worksheets online + saving them into my file folder.	
When do I want to achieve this goal?	
What obstacles can I expect?	
My dad makes me do the dishes instead of my homework	
What are the solutions to the obstacles?	

Grade	Topic	Activity Name	Student	Date	Results	Assessment
Black	Multiplication	Times Tables 12x	Joshua	12/09/11 01:49pm	2 out of 10	experiencing difficulty
Black	Multiplication	Times Tables 12x	Joshua	12/09/11 01:48pm	5 out of 10	working towards
Black	Multiplication	Times tables with a missing number	Joshua	01/09/11 08:14pm	15 out of 19	achieved
Black	Multiplication	Times tables with a missing number	Joshua	01/09/11 08:12pm	22 out of 24	achieved
Black	Multiplication	Times tables with a missing number	Joshua	01/09/11 08:08pm	17 out of 17	achieved
Black	Multiplication	Times tables with a missing number	Joshua	01/09/11 08:06pm	7 out of 8	working towards
Black	Multiplication	Times tables with a missing number	Joshua	01/09/11 08:04pm	7 out of 7	working towards
Black	Multiplication	Times tables with a missing number	Joshua	01/09/11 08:00pm	6 out of 6	working towards
Black	Multiplication	Times tables with a missing number	Joshua	01/09/11 07:36pm	6 out of 8	working towards
Green	Position	Compass directions	Joshua	30/08/11 02:50pm	10 out of 10	achieved
Green	Position	Position - concentration game	Joshua	30/08/11 02:44pm	10 out of 10	achieved
Black	Multiplication	Times tables with a missing number	Joshua	15/08/11 12:05pm	3 out of 10	experiencing difficulty
Black	Numbers	Greater than or less than	Joshua	15/08/11 12:02pm	6 out of 10	working towards
Green	Money	Adding money	Joshua	06/07/11 10:14am	8 out of 10	achieved
Green	Money	Adding money	Joshua	06/07/11 10:14am	8 out of 10	achieved
Green	Money	Adding money	Joshua	06/07/11 09:51am	8 out of 10	achieved
Green	Money	Adding money	Joshua	06/07/11 09:51am	8 out of 10	achieved
Green	Money	Using notes and coins to pay for goods	Joshua	17/06/11 06:12pm	9 out of 10	achieved
Green	Money	Using coins to pay for goods	Joshua	23/05/11 11:50am	10 out of 10	achieved
Green	Money	Using coins to pay for goods	Joshua	22/05/11 01:51pm	8 out of 10	achieved
Green	Position	Position - concentration game	Joshua	21/05/11 03:06pm	10 out of 10	achieved
Black	Time	Reading a timetable	Joshua	07/05/11 04:37pm	10 out of 10	achieved
Red Stripe1	Time	24 Hour Time Problems	Joshua	07/05/11 04:24pm	10 out of 10	achieved
Red Stripe1	Time	24 Hour Time	Joshua	07/05/11 04:07pm	10 out of 10	achieved
Orange	Time	Reading a calendar	Joshua	04/04/11 03:03pm	10 out of 10	achieved
Orange	Time	Reading a calendar	Joshua	04/04/11 11:41am	10 out of 10	achieved
Yellow	Time	Estimating the duration of time - 1 minute	Joshua	04/04/11 11:31am	10 out of 10	achieved
Yellow	Time	Estimating the duration of time - 1 minute	Joshua	04/04/11 11:30am	7 out of 10	achieved
Yellow	Time	Estimating the duration of time - 1 minute	Joshua	04/04/11 11:29am	7 out of 10	achieved
Orange	Time	Reading a calendar	Joshua	04/04/11 11:27am	10 out of 10	achieved
Orange	Time	Reading a calendar	Joshua	04/04/11 11:25am	10 out of 10	achieved
Black	Multiplication	5X - 12X tables	Joshua	26/03/11 02:49pm	11 out of 13	achieved
Black	Multiplication	5X - 12X tables	Joshua	26/03/11 11:58am	4 out of 25	experiencing difficulty
Black	Multiplication	5X - 12X tables	Joshua	26/03/11 11:57am	21 out of 25	achieved
Black	Multiplication	5X - 12X tables	Joshua	26/03/11 11:55am	0 out of 25	experiencing difficulty
Black	Multiplication	5X - 12X tables	Joshua	26/03/11 11:52am	1 out of 25	experiencing difficulty
Black	Multiplication	5X - 12X tables	Joshua	26/03/11 11:52am	4 out of 25	experiencing difficulty

