



National Disability Coordination Officer Program
AN AUSTRALIAN GOVERNMENT INITIATIVE

PROJECT ACHIEVE: A Teaching Resource

**Personal Learning Plan (PLP) &
Research Project Resources
to support students with a range of
abilities**

Personal Learning Plan (PLP) & Research Project Resources for supporting students with a range of abilities

About This Resource

The resource was developed with teachers across all school sectors as a quick reference guide to better support students with disability to complete their Personal Learning Plan (PLP)¹ and Research Project². It includes resources that can enhance the PLP and Research Project learning experience in a way that maximises students with disabilities' own career planning and post school pathways. After much consultation with secondary school teachers, it is clear that students are more prepared for tertiary study and employment when they have a Personal Learning Plan and choose a Research Project topic related to their own transition planning.

The PLP and Research Project resource is complementary to other South Australian Certificate of Education (SACE) resources available for teachers, feedback from teachers indicates that this resource may be adapted to accommodate future changes in the curriculum across various school sectors.

This resource provides suggestions about using the links and materials included. Please note, some are repeated if they apply to both the PLP and the Research Project.

We would like to thank the following contributors (we acknowledge that some are no longer in the roles listed below):

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DISCLAIMER:

The Australian Government does not own or control content and has not authored or approved the accuracy of content. As such, users should not rely on the information in this publication as an official Australian Government source. All information was correct at time of publication 2018, 2021.

¹ The Personal Learning Plan (PLP) is a compulsory subject at Stage 1, normally undertaken at Year 10. The PLP helps students to plan for their future and assists them in choosing the subjects they will study in Years 11 and 12.

² In the Research Project, students have the opportunity to study an area of interest in depth. They use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

SACE Board Resources

SACE Board

<https://www.sace.sa.edu.au/>

Special Provisions Mini Site

<https://www.sace.sa.edu.au/web/special-provisions>

Research Advice

Information about academic writing skills, referencing, narrowing a research question, assessed discussions and group work.

<https://www.sace.sa.edu.au/studying/support/research-advice>

SACE Improvement Professional Learning and Resources Moodle

The Department for Education (DE), Leading SACE Improvement Project, supports schools to share their improvement strategies through this Moodle site.

<https://dlb.sa.edu.au/ctmoodle/course/view.php?id=76>

NOTES:

These resources focus on professional development for teachers about these learning areas

Keep it fresh for yourself – explore new ideas and resources for facilitating these subjects

Personal Learning Plan [PLP] Resources

Personal Learning Plan (PLP)

<https://www.sace.sa.edu.au/studying/subjects/personal-learning-plan>

EQUIPD – Ultimate Guide to PLP

Interactive handbook to assist all Year 10 students with their career-based or work-study courses specific to their state and produced annually at the beginning of the school year.

<http://www.equipd.com.au/about.html>

i-xplore - PLP

The newly revised edition of i-xplore is an informative and interactive step-by-step personal journal developed to assist all Year 11 -12 students with their Research Project [Small fee involved].

<http://www.i-xplore.com.au/>

NOTES:

These resources provide different perspectives of what works well and what doesn't

Remember you can adapt these resources to suit the needs of your learners

Personal Learning Plan Ideas

Remember that all students in a school should be given every opportunity to participate in the career development activities of the school, including work experience

Consider using established resources, even if there is a cost - the investment can be valuable

Sharing information regarding disability is an individual choice. However, it is vital that students can articulate how their disability may impact them and what strategies, support and assistive technology they will use to maximise their potential in tertiary study and employment. Don't forget the importance of including this planning as part of the PLP process if a student has a disability or learning limitations

Consider facilitating a PLP and/or Research Project Mini Expo to showcase to families/supporters and community members what is being achieved

If applicable, encourage students and their families to discuss study and employment goals with a NDIS Plan Manager / Local Area Coordinator (LAC)

The PLP can be used as part of the overall Transition Planning process. Seek assistance from others such as Disability Employment Services (DES), staff from the post school option they are considering and significant others in their lives

Utilise the NDCO Resources to prompt and guide students through the PLP and to link to the Individual Learning/ Education Plan

Research Project Resources

Research Project

Includes key documents with overviews of Research Project A and B, subject outlines and performance standards.

<https://www.sace.sa.edu.au/web/research-project/overview>

SACE Board Research Project Student Stories

Videos that aim to inspire Year 11 and Year 12 SACE students who are preparing to start their Research Projects. The videos feature students who have completed the subject and provide insight into how they formulated their question, research strategies and how they overcame project challenges.

