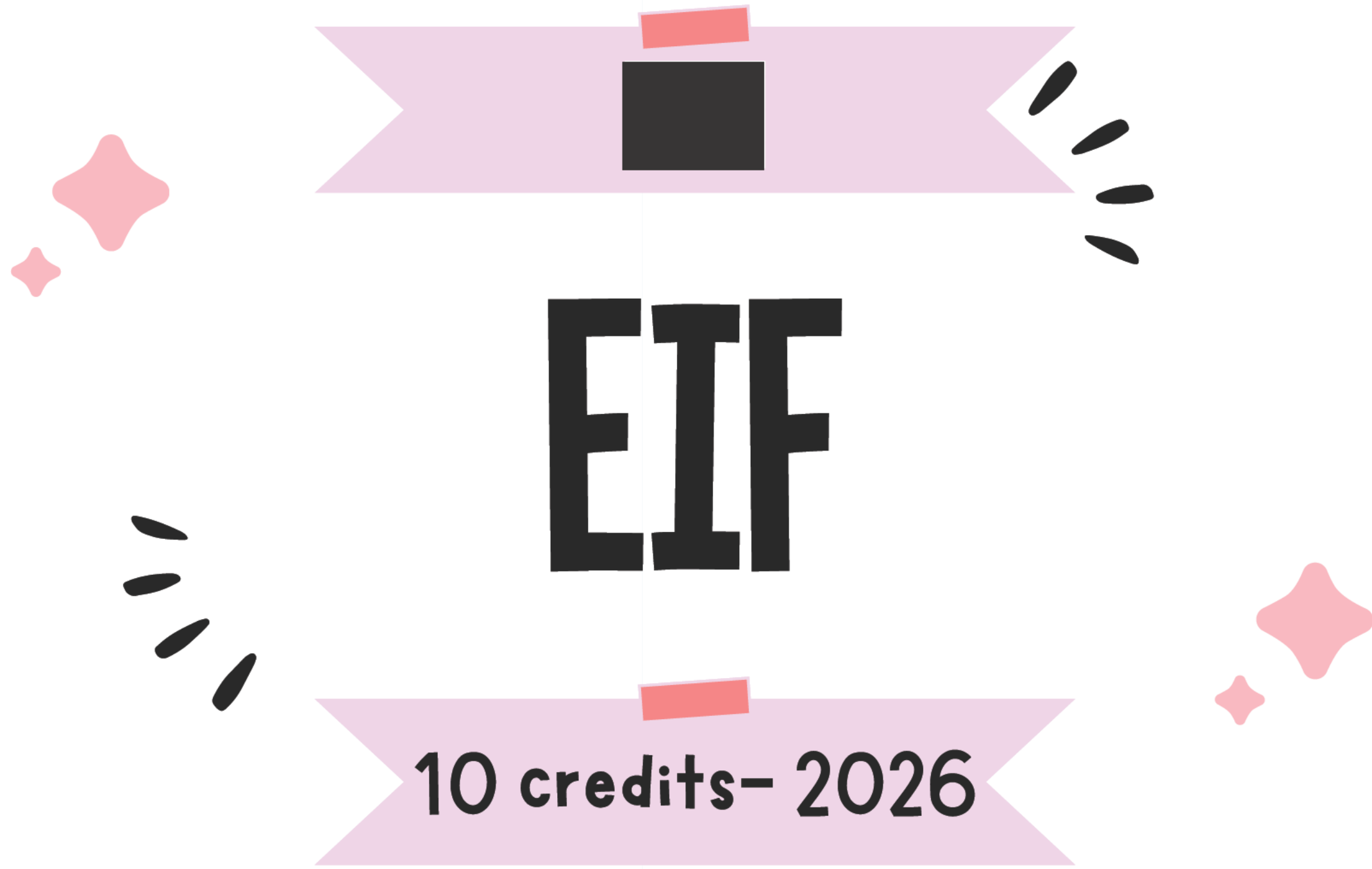




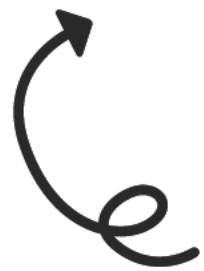
EIF

The logo features the letters 'EIF' in a large, bold, black, sans-serif font. Above the letters is a light purple banner with a black square in the center and a small red rectangle above it. Below the letters is another light purple banner with the text '10 credits- 2026' in black. The entire logo is surrounded by decorative elements: pink four-pointed stars and black curved lines. A black arrow points from the left towards the logo.