PLP

June

When reviewing my literacy, numeracy and ICT skills, I can see that... Improving

My strengths in these areas are money, time, calculator

Supported by evidence from my school work and being able to read the calendar and analogue clock

I can identify challenges associated with 6 7 8 a 12
time tables

Which I can develop through counting and practising

practising
Using the calculator to work out sums.

The planning worksheets demonstrates:

- identification and exploration of learning needs and abilities.
- development of personal learning goals:

PLG 2 – Work towards transition goals and post school pathways.

vak learning style indicators (free self-test questionnaire)

7/3/14

JOSHUA

		visual	auditory	kinesthetic/physical
1	when operating new equipment for the first time I prefer to	read the instructions	listen to or ask for an explanation	have a go and learn by 'trial and error'
2	when seeking travel directions I..	look at a map	ask for spoken directions	follow my nose or maybe use a compass
3	when cooking a new dish I..	follow a recipe	call a friend for explanation	follow my instinct, tasting as I cook
4	to teach someone something I..	write instructions	explain verbally	demonstrate and let them have a go
5	I tend to say..	"I see what you mean"	"I hear what you are saying"	"I know how you feel"
6	I tend to say..	"show me"	"tell me"	"let me try"
7	I tend to say..	"watch how I do it"	"listen to me explain"	"you have a go"
8	complaining about faulty goods I tend to..	write a letter	phone	go back to the store, or send the faulty item to the head office
9	I prefer these leisure activities	museums or galleries	music or conversation	physical activities or making things
10	when shopping generally I tend to..	look and decide	discuss with shop staff	try on, handle or test
11	choosing a holiday I..	read the brochures	listen to recommendations	imagine the experience
12	choosing a new car I..	read the reviews	discuss with friends	test-drive what you fancy
13	learning a new skill	I watch what the teacher is doing	I talk through with the teacher exactly what I am	I like to give it a try and work it out as I go along by doing it

The learning styles assessment demonstrates:

- identification and exploration of learning needs and abilities.
- development of personal learning goals:

PLG3 – Work with key people to identify and document learning styles and learning strengths.

			supposed to do	
14	choosing from a restaurant menu..	I imagine what the food will look like	I talk through the options in my head	I imagine what the food will taste like
15	when listening to a band	I sing along to the lyrics (in my head or out loud!)	I listen to the lyrics and the beats	I move in time with the music
16	when concentrating I..	focus on the words or pictures in front of me	discuss the problem and possible solutions in my head	move around a lot, fiddle with pens and pencils and touch unrelated things
17	I remember things best by..	writing notes or keeping printed details	saying them aloud or repeating words and key points in my head	doing and practising the activity, or imagining it being done
18	my first memory is of	looking at something	being spoken to	doing something
19	when anxious, I..	visualise the worst-case scenarios	talk over in my head what worries me most	can't sit still, fiddle and move around constantly
20	I feel especially connected to others because of	how they look	what they say to me	how they make me feel
21	when I revise for an exam, I..	write lots of revision notes (using lots of colours!)	I talk over my notes, to myself or to other people	imagine making the movement or creating the formula
22	when explaining something to someone, I tend to..	show them what I mean	explain to them in different ways until they understand	encourage them to try and talk them through the idea as they try
23	my main interests are	photography or watching films or people-watching	listening to music or listening to the radio or talking to friends	physical/sports activities or fine wines, fine foods or dancing
24	most of my	watching	talking to friends	doing physical activity

