

Stage 1 Subject: English Post School Pathways

- 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.

Teacher(s)

SACE school code			Year		Enrolment code				Program variant code (A–W)	
█	█	█	2025		Stage	Subject code			No. of credits (10 or 20)	
					1	E	P	M	20	

KA6 Viewing

Note: [REDACTED] did not use IXL for English and instead focused on learning about potential career pathways (farming)

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.

Signature of principal or delegate

Date

Assessment overview

1EPM20

The table below shows details of the planned tasks to support student(s) achieving their personal learning goals and chosen capabilities.

Personal learning goals (identify PLGs with numbers)	Name and details of assessment	Capabilities (Identify two or three capabilities)			Evidence of learning (e.g. evidence the student uses to demonstrate their personal learning goals and relevant capabilities)
		Critical and Creative thinking	Literacy	Personal and Social	
1, 2	Sharing an Interest Students will share an interest of their choosing with the class. This may be from the Wonderopolis or another as negotiated with the teacher. This process will occur frequently throughout the year.		✓	✓	- Students will share a topic of their interest with the class. - This may be through a communication method that best suits the preference including multimodal, PowerPoint, orally or through the sharing of photographs and weblinks. - Teacher notes - Student artefact (if appropriate)
2,3	Communication Students will engage in learning activities during lessons. Students will communicate in a manner that suits their specific needs and preferences and is also appropriate to the context eg, school, communicating with peer, communicating with teacher.	✓	✓	✓	- Evidence will vary depending on the differentiated learning and assessment adjustments put in place to support the learning needs and preferences of the student. - Evidence may include; - Feedback from parents/home supports - Participation in class discussions - teacher notes - screenshots - student artefacts (if appropriate)

1,2	Kahoots Students regularly participate in a range of Kahoot topics. Some topics will relate directly to specific learning topics and others will relate to topics of student interest.	✓	✓	✓	Student participation May include screenshots Teacher notes
1,2	BTN-High Students will regularly view BTN High episodes. Students will be asked to predict the story contents based on the headline, answer quiz and discussion questions and then discuss opinions and other information related to the topic. Students may choose to do further research and share this with an audience (teacher and/or peers)	✓	✓	✓	• Evidence will vary depending on the differentiated learning and assessment adjustments put in place to support the learning needs and preferences of the student. • Evidence may include; ○ Teacher notes
					○ Teaching resources ○ Teacher annotations
1, 3	Career Portal Students will engage in a range of activities within the online Career Portal. Students will participate in class discussions of concepts being explored and will attempt learning activities as relevant and appropriate to their needs. Students will be provided opportunities to discuss their learning in both class and individual meetings with the teacher.	✓	✓	✓	• Evidence will vary depending on the differentiated learning and assessment adjustments put in place to support the learning needs and preferences of the student. • Evidence may include; ○ Feedback from parents/home supports ○ Participation in class discussions ○ teacher notes ○ screenshots ○ certificates ○ student artefacts (if appropriate)

1	IXL English (negotiated task) Students will be provided with access to the online learning platform IXL. Students will be encouraged to undertake the system diagnostic and participate in learning activities suggested by the learning platform and the teacher. Teachers will also use their knowledge of the student to identify key learning topics.		✓		- Evidence will vary depending on the differentiated learning and assessment adjustments put in place to support the learning needs and preferences of the student. - Evidence may include; - Feedback from parents/home supports - Participation in class discussions - teacher notes - screenshots - certificates - student artefacts (if appropriate)
1, 2, 3	Care Group Program Students will participate in a range of sessions within the Care Group Program. These sessions will include both live and recorded sessions on topics of interest, assemblies, KS:CPC and wellbeing. Students will respond to what the presentations (video, audio, text) to share understandings and to further communications within their care groups.	✓	✓	✓	- Evidence will vary depending on the differentiated learning and assessment adjustments put in place to support the learning needs and preferences of the student. - Evidence may include; - Feedback from parents/home supports - Participation in class discussions - teacher notes - screenshots - student artefacts (if appropriate) - student certificates

Identification of Personal Learning Goals

When the student undertakes the same subject at Stage 1 and Stage 2, the goals should be a further development of those undertaken at Stage 1.

If the student has not undertaken the subject at Stage 1, the goals should show development of those undertaken in at least one other subject at Stage 1.

Student(s)	Number and description of personal learning goals	
All Senior TLC students in 2025	1	Student will view a range of video and online materials. Student will use the material to gain information.
	2	Communication – Student will develop and practice their ability to ask and answer questions in a format that is most appropriate to them (eg voice, text chat, email, react buttons)

	3	Student will engage in activities regarding first aid/careers/current affairs and demonstrate an understanding of these concepts.
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Three to five assessments for a 10-credit subject.

Six to ten assessments for a 20-credit subject.

Capabilities:

- *literacy*
- *numeracy*
- *information and communication technology (ICT) capability*
- *critical and creative thinking*
- *personal and social capability*
- *ethical understanding*
- *intercultural understanding*

Please refer to the Stage 1 and Stage 2 Modified Subjects subject outline.

Modified Subjects: Student description sheet

Please complete one sheet per subject and submit with student evidence for review

School

[REDACTED]

Number

[REDACTED]

☐

Mark the subject undertaken: (x or ✓)

[REDACTED]

☒

Stage 1 English: Modified

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Stage 1 Mathematics: Modified

Schools select a sample that includes the work of up to 2 students for each subject request for review.

The sample comprises of student work identified by teachers as demonstrating evidence of learning in both the completed and not completed assessment decisions. One sample of the 'completed' assessment decision and one sample of the 'not completed' assessment decision should be made available for review.

If the school has two or more students, but a 'not completed' assessment is not available, the sample should include two 'completed' sets of evidence.

In the table below, describe the context of up to 2 students (e.g. student background, accommodations required and learning needs) and identify personal goals that align with evidence of learning you are providing.

Student 1

Description

[REDACTED] has complex medical and cognitive needs. Diagnosis include Anxiety, Depression, ADHD, Autistic traits. His disability results in significant memory difficulties, especially short term and therefore images and prompts by people familiar with him are important. Requires substantial and extensive supports for his learning. Due to educational, personal/social, regulation and health needs [REDACTED] Anthony participates in the Target Learning Program (1 teacher to max 6 students). [REDACTED] accesses other services [REDACTED] including social work and case management. [REDACTED] prefers to communicate verbally although he does also use the text chat function. [REDACTED] requires significant supports to complete written tasks. He prefers hands-on and verbal learning activities. He will often show his projects and objects of interest on camera. Much of the evidence of learning has been recorded via teacher notes. Teachers may scribe so that information is recorded quickly and later reviewed by the student. These notes are informed by teacher interactions with [REDACTED] and also discussion with his parents and key supports.



Personal learning goal(s)

- PLG 1 Student will view a range of video and online materials. Student will use the material to gain information.
- PLG 2 Communication – Student will develop and practice their ability to ask and answer questions in a format that is most appropriate to them (eg voice, text chat, email, react buttons)
- PLG 3 Student will engage in activities regarding safety/careers and /or current affairs and demonstrate an understanding of these concepts.