

Learning and Assessment Plan

Stage 1 Mathematics: 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	M	P	M	10				A		

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

Key Area 1: Numeration

Key Area 2: Operations

Key Area 4: Money

Addendum – changes made to the learning and assessment plan

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.

Signature of principal or delegate _____ Date _____

Assessment overview

Modified: Maths

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

Personal learning goals (<i>identify PLGs with numbers</i>)	Name and details of assessment	Capabilities (<i>Identify two or three capabilities</i>)		Evidence of learning (e.g. evidence the student uses to demonstrate their personal learning goals and relevant capabilities)
		Numeracy	Critical and Creative Thinking	
2, 3	Winter Olympics Students will follow the progress of the Winter Olympic Games and choose a country to support. They will actively track the nation's medal tally, recording results and analysing trends. Students will create graphs to visually represent medal data, integrating numeracy and data presentation skills. To deepen mathematical understanding, students will participate in Olympic-themed activities that highlight measurement concepts such as distance (e.g., ski jumps), time (e.g., speed skating races), and scoring systems. Through these activities, students will practise measuring physical performance, comparing outcomes, and reflecting on the importance of precision in sport.	x	x	Booklet collating tallies and graphs, as well as other maths activities related to the Winter Olympics.
2	BEDMAS Focuses on developing students' understanding of the order of operations (BEDMAS) to accurately solve mathematical expressions. Students will learn to apply brackets, exponents, division, multiplication, addition, and subtraction in the correct order through explicit teaching and guided practice. Understanding will be assessed through written tasks and problem-solving activities that require students to justify their working and demonstrate accurate application of BEDMAS.	x	x	Worksheets and summative test. Teacher/SSO observations and notes.
1, 3	Money and Budgets Focuses on developing students' understanding of money and budgeting through real-world contexts. Students will build skills in recognising and calculating with money, including adding and subtracting amounts, giving change, and making cost comparisons. They will apply these skills to create and manage a simple budget, demonstrating informed financial	x	x	Project collection of planning an RV holiday. Teacher/SSO observations and notes.

Personal learning goals <i>(identify PLGs with numbers)</i>	Name and details of assessment	Capabilities <i>(Identify two or three capabilities)</i>		Evidence of learning (e.g. evidence the student uses to demonstrate their personal learning goals and relevant capabilities)
		Numeracy	Critical and Creative Thinking	
	decision-making through practical problem-solving and assessment tasks.			

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	
■■■■	1	Expand understanding of budgeting
■■■■	2	Expand understanding of numbers and general numeracy
■■■■	3	Expand understanding of measurement

Three to five assessments for a 10-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.

Assessment task 1

Winter Olympics Task

Subject: Maths

Due Date: 25/02/2026

Purpose: To allow students to practice their measurement and graphing skills in a practical way.

Task: Students will participate in class events, measure success, and complete a booklet of maths activities.

Description: Students will represent a country competing in the Human Winter Olympic Games by participating in the class Potato Winter Olympic Games. Students will engage in practical events where they measure time and distance. They will also keep track of how their country is going at the Human Winter Olympics and show this learning through a column graph and tallies.

Assessment: Students will be assessed on their participation, accurate measurements, and completed booklet. This will be assessed on a Complete / Not Complete basis.

BEDMAS Test Task

Subject: Maths

Due Date: 21/05/2026

Purpose: To grow students' understanding and application of the order of operations (Bracket, Exponents, Division, Multiplication, Addition, Subtraction — BEDMAS) when solving mathematical expressions and equations. This skill is essential for accurate calculation and problem-solving in mathematics.

Task: Students will complete a written test involving a variety of mathematical expressions requiring the correct application of BEDMAS. sections.

Description: The test will include all operations and will include a calculator and non-calculator

- Questions will require students to:
 - Solve equations involving division, multiplication, addition, and subtraction.
 - Show their working out.
- The test is designed to be completed within a 60-minute period.

Assessment: Students will be assessed on their completion of the test and accurate responses. This will be assessed on a Complete / Not Complete basis.

Assessment Task 3

RV Trip Task

Year Level & Subject: Maths

Due Date: 9/4/2026

Purpose: The purpose of this task is to develop your skills in budgeting, planning, and problem-solving using real-life maths. You will apply your understanding of money, distance, and decision-making to plan a road trip and keep track of expenses.

Task: You are going on an RV road trip around a country of your choice. Your job is to plan your journey and calculate how much money you will need for the entire trip.

Description: You will complete the provided booklet when planning this trip. As students can choose a different country to visit, costs will differ.

Assessment: You will be assessed on your engagement and completion of the booklet. This will be assessed on a Complete / Not Complete basis.

Modified Subjects: Student description sheet

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

School

Number

Mark the subject undertaken: (x or √)

☐ Stage 1 Exploring Identities and Futures: Modified

☐ Stage 1 English: Modified

☒ Stage 1 Mathematics: Modified

☐ Stage 2 Research Project: 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	
is identified as having a language disability and experiences high anxiety, requiring substantial support in communication and regulation. With extensive scaffolding and visual aids, she can confidently complete learning activities independently and in a group.	
Personal learning goal(s)	
1. Expand understanding of budgeting 2. Expand understanding of numbers and general numeracy 3. Expand understanding of measurement	
Assessment decision	
(please select x or √)	
Completed ☒	Not completed ☐