	free time is spent..	television			or making things
25	when I first contact a new person..	I arrange a face to face meeting		I talk to them on the telephone	I try to get together to share an activity
26	I first notice how people..	look and dress		sound and speak	stand and move
27	if I am very angry..	I keep replaying in my mind what it is that has upset me		I shout lots and tell people how I feel	I stomp about, slam doors and throw things
28	I find it easiest to remember	faces		names	things I have done
29	I think I can tell someone is lying because..	the look you		their voice changes	the vibes I get from them
30	When I'm meeting with an old friend..	I say gre: you		I say "it's great to hear your voice!"	I give them a hug or a handshake
	totals	visi		auditory 10	kinesthetic/physical 9

However you calculate the results throughout the questionnaire, the preferred learning style or styles are no right or wrong answers. Some people have very strong preferences for one or two of the styles, while others have more evenly balanced preferences, with no particular style being particularly strong. The results are simply to try to understand as much as you can about yourself and your preferred style or styles, and then make best use of learning methods that suit your strengths (your preferred style or styles).

©VAK learning styles self-test
Sole risk with user. This learning style assessment tool is a rough guide to individual learning styles. With thanks also to Anita Mountain and Chris Davidson for their advice in creating this

sure you use the chosen method consistently. The total scores for each style indicate your relative preference for that style. There are no right or wrong answers. Some people have very strong preferences for one or two of the styles, while others have more evenly balanced preferences, with no particular style being particularly strong. The results are simply to try to understand as much as you can about yourself and your preferred style or styles, and then make best use of learning methods that suit your strengths (your preferred style or styles).

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Joshua completed
Results indicate that
the three learn

learning styles self-test independently
Joshua is evenly balanced across
visual, auditory & kinesthetic

VOSHUA

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

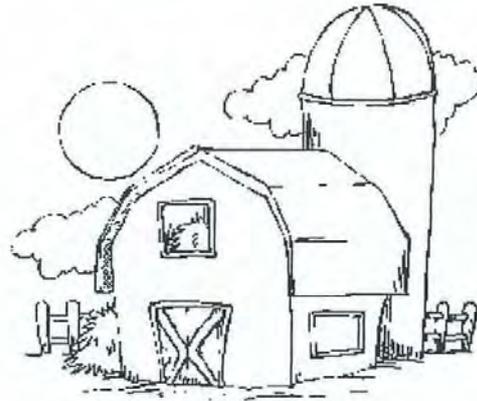
PLG3 - Work with key people to identify and document learning styles and learning strengths
 PLG3 - Work with key people to identify and document learning styles and learning strengths

Name: Joshua

www.KidZone
Multiplication

$$\begin{array}{r} 76 \\ \times 7 \\ \hline 42 \\ 490 \\ \hline 532 \end{array} \checkmark$$

$$\begin{array}{r} 63 \\ \times 6 \\ \hline 18 \\ 360 \\ \hline 378 \end{array} \checkmark$$



$$\begin{array}{r} 56 \\ \times 4 \\ \hline 24 \\ 200 \\ \hline 224 \end{array} \checkmark$$

$$\begin{array}{r} 11 \\ \times 8 \\ \hline 88 \end{array} \checkmark$$

$$\begin{array}{r} 67 \\ \times 7 \\ \hline 49 \\ 420 \\ \hline 469 \end{array} \checkmark$$

$$\begin{array}{r} 27 \\ \times 1 \\ \hline 27 \end{array} \checkmark$$

$$\begin{array}{r} 61 \\ \times 8 \\ \hline 8 \\ 480 \\ \hline 488 \end{array} \checkmark$$

$$\begin{array}{r} 80 \\ \times 1 \\ \hline 80 \end{array} \checkmark$$

$$\begin{array}{r} 79 \\ \times 3 \\ \hline 27 \\ 210 \\ \hline 237 \end{array} \checkmark$$