10 credits- 2026

# Part A

- All about me- jacket and mind map
- research family name- work sample
- visual representation - circle wheel
- mind maps- how they see their future, things they like, about me work samples



# Part B

Students will engage in and contribute to the shop and the art show to develop future aspirations

Students will visit the shops and discuss different future aspirations

Students will contribute to making items for the shop and/or art show. They will brainstorm and share ideas on what to make and make decisions on what aspects they wish to participate in.

Sharing progress of their learning through the Art exhibition. Students will welcome visitors and show them around the art show. Explaining their learning progress and connecting with others





# Part A

## Example 1: All About Me Task

### Annotation:

■ identified and discussed different aspects of himself, with a focus on what he wanted to represent on his personal jumper for display. He carefully selected features that reflect his strengths, personal attributes, and cultural background, demonstrating an exploration of his identity (EIF1). Through this activity, ■ engaged with learning for the purpose of self-reflection and personal growth (EIF2), and he communicated his ideas effectively and authentically through his choices for the jumper and its display (EIF3).

All About Me Hoodie



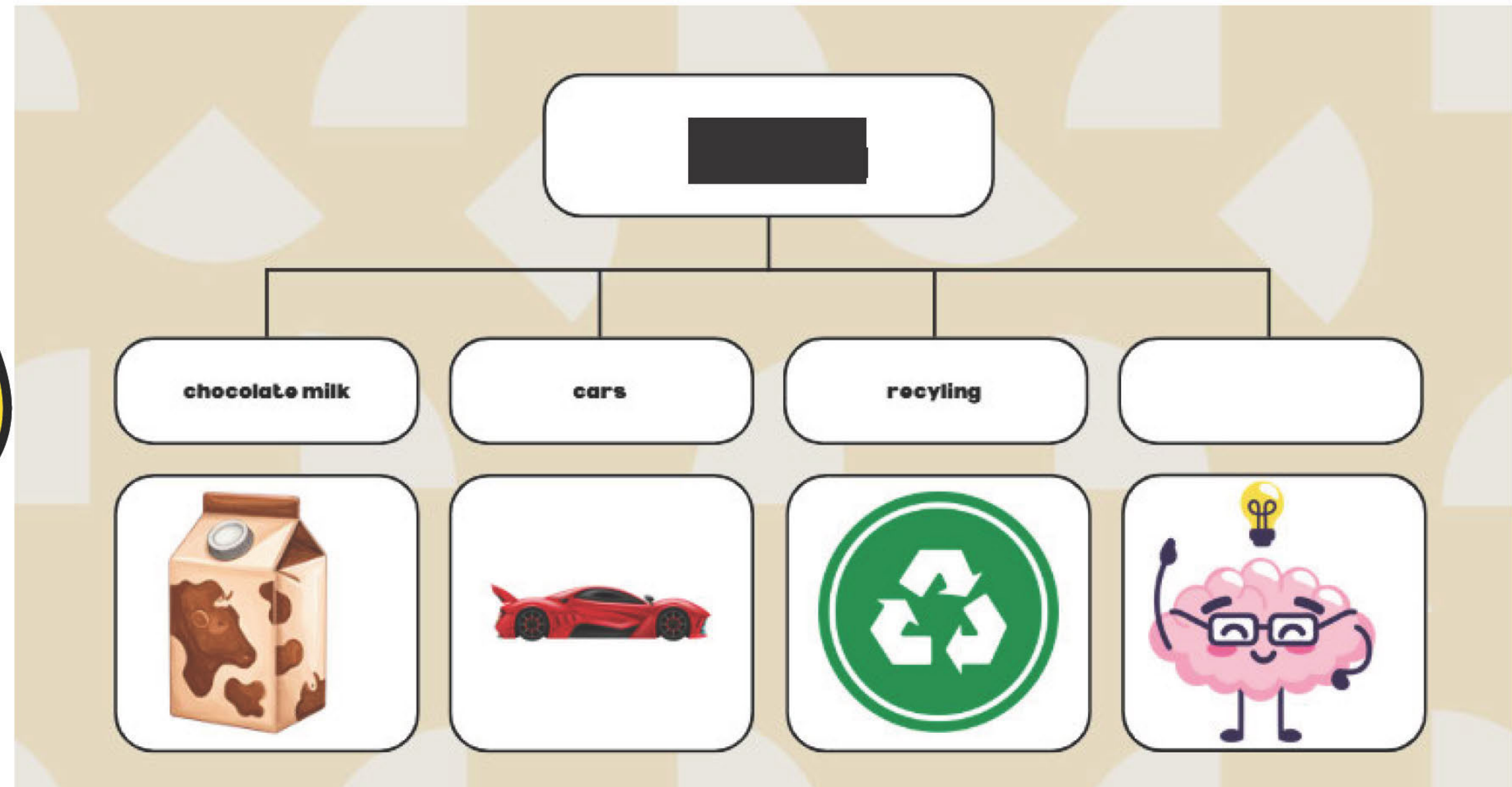
IDENTIFY THEIR STRENGTHS,  
PERSONAL ATTRIBUTES, AND  
PREFERRED ACTIVITIES THAT  
HELP DEFINE WHO THEY  
ARE.



