



Year 10 Assembly

4th February 2020

Our staff
Our opportunities
Our leaders
Our Wellbeing team
Our space
Our Hub



GIHS Wellbeing Team

Who are We?

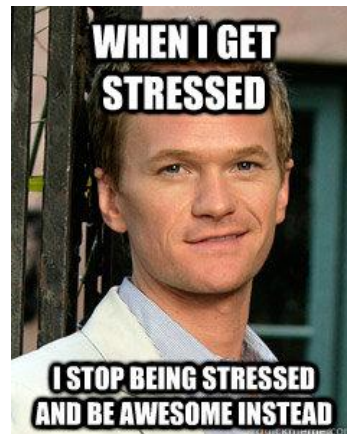
Assistant Principal: Caterina Davis

Student Wellbeing Leaders: Andrei Leucuta & Anna DeMinico

Psychologists: Stephanie Bond & Rene Martin-Harris

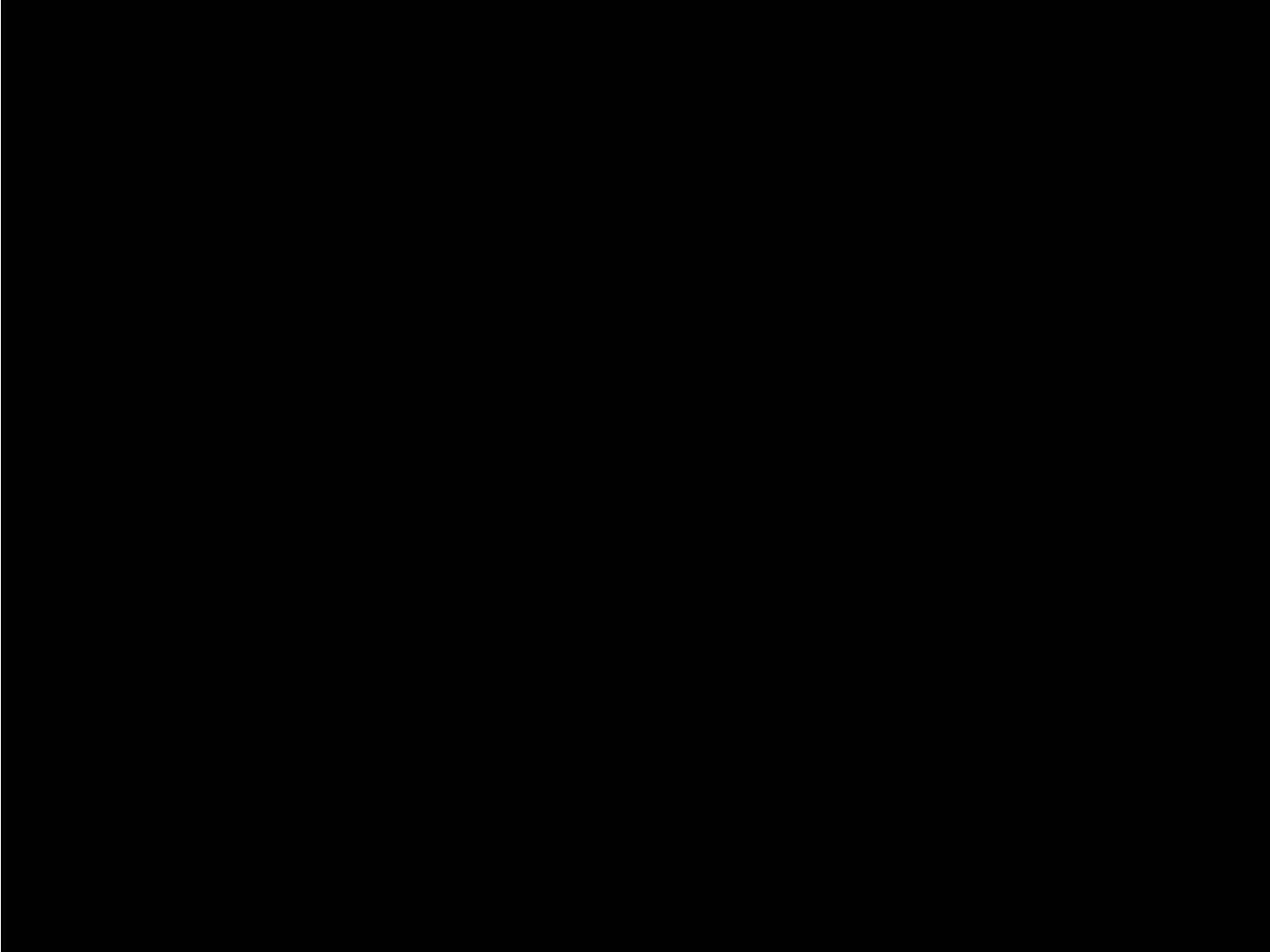
To refer yourself or a student to the Wellbeing Team, please take one of the following actions:

1. Speak to your **Mentor Teacher or Sub School Leader** or
2. Come to **Student Services** and ask to see a Student Wellbeing Leader or
3. **Email the Wellbeing Team** at wellbeing.team@gihs.sa.edu.au



A scenic photograph of a coastal path at sunset. The sun is low on the horizon, creating a bright orange and yellow glow across the sky and reflecting on the water. The path is sandy and leads towards the sea, flanked by low-lying vegetation. The text 'PLP 2020' is overlaid in large, white, sans-serif font across the center of the image.

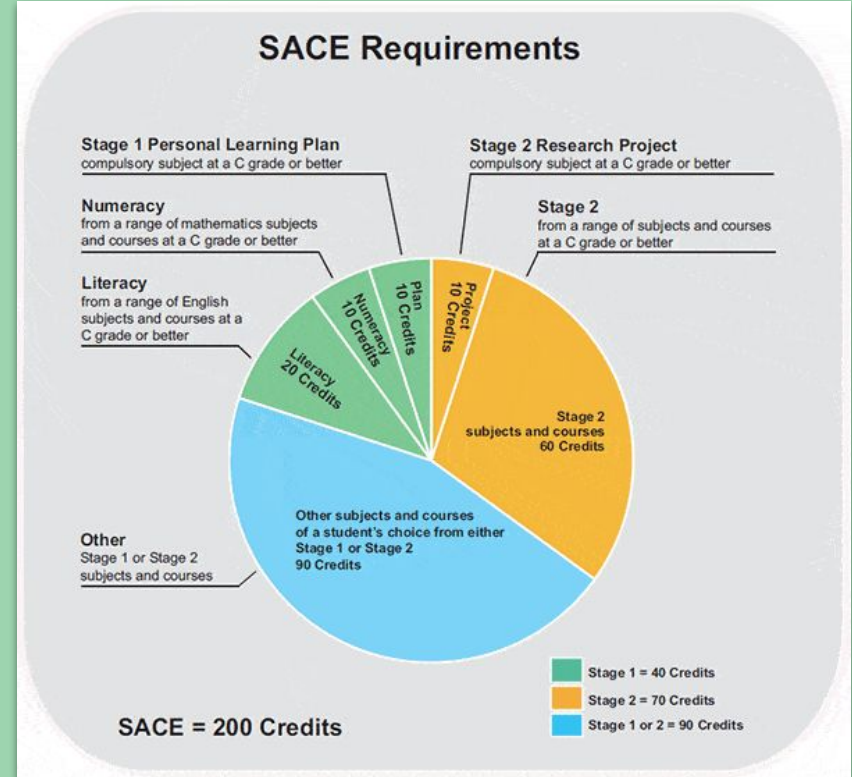
PLP 2020



