

Stage 2 Activating Identities and Futures: Modified

- 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)	
■	■	■	2026		Stage	Subject code			No. of credits (10 or 20)	
					2	A	F	M	10	

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.

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 **04/06/2025**

Assessment overview

Stage 2 Activating 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, in the Natural Evidence of Learning Assessment Record template.

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

Exploring Agency and/or Futures and/or Connections

AIF1 Student further explores agency and/or futures and/or connections with others

Planning and Implementing Action

AIF2 Student further engages with learning activities for a purpose

Communicating evidence of learning

AIF3 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: Portfolio

Assessment details	Assessment design criteria			Evidence of learning (e.g. evidence the student uses to demonstrate their personal learning progress for a purpose)
	EAC (AIF1)	PIA (AIF2)	CEL (AIF3)	
Key area focus: AIF 1: Identifying and exploring personal interests Learning Activities: Completing Likes and dislikes table Identify current skills and interests – this may be in form of PATH (Planning Alternative Tommorrow's with Hope) transition meeting with students and families	X			Worksheets Book work Photos Notes from conversations
Key area focus AIF2: Student further engages with learning activities for a purpose Students will work on developing key skills identified by themselves and key people Photo and annotations of skill development		X		

Part B: Showcasing Learning

Assessment details	Assessment design criteria			Evidence of learning (e.g. evidence the student uses to demonstrate their personal learning progress for a purpose)
	EAC (AIF1)	PIA (AIF2)	CEL (AIF3)	
Key area focus: KA3 Student communicates evidence of learning in an authentic and personally relevant manner. Learning Activities: Recounting and/or demonstrating learning to an audience Demonstration of skill to others (class/ teacher/ family) to be determined in consultation with student			X	Photos /video Conversation Annotations Work samples