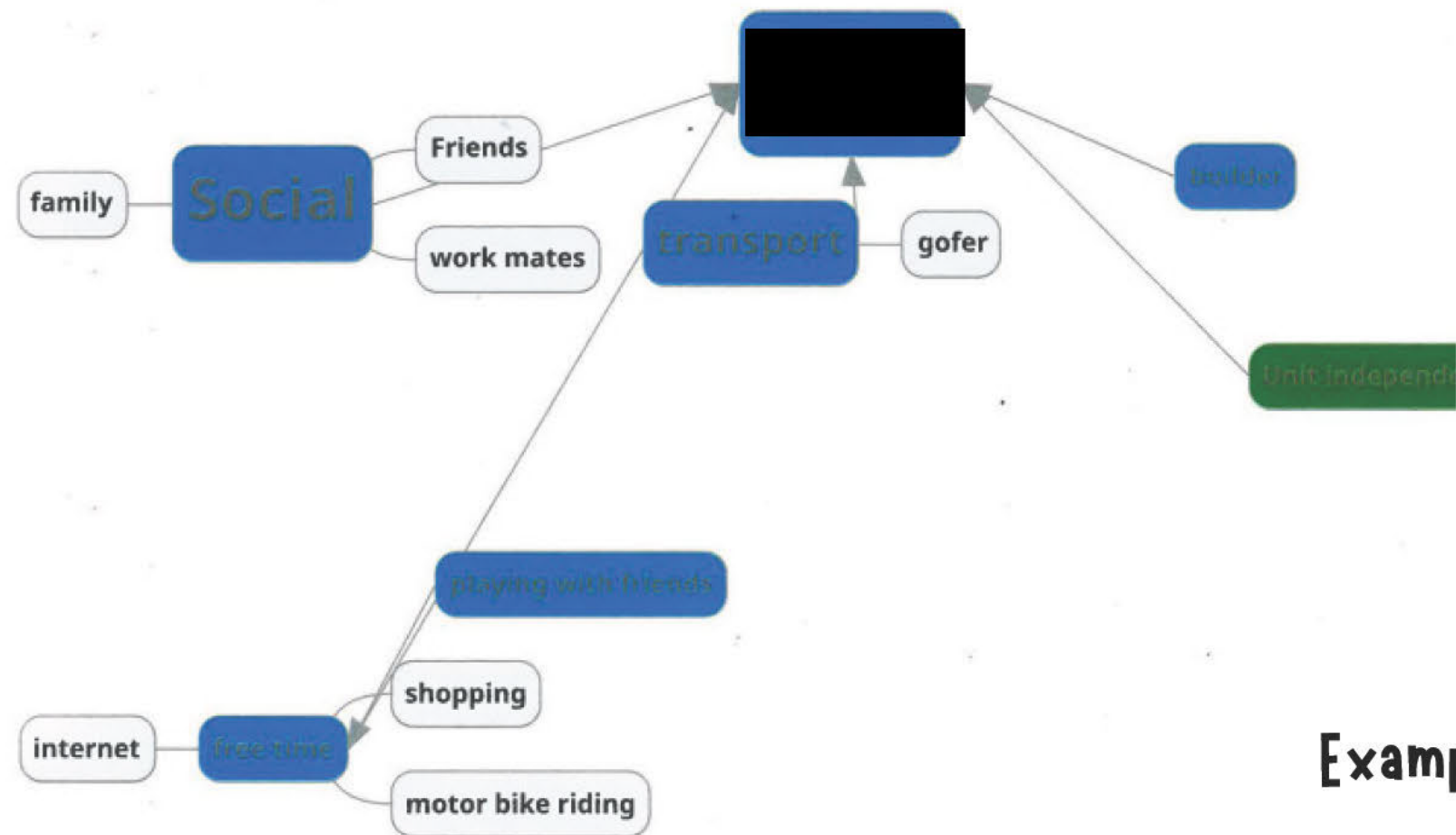
## Example 2: Interest Mind Map

### Annotation:

Through a mind map, ■ identified his interests and activities he enjoys. This sample demonstrates ■ exploration of connections with his personal preferences and individual identity (EIF1). He engaged with the learning activity for the purpose of expressing his uniqueness and building self-awareness (EIF2). The mind map provides evidence of his learning in a way that is authentic and personally meaningful to him (EIF3).



IDENTIFY THEIR STRENGTHS,  
PERSONAL ATTRIBUTES, AND  
PREFERRED ACTIVITIES THAT HELP  
DEFINE WHO THEY ARE.



### Example 3: Mind Map – Social, Free Time, and Transport Annotation:

■■■■ extended his mind map to include his social activities, how he spends his free time, and his experiences with transport. Mapping these elements enabled ■■■■ to explore his connections with others and consider important aspects of his daily life and future aspirations (EIF1). This task encouraged purposeful engagement, prompting ■■■■ to reflect on how he interacts with peers, enjoys leisure time, and travels within the community (EIF2). The mind map format served as an authentic and personally relevant method to communicate his evidence of learning (EIF3).



# family

## Example 4: Family Name Research Project Annotation:

██████ participated in a research project about his family name, creating a poster featuring landmarks from Australia and the USA. This task supported ██████ in exploring his cultural identity and personal history (EIF1). The activity was purposeful, as Kade investigated his family background and developed research skills (EIF2). The poster enabled ██████ to communicate his findings authentically and meaningfully, reflecting his connection to the topic (EIF3).

Explore and  
reflect on their  
cultural identity.