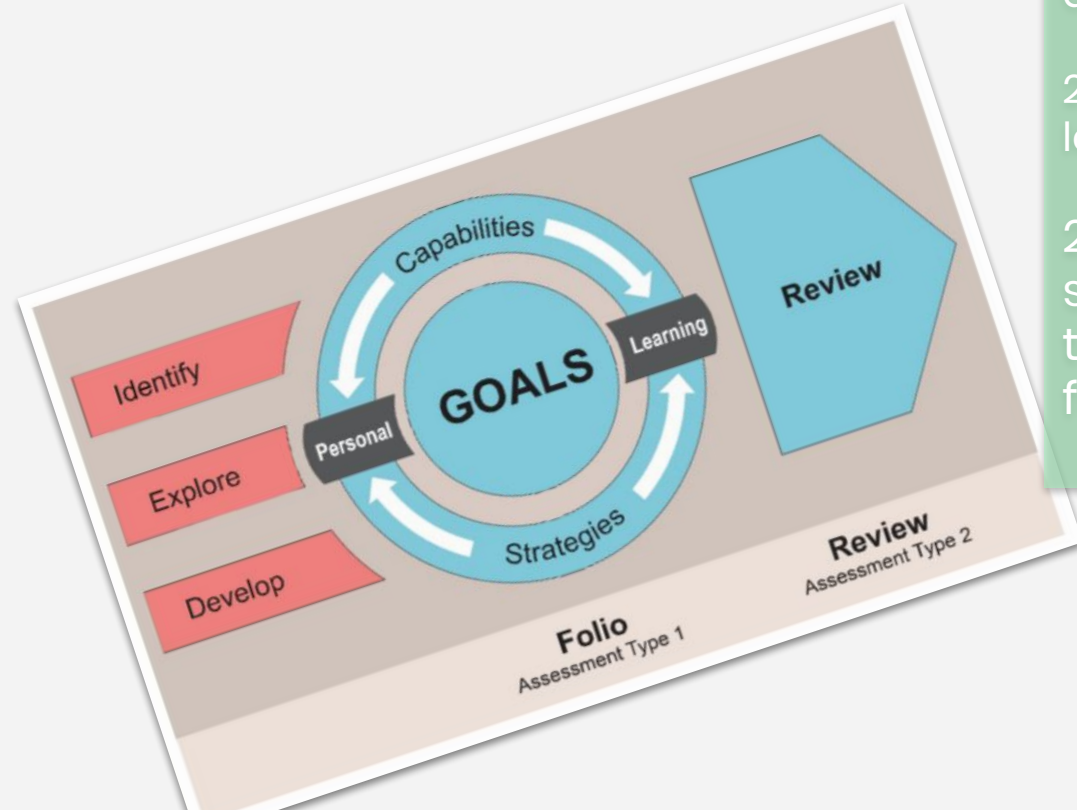
PLP in SACE

Required 10 credit subject to complete SACE with minimum C grade achievement

Introduces the SACE Capabilities to be developed over Stage 1 and 2



PLP at GIHS



2018 – Goals based on academic desires

2019 – Goals based on community and learning a new skill

2020 – Aspirations developing skills to make change, learn to take safe risks and research future planning

Change Maker

- S2S Smith Family Reading Program
- Volunteering Opportunities (SA Organisations)
- In school tutoring
- Active Club roles
- Student Leadership
- Community Event organisation