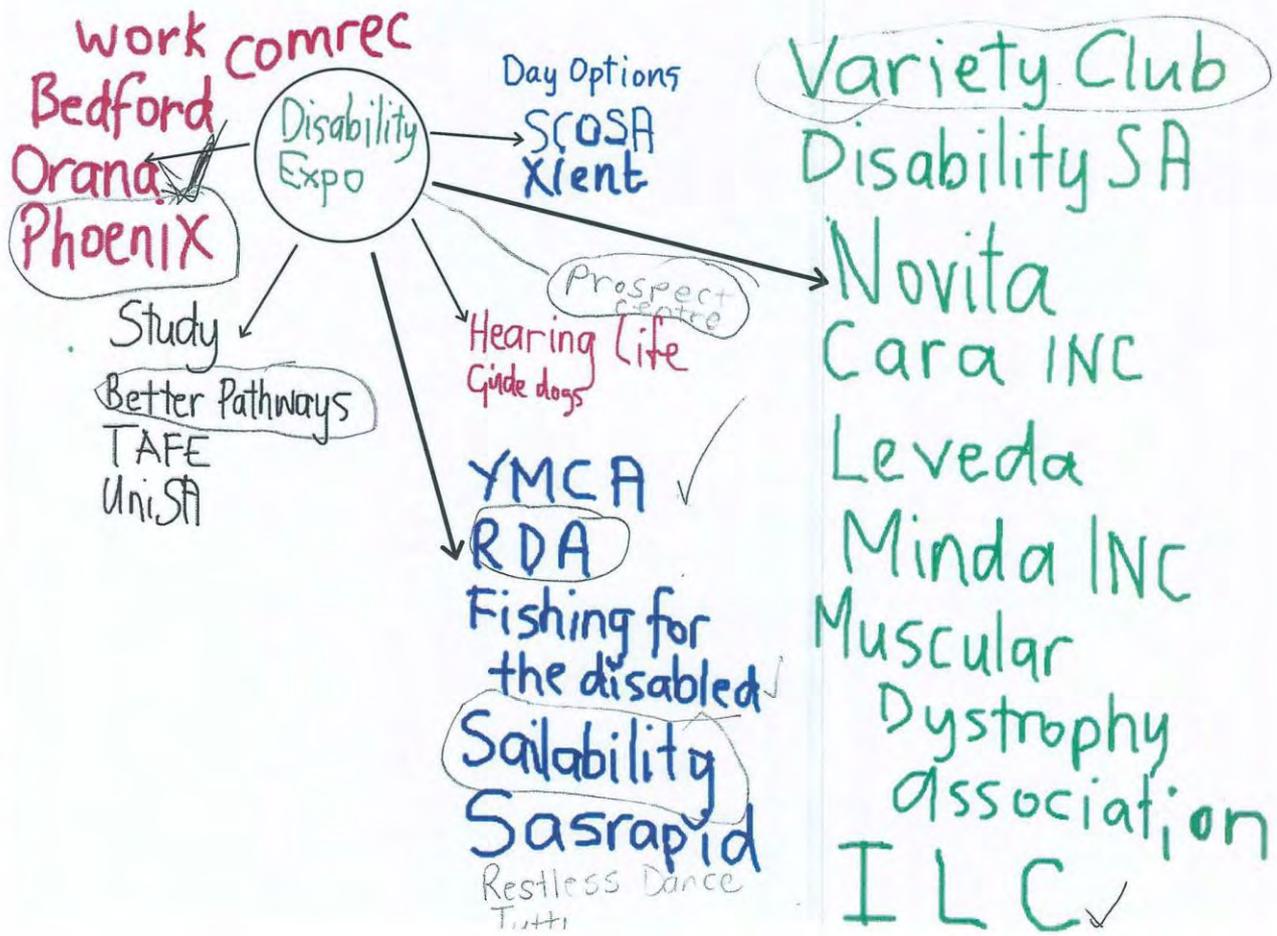
$$\begin{array}{r} 75 \\ \times 5 \\ \hline 375 \end{array}$$



The worksheets demonstrates:

- development of skills in numeracy
- development of personal learning goals:

PLG 4 – learn 6,7,8,9 and 12 times tables by regularly practicing and taking home or downloading worksheets.