## New Zealand/Australia

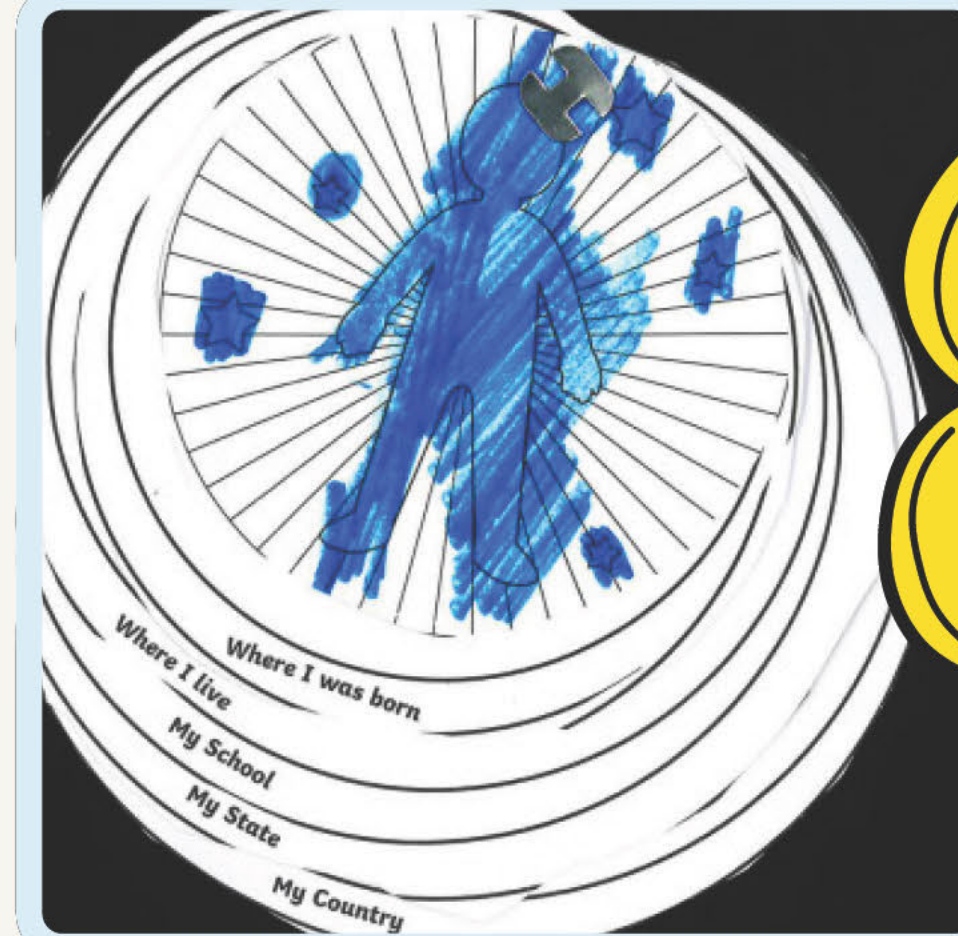




# About Us

Example 5: Circle Booklet – Place and Origin  
Annotation:

■■■■■ created a circle booklet to represent where he lives, where he was born, and other significant places in his life. Developing concepts of place and origin supported ■■■■■ exploration of his identity and personal history (EIF1). The activity encouraged ■■■■■ to engage with learning for the purpose of gaining greater self-understanding (EIF2), and the booklet serves as a personally relevant communication of his evidence of learning (EIF3).



Identify key moments in their lives, such as where they were born, schools attended, and towns they have lived in.





# Part B



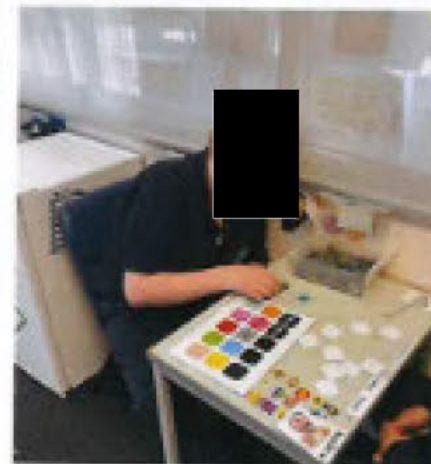
# LEARNING ABOUT SHOPS

## Example 1: Shops Project

### Annotation:

■■■■ and his peers participated in a shop project, learning how shops operate through excursions, observations, and recording their findings. ■■■■ explored his identity and built connections by working collaboratively, making decisions, and taking on roles such as creating products, cooking items to sell, and welcoming customers (EIF1). The activities including designing and preparing food items, setting prices, inviting customers from the community, and helping run the shop, demonstrated purposeful planning and action, connecting ■■■■ learning with future aspirations (EIF2). Through his involvement in cooking and operating the shop, ■■■■ communicated evidence of learning in an authentic and personally meaningful manner, showcasing his collaboration, self-efficacy, and communication skills (EIF3).

