|  |  |
| --- | --- |
|  | **Urrbrae Agricultural High School****STAGE 1 Personal Learning Plan (PLP)** |
| Year Level: | 10 |
| Task Type: | AT1: Folio |
| Task: | Task 4: Career Pathway Planning |
| Format: | Written |
| Weighting: | 20% |

**Purpose**

This task provides you with an opportunity to:

* Review your personal and learning goals and reflect on the effectiveness of the strategies you developed to achieve these goals.
* Identify personal and learning goals and explore aspects of these goals. Develop effective strategies to achieve them.
* Interact with others, in developing and refining strategies.

**Description of Task**

**Career Pathway Planning**

**Part A: Subject Pathways -** Choose 3 Careers that interest you from your My Career Match Survey and/or from myfutures.com or The Good Universities Guide **(If your “Dream Job” is not in these lists, you may choose it and two others)**and complete the Subject Pathways Table. You do not have to put in every subject you have studied in Year 10, only those relevant to the job. Your compulsory subjects have been filled in for you. · ·

**Part B: Pathways Reflection -** Write a short reflection looking at your pathway sheet from year 10 to your chosen career. You will need to include the following:

-Recognise what you need to improve upon to reach this goal.

-Recognise how you could improve upon this.

-Show clear understanding of how to reach this goal (eg TAFE, University, Work.) **100 – 200 Words**

**Part C: SACE Study Program Planner –** Complete the SACE Study Program Planner and discuss your choices with your parents/caregivers. Once you have had this discussion, and you are all happy with your choices, sign the form and have your parents sign it as well. (This is not your final subject selection – it just shows that you have discussed your choices with your parents/caregivers and they can discuss any issues with your teachers at the Round Table)

**Assessment/Submission conditions:**

* All parts to be completed and submitted on Daymap.
* SACE Study Program Planner must also be printed and signed by both the student and parent/caregiver and submitted in hard copy to the PLP Teacher.

**Due Date:**

* Teacher to determine Final Due Date (must be complete prior to Round Table)

**PART A: SUBJECT PATHWAYS**

Fill in this table to indicate that you are aware of how you will reach your future

career goal. Use the UAHS CURRICULUM GUIDE and SATAC GUIDE to assist you.

Handy Hint: Fill it in backwards from Job to Year 10.

|  |  |  |  |
| --- | --- | --- | --- |
|   | **Career Option #1** | **Career Option #2** | **Career Option #3** |
| **Year** **10** | EnglishMathsSciencePLPHumanities | EnglishMathsSciencePLPHumanities | EnglishMathsSciencePLPHumanities |
| **Year**  **11** | EnglishMathsResearch Project | EnglishMathsResearch Project | EnglishMathsResearch Project |
| **Year**  **12** |   |   |   |
| **After****School/****Uni/****TAFE/Appreniceship** |   |   |   |
| **Job****Career** |       |   |   |