Class 6 attended the assembly expo and collected information from the stands in which he was interested.

We created a joint Brainstorm diagram of the presenters we remembered and circled/ticked those of individual significance.

circled Phoenix
Better Pathways
RDA
Sailability
Variety Club
Prospect Centre - Josh added

} has been involved with these associations

✓ ticked Fishing for the disabled
YMCA
ILC

} would be interested in joining

The teacher's notes and brainstorm demonstrate:

- development of personal learning goals:

PLG 1 – Participate in the wider community by undertaking interests or activities outside of school.

PLG 2 – Work towards transition goals and post school pathways.

Personal Learning Plan (PLP)

In the PLP subject students identify transition goals with the assistance of teachers, parents, advocates and relevant staff through an NEP meeting.

Goals:

- will continue to participate in the wider community by undertaking interests or activities outside of school
- involvement in his Scout group is providing him with invaluable life skills. He enjoys telling the class about his school activities.
- will identify and review transition goals and post school pathways in consultation with key people including relevant agency personnel

chaired his NEP explaining his core goals and mentioned that he would like to catch a bus independently to school. This shows that Joshua wants to be mature and independent.

Joshua has made new friends at school and always has positive comments about his experiences as a part of his SACE subject "Accessing the Community". On the 29th August Joshua wrote:

We access the local community. We go out places like St Kilda-Central Market-Glenelg-Adelaide Airport- We buy our recess and lunch. My friends are and my 2 best friends are and I am happy to be going there every Wednesday. And the best part about is going out with my new friends and catching the bus. I hope to volunteer or get a job.

Joshua's Better Pathways worker plays a key role in supporting Joshua to attend school. She has provided Joshua with transport training that has given him the confidence and skills to catch public transport independently. Joshua will continue to undertake subjects at school throughout his SACE.

The whole class attended the Disability Expo this year and students were encouraged to collect brochures and ask the exhibitors questions in areas which they were interested in. Joshua was particularly interested in Riding for the Disabled, Fishing for the Disabled and the Independent Living Centre. He collected brochures from each of these stalls. When we returned to school we brainstormed the various groups that help people with disabilities and identified groups that we have worked with or would like to know more about. A fishing excursion will be organized for next term as a result of student interest.



Joshua took photos of the equipment at the Independent Living Centre display.

- have a core goal specific to his own needs that he will work towards and which will reflect preferred activities, settings and learning styles.

Joshua set himself the goal of learning his 6,7,8,9 & 12 times tables by regularly practicing and taking home or downloading worksheets. Joshua practices his times tables online at Studyladder and completes worksheets as practice. There is a times tables iPad application that will help Joshua to practice his multiplication skills as well as games and other online programs. He will have more opportunities to use the iPad next term.

Teacher:

The student's report card provides additional evidence of:

- development of personal learning goals:

PLG 1 – Participate in the wider community by undertaking interests or activities outside of school.
 PLG 2 – Work towards transition goals and post school pathways.
 PLG3 – Work with key people to identify and document learning styles and learning strengths
 PLG 4 – learn 6,7,8,9 and 12 times tables by regularly practicing and taking home or downloading worksheets.

TERM 3 SEMESTER 2 2011

Student Name: _____ Course Name: Community Access SACE Code: _____
 Enrolled School: _____ Days Attended: 9 / 9 Days Late: 0

Assessment Tasks	Comment
Daily Journal	has been doing these quite well. He usually completes them on his own without direct supervision. He is becoming more confident in what to write.
Field Trip participation	always behaves well in public on our excursions. He is quiet on the buses and respectful when in my car. He has been to a variety of places including St Kilda Playground, Whispering Wall, Gorge Wildlife Park, Central Market, Rocking Horse at Gumeracha, Waterfall Gully and Carrick Hill.
Investigation on issue	has begun a project on Glenelg as a tourist destination and will need to do more work on this topic in term 4.
Feedback Presentation	This is to be negotiated and done at the end of the semester. He has done a short presentation about himself to the group.

