PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Personal Learning Plan**

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) |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SACESchool Code |  | Year |  | Enrolment Code |  | Program Variant Code (A–W) |
| Stage | Subject Code | No. of Credits (10 or 20) |
|  |  |  |  | **1** | **P** | **L** | **P** | **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.
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**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 |  |

Stage 1 Personal Learning Plan

Assessment Overview

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 and Weighting** | **Details of assessment** | **Assessment Design Criteria** | **Assessment conditions**(e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- |
| **UC** | **DP** | **RL** |
| **Assessment Type 1: Folio****Weighting 75%** | **Understanding the capabilities** Students clearly explain their knowledge and understanding of at least three of the seven capabilities, with insightful and detailed examples. Students may draw on:* prior experience of caring, volunteering or individual activities, paid or unpaid work
* learning activities in and out of the classroom related to capabilities
* classroom discussion and reflection upon current literacy, numeracy and ICT skills

Student presentations may be supported by:* photographs or film
* audio recordings (e.g. quotes from others identifying the students capabilities, or quotes from employers explaining capabilities required of employees)
* other relevant images
 | 1 |  |  | Option 1:Written response up to a maximum of 500 words Option 2:Multimodal presentation of up to 3 minutes, for example:* film, slideshow or photo story
* Power point presentation
* Oral with visual and or audio support material
 |
| **Identifying goals**Students participate in life coaching exercises to identify short and long term goals.Students develop an understanding of who they are and their future pathways before they identify their own personal and learning goals. Once goals have been established they identify the strategies they need to achieve their goals. |  | 1, 3 |  | Written response up to a maximum of 600 words or multimodal presentation of up to a maximum 3 minutes, e.g.* oral with visual and/or audio support material
* stand-alone film, slide show or photo story
 |
| **Developing goals**Students participate in work experience, cover letter and resume writing, mock interview, visits from local apprenticeship broker and the subject counselling process and reflect on how these have helped develop several of the capabilities.  |  | 2, 3 | 1 | Written response up to a maximum of 600 words or multimodal presentation of up to a maximum of 3 minutes, e.g.* oral with visual and/or audio support material
* stand-alone film, slide show or photo story
 |
| **Assessment Type 2: Review****Weighting 25%** | **Round table discussion** Students clearly review and evaluate their personal and learning goals from task 2, providing insights into the effectiveness of strategies to achieve them.They reflect on the development of their selected capability or capabilities with insights on how this helped to achieve their goals and how others have influenced their decision.Their insights can be from any part of their learning program including any volunteering, mock interviews, work experience, community activities, classroom activities, interactions with others, personal research. This will include subject choices for next year, linking to future goals/pathways. | 1 |  | 1, 2 | Contribution to round-table discussion of up to a maximum of 5 minutes. Discussion supported by evidence collected during Semester. Discussion is recorded by video or audio. |

***Four or five assessments.*** *Please refer to the Stage 1 Personal Learning Plan subject outline.*

*This Learning and Assessment Plan is used with the kind permission of Streaky Bay Area School.*