**Personal Learning Plan**

**Stage 1 Performance Standards**

**Assessment Task 4 – Career Pathway Planning**

Assessment Type 1: Folio Assessment Type 2: Review

|  | **Understanding the Capabilities** | **Developing Personal and Learning Goals** | **Reviewing the Learning** |
| --- | --- | --- | --- |
| **A** | Clearly explains understanding of the selected capability or capabilities, with insightful and detailed examples. | Clearly identifies personal and learning goals and purposefully explores them in detail. Develops a range of effective strategies to achieve them.Interacts purposefully with others, in developing and refining strategies.Effectively develops the selected capability or capabilities relevant to achieving his or her goals, in well-planned, insightful, and/or creative ways. | Clearly reviews personal and learning goals with insightful reflection on the effectiveness of strategies to achieve them.Reviews the development of the selected capability or capabilities, with insights into how this helps to achieve his or her goals. |
| **B** | Explains understanding of the selected capability or capabilities, with some detailed examples. | Identifies personal and learning goals and explores them in some detail. Develops some effective strategies to achieve them.Generally, interacts effectively with others, in developing and refining strategies.Develops the selected capability or capabilities relevant to achieving his or her goals, in a way that is mostly effective, and generally organised or creative. | Reviews personal and learning goals, with some insights into the effectiveness of strategies to achieve them. Reviews the development of the selected capability or capabilities, with some ideas about how this helps to achieve his or her goals. |
| **C** | Gives some explanation of what the selected capability or capabilities are, with brief examples. | Identifies personal and learning goals and explores some aspects of these goals. Develops at least one effective strategy to achieve them.Interacts with others, in developing and making some refinement to strategies.Develops the selected capability or capabilities relevant to achieving his or her goals, in a way that has some effectiveness, and some organisation or creativity. | Reviews personal and learning goals, with some reflection on the effectiveness of the strategy or strategies to achieve them.Reviews the development of the selected capability or capabilities, with an idea about how this helps to achieve his or her goals. |
| **D** | Gives some basic description of the selected capability or capabilities, with limited examples. | Identifies one or more personal or learning goals and locates some information that may be relevant to the goal(s). Describes aspects of a possible strategy that may help to achieve the goal(s).Interacts with others with limited effectiveness, to talk about possible strategies.Develops an aspect of the selected capability or capabilities, with partial effectiveness. The relevance to the goal(s) may not be clear. | Describes one or more personal or learning goals with some recount of learning in the subject.Describes own participation in an activity to develop the selected capability or capabilities, with a vague link to goals. |
| **E** | Attempts to describe at least one capability and give an example. | Identifies a personal or learning goal without any realistic strategies to achieve it. Attempts to locate information that may be relevant to the goal.Gives limited responses to questions from others about possible strategies. Attempts to develop an aspect of the selected capability or capabilities, with limited effectiveness or relevance to the goal. | Gives limited responses to questions about learning in the subject.Gives limited responses to questions about own participation in an activity to develop the selected capability or capabilities. Makes a superficial statement about a selected capability in attempting to identify a link to a goal. |

**SACE STUDY PROGRAM PLANNER NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Record the subjects you plan to study (or have already) at each year level to successfully take you to your anticipated post-school pathways. To achieve SACE compulsory subjects must be completed to a passing standard.

|  |  |  |  |
| --- | --- | --- | --- |
| **YEAR 10** | **YEAR 11** | **YEAR 12** | **After Year 12** |
| PLP is a **compulsory** Stage 1 subject which is studied at Year 10 | The Research Project is a **compulsory** Stage 2 semester subject, which you will complete at Year 11. | List possible pathways you may wish to follow here. |
| **Compulsory:** as listed**Choose:** six other semester subjects | **SACE****credits** | **Compulsory: English** (2 semesters) **Maths** (at least 1 semester unless SACE Maths completed in Yr 10) **Choose:** more units (Subjects/VET options) to make up to **at least 12** | **SACE****credits** | **Compulsory to complete SACE:** The Research Project, plus 60 Stage 2 credits **Compulsory to get an ATAR:** 90 credits, 60 of which come from 20 credit subjects. Research Project must be completed and can be counted in the 90 credits.  | **SACE** **credits** | Career(s):University:(proposed course)TAFE:(proposed course) Work:Other: |
| 1 **PLP \*** | **10** | 1 **English \*** | **10** | 1  |  |
| 2 English |  | 2 **English \*** | **10** | 2  |  |
| 3 English |  | 3 **Maths \*** | **10** | 3  |  |
| 4 Maths  |  | 4 **Research Project\***  | **10** | 4  |  |
| 5 Maths  |  | 5  |  | *Reserves:* |  |
| 6 Agriculture |  | 6  |  | 1. |  |
| 7 Science |  | 7  |  | 2. |  |
| 8 Humanities |  | 8  |  | *VET OPTIONS:* |  |
| 9 |  | 9  |  | 1. |  |
| 10 |  | 10  |  | 2. |  |
| 11 |  | 11 |  |  |  |
| 12 |  | 12  |  |  |  |
| 13 |  | *Reserves:**13* |  |  |  |
| 14 |  | 14 |  |  |  |
|  |  | 15 |  |  |  |
|  |  | *VET OPTIONS:* |  |  |  |
|  |  | 1. |  |  |  |
| **Total SACE credits** |  | 2. |  |  |  |
| **NOTE:  200 credits are the minimum required to complete the SACE.**The total must include the \***compulsory** subjects. Students cannot achieve their SACE unless they achieve at least a C (passing grade) in the compulsory Stage 1 subjects. Students must also achieve a C- or better in Research Project and at least 3 Stage 2 Subjects. |

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_