EMPLOYABILITY SKILLS ASSESSMENT

Skills	Not yet at work place level		At work place level	
	0	5	5	10
Personal presentation			X	
Teamwork			X	
Punctuality				X
Communicates effectively			X	
Commitment to program			X	
Follows safety guidelines			X	
Ability to follow instructions			X	

Comment:

I am very pleased with _____'s attitude. Socially he is making significant progress and is a noticeably more confident young man. He is able to be involved in conversation and his sense of humour is becoming more evident.

At an academic level, _____ is improving in his attempts to generate journals on the computer. He is able to sequence events that happen during our excursions.

There is no doubt this learning environment is very positive one for Josh and I look forward to working with him in Term 4. Well done Josh!!!

At present the likely final _____ achieved for this course would be: **C**

Report Date: 23/9/2011

Teacher



Government of South Australia
 Department of Education and
 Children's Services

Manager

29-8-11

We access the local community.

We go out places like St Kilda-Central Market-
Glenelg-Adelaide Airport-Gorge Wild Life Park.

We buy our recess and lunch.

My friends are . and

And my 2 best friends are . and

I am happy to be going there every Wednesday.

And the best part about . is going
out with my new friends and catching the bus.

I hope to volunteer or get a job.

*I love seeing how
independent you
are becoming!*

from and Place at Glandore
I catch the tram in to town and then catch the BUS from X1 Bus stop
That I wait until stop 11 to get off and I walk to the
And get home on the 222R Bus to stop 11 and I get on the tram.

The student's
recount
demonstrates:

- development
of personal
learning
goals:

*PLG 1 –
Participate in
the wider
community by
undertaking
interests or
activities
outside of
school.
PLG 2 – Work
towards
transition goals
and post
school
pathways.*

I catch the 228F from Place at bus stop on Main North Road. I
pack my bag & I walk to the bus stop. I wait for the 228F Bus to come, when
I see the bus I wave to it and its stop for me.

I got a mtrip ticket so when I get on the bus I put the ticket in the ticket
machine I sit down

And then push the button before stop 11 and wait for bus stop
so that the bus stops I get off the bus and walk to the

I started that last week I done it 8 times.

To get home I walk to stop 11 and wait the 228F bus then I get on the bus and
wait for stop

And then I walk home.

speech

This semester I was in a group with
, , and was our
teacher.

We went on trips all over Adelaide. The best
trips we did were Glenelg, Hallett Cove, ten pin
bowling, the Gorge wildlife park and St Kilda
Playground.

I also really enjoyed going into Parliament
House and the Law Courts.

The most important thing I learnt was how to
use the public transport system.

Thanks to the other guys in the group and Mark
for making my life different and better.