# SHOP

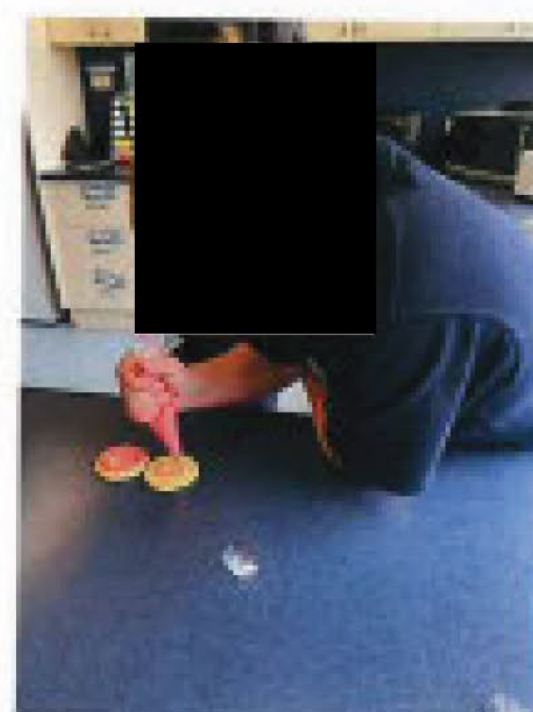
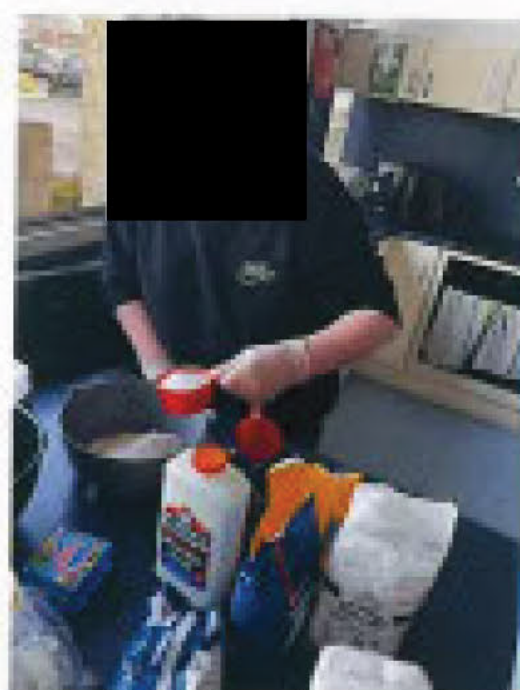


contributed to the learning of how to build a business, what to sell in a shop, and locations of a shop. He went on excursions to look at suitable locations, investigating 'what makes them suitable'. Then contributed to making items for the LA2 shop.





# Cooking



**██████ contributes in all cooking lessons with eagerness in the preparation, cooking, cleaning up and the trying of new food. He encourages his peers to try the new foods as well as assisting the prep and clean up.**