Risk Taker

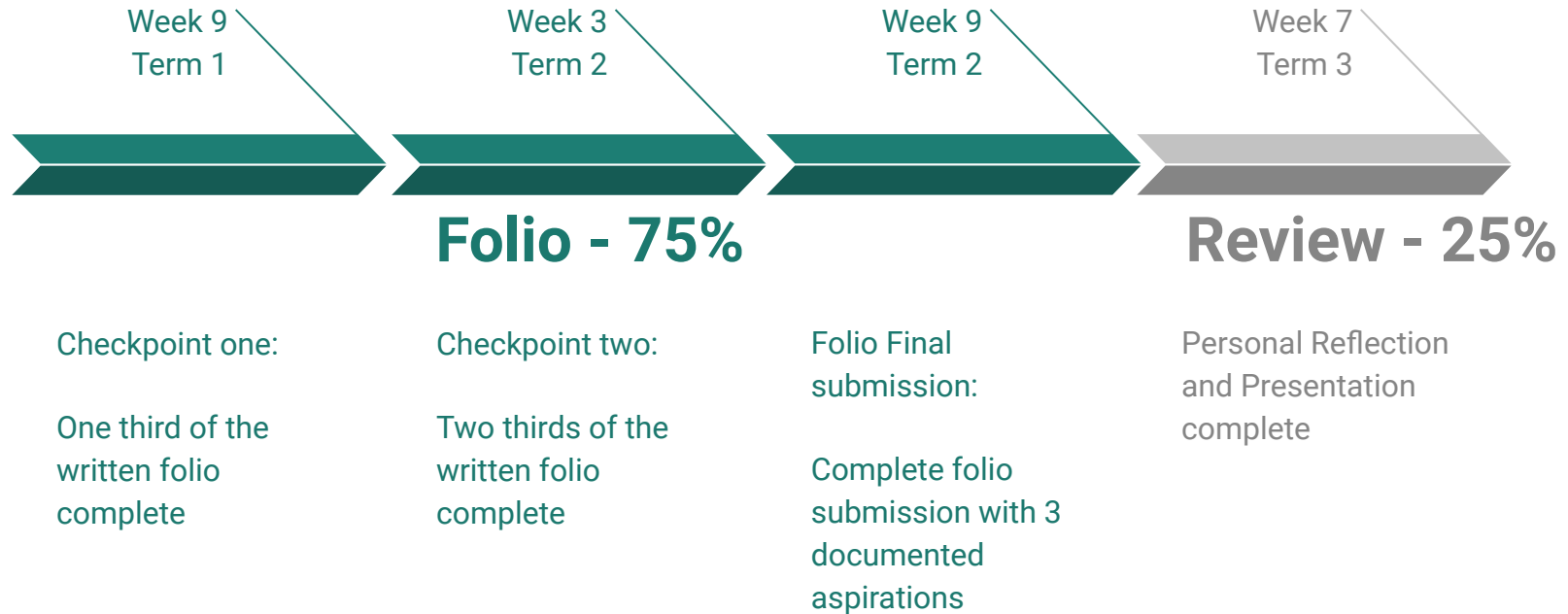
- Communication Skills
 - Conversations with adults
 - Conducting primary conversations
- Physical Skills
 - Learning to swim
 - Cooking for a community group
 - Sewing project for community group
 - Participation in team sports
 - Committing to a mindfulness routine
- Entrepreneurial Skills
 - Creating an event
 - Designing a small business concept/innovation

Future Self

- Career focussed research
- Pathway focussed research
- Completion focussed research
- Plan and take part in Work Experience
- Short term, mid term and long term aspirations/planning



Timeline



Presentation



Google Sites

- Plan
- Progress (log, diary, journal)
- Primary Interaction
- Personal Evaluation
- Presentation



PERSONAL LEARNING PLAN

The Personal Learning Plan is a compulsory SACE requirement for Years 11 and 12, requiring students to choose the subjects they will study in Years 11 and 12.

You must achieve a C grade or better to successfully complete your PLP.



Identify your Aspiration to make change

PLAN

How will you make change? **DPL1**
What timeline goals do you have to meet your aspiration? **DPL1**
What Capability/s do you plan to improve through reaching this aspiration?

PROGRESS

Keep a journal/log of your progress in achieving your aspiration.
Use photos, videos, voice memos, written progress as evidence to show your progress.
Identify roadblocks and challenges preventing you from moving forward.
How are you progressing in improving your chosen Capability/s?

PRIMARY INTERACTION

Complete an interview or alternative primary interaction to research your aspiration.
Use this space to document your primary interaction and reflect on the experience.



CHANGE MAKER

Make a change

I aspire to make a change by progressing in the volunteer work I do in a local nursing home, increasing my responsibilities by organising a monthly activity for four months for the residents based on what they like to do.



PLAN

I will make change by organising events which the residents at _____ Nursing Home enjoy. I have been volunteering once a month while visiting family and have built great relationships with some of the residents. They like having visitors and some of them have mentioned they would like to have some different activities to what is normally offered. A few ideas they have include karaoke, disco and modified carpet bowls. The change this will deliver will be for the residents of the home, giving them opportunities to interact socially and hopefully encourage family events to increase visits. From what I have witnessed, the residents love having young people visit as they enjoy learning about what life is like for a teenager living today.

