

Learning and Assessment Plan – school-developed form

Stage 1 Exploring Identities and Futures: Modified

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.

School [REDACTED] Teacher(s) [REDACTED]

SACE school code			Year	Enrolment code					Program variant code (A–W)
Stage	Subject code			No. of credits (10 or 20)					
1	E	F	M	10					

Key areas (10-credit – at least one key area. 20-credit – at least two key areas.)

[Key areas:](#)

Key Area 1: Exploring Identity and Agency

Key Area 2: Exploring Futures and Connections

Key Area 3: Developing Capabilities

Key Area 4: Communicating Learning

Addendum – changes made to the learning and assessment plan

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 assessment criteria specific features and retain alignment with the subject outline.

Signature of principal or delegate _____ Date _____

Assessment overview

Stage 1 Exploring Identities and Futures: Modified

For assessment, **students present 3 - 5 samples of natural evidence of learning, collectively demonstrating achievement of the three assessment design criteria.**

These samples of natural evidence of learning should be accompanied by brief annotations explaining how each piece of evidence represents the achievement of learning for a purpose.

For Exploring Identities and Futures: Modified, the assessment design criteria and their specific features are described below.

Exploring Identity and/or Futures and/or Connections

EIF1 Student explores identity and/or futures and/or connections with others

Planning and Implementing Action

EIF2 Student engages with learning activities for a purpose

Communicating evidence of learning

EIF3 Student communicates evidence of learning in an authentic and personally relevant manner.

The table below shows details of the planned tasks to support student(s) to engage in purposeful learning.

Part A: Exploring me and who I want to be

Assessment details	Assessment design criteria			Evidence of learning (e.g. evidence the student uses to demonstrate their personal learning progress for a purpose)
	EIC (EIF1)	PIA (EIF2)	CEL (EIF3)	
Key area focus: Key Area 1: Exploring Identity and Agency - Identifying and exploring personal interests - Exploring future goals and fulfilling aspirations Key Area 4: Communicating Learning - Exploring various methods of communication (e.g., verbal and non-verbal; augmentative and alternative communication programs and processes) - Reflecting on learning experiences Learning Activities: Students will create a timeline highlighting key events in their lives, reflecting on how these moments have contributed to shaping their personal development and current identity. They will examine how these experiences have helped shape their interests and strengths. This timeline will serve as a tool to help guide them in exploring their post-school options.	✓	✓	✓	- Students will select a format to present their timeline, such as a poster, presentation, or video, including at least five personally significant events. They may share their reflections in a format that best suits them, such as through annotations or voice memos. - Celebration Books - Reflection Writing
Key area focus: Key Area 1: Exploring Identity and Agency - Identifying and exploring personal interests - Exploring future goals and fulfilling aspirations Key Area 2: Exploring Futures and Connections - Exploring the role of culture in the individual's life - Exploring transition pathways to future learning Learning Activities: Portfolio – 'My Pathways Plan' Students, with support from families and staff, will complete Part A (Year 10) of their 'My Individual Pathway Plan'. The Portfolio may be printed or electronic.	✓	✓	✓	Completed 'My Individual Pathway Plan'. Students will develop a "about me" portfolio to explore their identity

It will include:				
• My Profile • My Skills • My Interests • My Future • My Checklist				

Part B: Taking action and showcasing my capabilities

Assessment details	Assessment design criteria			Evidence of learning (e.g. evidence the student uses to demonstrate their personal learning progress for a purpose)
	EIC (EIF1)	PIA (EIF2)	CEL (EIF3)	
Key area focus: Key Area 3: Developing Capabilities • Identifying, developing, and practising skills for a purpose • Developing independent living skills • Developing strategies to achieve personal learning Key Area 4: Communicating Learning • Exploring various methods of communication (e.g., verbal and non-verbal; augmentative and alternative communication programs and processes) • Reflecting on learning experiences Learning Activities: Students will engage in incursions and/or excursions designed to practice life skills, tailored to their personal interests and future aspirations.	✓	✓	✓	Photographic evidence of students accessing the community with teacher observations and notes. Students written reflections, recounts and class books. Authentic student voice pieces from School Newsletter.