13-10-2016

Jobs

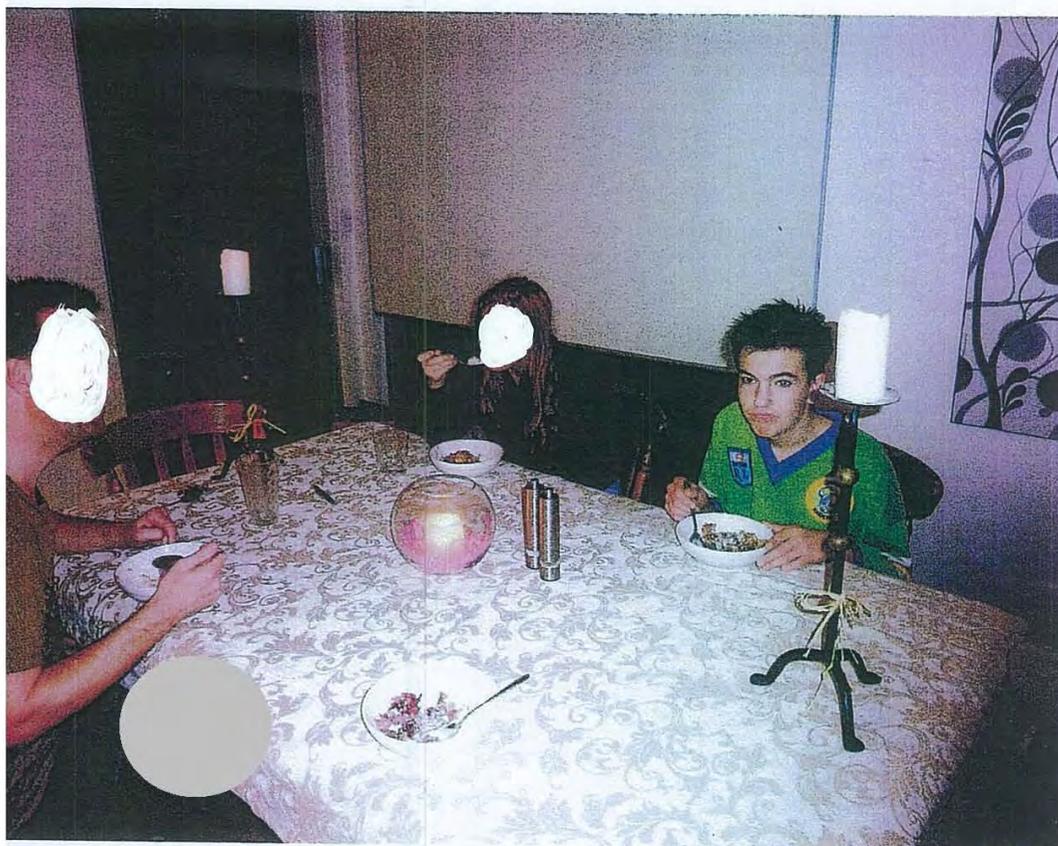
Animal welfare	M
Brain Surgeon	M ^c Donalds
Farm work	HJs
SSO	KFC
childcare workers	Woolworths
teacher	Chocolate Factory
kindy	Restaurant-Chef
librarian	- kitchenhand
walking dogs/trainer	- waitress/waiter
Students	Carpenter/Cabinet
Hairdresser	maker
Secretary	Framer - mum's work or COMWIRE
Taxi/Bus driver	Meals on wheels
mechanic	- Volunteer
photographer	make-up artist
clothes designer	actor/actresses
psychologist	reporter
artist	journalist
vet nurse	criminal
Fr Christmas	policeman
Computer Programmer	Doctor
Nurse	Cleaners
Model	Renovators
office worker	Builders
	Politician/P.M

 Post School Options

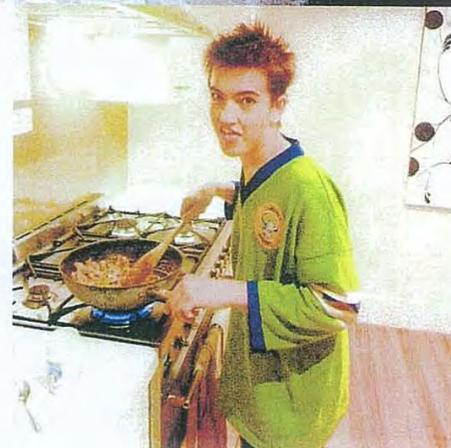
SCOSA	Supported work
Com Rec	places
Orana	Take 5
Phoenix	Hands on S.A.
Bedford	

Personal Record

Name: Josh



the Master Chef



Starters

Attributes

Curriculum

Other subjects

Jobs

Activities

Action Plan

I want to be a worker
And do some cooking