PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Personal Learning Plan**

Pre-approved 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.

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| School |  | Teacher(s) |  |

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| SACE  School Code | | |  | Year |  | Enrolment Code | | | | |  | Program Variant Code (A–W) |
| Stage | Subject Code | | | No. of Credits (10 or 20) |
|  |  |  |  | **1** | **P** | **L** | **P** | **10** |  |

**Addendum – changes made to the pre-approved learning and assessment plan**

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| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:   * what changes have been made to the plan * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group. |

**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.

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| Signature of principal or delegate |  | Date |  |

Stage 1 Personal Learning Plan

Assessment Overview

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

| **Assessment Type and Weighting** | **Details of assessment** | **Assessment Design Criteria** | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| **UC** | **DP** | **RL** |
| **Assessment Type 1: Folio**  **Weighting 75%** | **Folio – Task 1 – Evaluation of current skills and abilities:**  Using a range of resources (e.g. 7 capabilities, advice and feedback, NAPLAN results, electronic skills tests) student identify skills, abilities, and opportunities for improvement related to the Personal and Social, Critical and Creative Thinking, and aspects of other capabilities related to work.  Students identify personal and learning goals related to these skills, abilities and capabilities. They identify and report on a range of strategies in areas which they would like to further develop. | 1 | 1 |  | Report to be presented in written or multimodal format.  Approximate length of 500 words or 3 minutes if multimodal. |
| **Folio – Task 2 – Identifying goals and developing strategies to achieve them:**  Using their evaluation of current skills and abilities as well as, information from career development, students identify at least one personal goal, one learning goal and two career goals. They then develop an action plan with a range of effective strategies to achieve those goals. This should include both short and long term goals. They identify, explore and explain how selected capabilities relate to personal and learning goals.  Students interact effectively with others to identify and clarify goals, and to gain feedback to assist in refining of strategies. |  | 1, 2, 3 |  | A series of action plans to identify goals, strategies and development.  Supporting evidence of interaction with others to gain feedback. |
| **Folio – Task 3 – Understanding and developing the capabilities relevant to learning goals:**  Students explore and develop an understanding of two, or more, of the following capabilities: Personal and Social; or Critical and Creative Thinking; or, one of the five other capabilities related to the development of work skills. Once capability is related to personal goals and one to learning goals.  Students explain their understanding of the selected capabilities. They use insightful and detailed examples to show how they relate to developing and achieving their  personal or learning goals, and how they plan to further develop the two capabilities  over the program.  The evidence could be based on experience, learning activities and community involvement. It could include photos, film and relevant images, written exploration and explanation, as well as annotations. The class member asks clarifying questions to support the student to refine their understanding. | 1 | 2, 3 |  | Folder or multimodal collection of evidence with supporting explanation.  The explanation to class member is recorded digitally and/or evidence made available in written notes.  Length 3 minutes. |
| **Assessment Type 2: Review**  **Weighting 25%** | **Review – Task 4 – Peer presentation:**  Students nominate a group of fellow students, parents, and staff to attend a presentation.  Students clearly review their personal and learning goals and reflect on the effectiveness of the strategies they have put in place during the program to achieve them.  They review the development of the selected capabilities with insights on how this helped to achieve their goals and how others have influenced their decision.  In the presentation students provide evidence to support each of the areas discussed. |  |  | 1, 2 | Presentation including folio of evidence and supporting writing of no more than 600 words.  Maximum of 5 minutes discussion. |

***Four or five assessments.*** *Please refer to the Stage 1 Personal Learning Plan subject outline.*