# Diamond art

when wednesday and thursday 2  
pm 3pm

LA8  
shop

in the kitchen



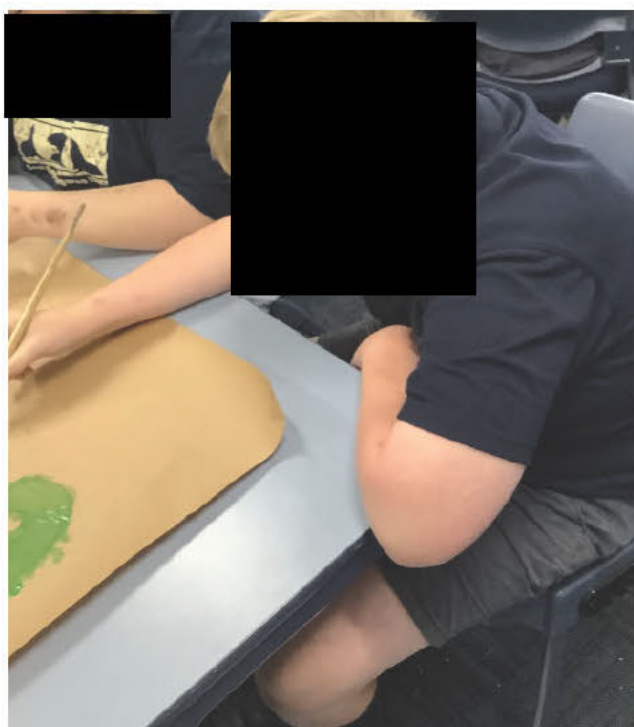
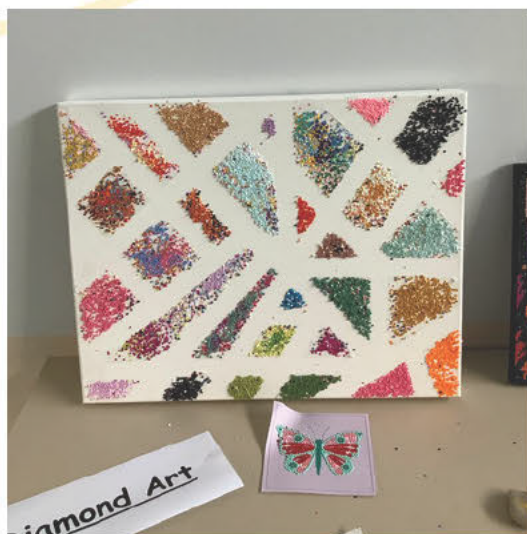
## LEARNING ABOUT ART

### Example 2: Art Expo Project

#### Annotation:

████ and his peers learned about different types of art by visiting an all abilities art show, which inspired them to plan and host their own art expo. Through this project, █████ explored his creative interests and developed his identity as an artist, while connecting with peers and the wider community (EIF1). Purposeful activities included selecting art pieces to create, producing and displaying artwork, making signs, and preparing the exhibition space, all demonstrating planning and implementation towards a shared, meaningful goal (EIF2). By inviting community members, explaining his art, guiding visitors, and sharing the creative process during the expo, █████ communicated evidence of learning in an authentic and personally relevant manner, showing growth in collaboration and communication skills (EIF3).

# ART SHOW



■■■■ helped create items for the art show, with a particular focus on rock painting. He welcomed visitors and guided them around the art expo, taking pride in showing others the displays. ■■■■ engaged in a range of art forms.





You're invited to the



# Art Expo

[Redacted] Centre

LA8



Friday  
Pop in to the kitchen  
between 2.30pm and 3.30pm

RSVP AT



## SCHOOL COMMUNITY EVENTS

### Example 3: School Community Projects

#### Annotation:

██████ participated in school community projects including helping to run Breakfast Club and Pancake PJ Day, engaging in community service such as Clean Up Australia Day, collecting recycling, building a new classroom table, and delivering boxes. Through these activities, ██████ demonstrated strong connections with his peers, teachers and the greater school community (EIF1). He actively engaged in the planning, organisation, and implementation of these projects, applying self-regulation by contributing ideas, making decisions, and collaborating to achieve shared goals (EIF2). The posters and documentation he produced, along with his hands-on involvement, are authentic and personally relevant examples that communicate his learning progress, highlight his service contributions, and illustrate his growing communication and teamwork skills (EIF3).



**20th march friday  
harmony day  
wear orange  
gold coin  
donation to  
the seawl**



**we care for earth when we  
recle.**



**Wear purple  
on thursday  
the 26<sup>th</sup>  
march**







# community projects