The next opportunity I have to volunteer will be on the 22nd of February. During this visit I will talk to the residents in more detail about what they might like to do and discuss the opportunity with staff to begin the process. In the month following, I will organise the first activity, deliver and reflect on how it went before planning the second activity. As the follow is due on the 22nd of April I will have four visits and activities to organise.

January 22nd	Initial visit requesting to run activities and asking residents what they would like to do
March 21st	Activity 1
April 11th	Activity 2
May 9th	Activity 3
June 6th	Activity 4

In regards to the capabilities this aspiration will aid in developing, I will be able to make progress in my **Intercultural Understanding** by:

Assessment

PERFORMANCE STANDARDS FOR THE STAGE 1 PERSONAL LEARNING PLAN

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.

○ Folio – 75%

○ Review – 25%
Personal
Reflection and
Presentation



How will you PLP?

MAKE CHANGE. TAKE RISKS. PLAN AHEAD.

Opportunities throughout the year include...

- Unicef consultation 13th of February
- Workshops delivered by your mentors and external experts
 - *Researching and collecting*
 - *Future Planning*
 - *Risk Taking*
 - *Change Making*
- Working with student life clubs to make change and learn new skills



The student2student reading program

We need your help!!

The Smith Family



The Smith Family is a national children's charity that helps disadvantaged young Australians to get the most out of their education, so they can create better futures for themselves.

38,876
STUDENTS SPONSORED

An icon consisting of five stylized human figures in grey, holding hands in a circle. The figures are simplified, with circular heads and rectangular bodies.

151,497
RECEIVED SUPPORT

An icon showing three stylized children in grey. Two are in the front, and one is slightly behind them. They are all facing forward.

94
COMMUNITIES AROUND
AUSTRALIA

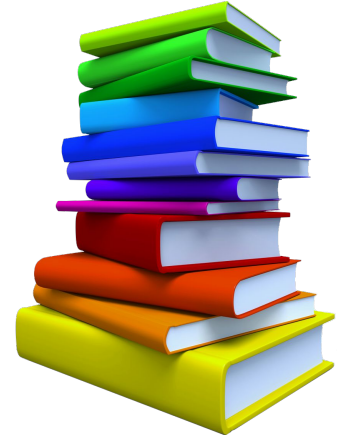
An icon of the map of Australia, composed of many small dots. The number '94' is prominently displayed in the center of the map.

What do The Smith Family do?



What is the student2student Reading Program

- A peer support reading program for students in years 3 to 8 who are behind in their reading
- Readers are matched with a Buddy (that will be YOU!!) who offers reading support and encouragement
- Buddies listen to their Reader 2 – 3 times per week for 20 minutes for 18 weeks



Different ways the s2s program works



Phase 1 (March – August)



Phase 2 (April – September)



Phase 2 and phase 3 (April – September)

To become a Buddy, you must...

- be in **Year 7-12**
- **be a confident reader**
- **enjoy** reading
- have **good communication** skills
- be **friendly** and **positive**
- appreciate the **benefits** of helping others, including someone from a **different background**
- be able to **commit** to the full **18 week program**



What are the benefits of being a Buddy?

Buddies from previous years have reported how much they have gained from the program. Some of the benefits they have said are:

- Growing in their own confidence.
- Self esteem grows
- Improved communication skills (especially when they had to talk to the parents)
- A sense of well being knowing they are helping another student try and achieve their best.
- Gaining credits for awards they are working towards (such as Duke of Edinburgh, community service awards, SACE)
- Being able to use it to put on CVs, university applications etc.
- Improved their own subject knowledge.

If you want to become a Buddy then follow these steps:



1. Register your interest with Mrs Mansfield
2. Start your WWCC & Fill in the application form and get your parents to sign it as soon as possible.
3. Return it to your School Facilitator. Mrs Mansfield



everyone's family