<https://www.youtube.com/playlist?list=PLkxLA8luzYUZENTu5FZy6dyhc01z3q2-8>

Research Project Facts and Questions

Includes general facts and questions on the research project.

<https://www.sace.sa.edu.au/web/research-project/general-faqs>

<https://www.sace.sa.edu.au/web/research-project/faqs/teacher-faqs>

State Library of South Australia – SACE Research Tips for Students

A guide highlighting collections, resources and services available at the State Library of South Australia to assist students and teachers.

<https://www.slsa.sa.gov.au/research-tips-for-students>

Google Site – SACE Research Project

This is a great example of how one school developed a Google site to support the Research Project. It includes topics such as: an introduction to the Research Project, marking sheets, step-by-step guide about developing the research question, planning the research, matching the question to the research capability, establishing a folio, conducting the research and evaluation, and a checklist for assessment.

<https://sites.google.com/site/saceresearchproject/home>

The Thiele Library (Golden Grove High School)

The page contains resources, links and templates to assist with the Research Project.

<https://www.thielelibrary.website/research-project.html>

Students enrol in either Research Project A or Research Project B. For Research Project A, students can choose to present their external assessment in written, oral, or multimodal form. The external assessment for Research Project B must be written

Try combining a tour of the state library as well as a presentation about research skills and resources

These resources provide examples and strategies teachers can use to support students to achieve their research project

Research Project Ideas

Consider facilitating a PLP and/or Research Project mini expo to showcase to families, supporters and community members what is being achieved.

Consider using established resources, even if there is a cost - the investment can be valuable for teachers.

The Research Project can be used as part of the overall Transition Planning process. Seek assistance from others such as a Disability Employment Service, personnel from the post school option they are considering and significant others in their lives.

At the end of finishing school, students should have a portfolio that they can use to demonstrate their skills and capabilities. The portfolio should include information about work experience, a career map, academic reports, referees and references, achievements, qualifications and accreditations, employability skills profile, a learning profile, and a disclosure plan.

There are a number of options within the Research Project – Research Project A, Research Project B and Research Project: Modified. The main difference between Research Project A and B is the external assessment component. Research Project A has a Review, while Research Project B has an Evaluation. There should be careful consideration of the subject outline, performance standards and individual student needs when deciding on the option that a student enrolls in. Both Research Project A and Research Project B can be included within the ATAR.

RESEARCH TOPIC EXAMPLES

Planning my Transition from School to Work

Planning my Transition from School to Study

What are my study options after school?

What steps do I need to take to transition to my adult life?

If I want to work in “-----” “what do I need to prepare, and what pathways can I take?

If I am having a gap year, what do I need to consider?

I am going to Uni / TAFE /or doing a VET course next year so what do I need to prepare?

What are my post school options in South Australia?

Who can help me:

Plan and implement my post-school options?

What is involved in planning a career?

How to get my Ls and Ps?

Planning my Post-school options as a student with a disability.

Run my own NEP meeting and include my post school plan.

Understanding me.... What does my disability mean to me/others?

Post school recreation plan (what activities can I do when I leave school)?

How can I get a job in/at?

Research Project Templates & Exemplars

Templates and Exemplars are valuable to help you guide you through the process, guide actions and save time.

A word of caution – the Research project is still a very individual proposition. There are limitations in using them, simply ticking boxes and filling out pro-formas will not necessarily achieve the learning or the desired outcomes.

The Research project is a very individual proposition. The templates and exemplars are designed to prompt creativity and help inform practice.

All templates and exemplars are downloadable and can be adapted.

The templates and exemplars include:

- Consultation Map
- Evaluation Research Project
- Focusing & Defining the Issue
- Interview Record
- Lotus Diagram
- Mind Map
- Report Template
- Research Log
- Research Project Capabilities
- Research Project Checklist
- Research Project Plan
- Research Project Vocabulary
- Research Topics

Remember throughout this resource there are links to other templates and exemplars that maybe just as valuable.

The templates and exemplars developed by the National Disability Coordination Officers (NDCOs) SA can be found at:

<https://cds.org.au/research-development/national-disability-coordination-officer-program/>

PLP & Research Project Resources

Career Planning

PLP Learning and Assessment Plan and Research Project

This site provides a range of resources that can be used to support the Personal Learning Plans and profiles for secondary school students in South Australia.

<https://www.sace.sa.edu.au/web/personal-learning-plan/stage-1/support-materials/learning-and-assessment-plans>

My Future

An online career information service including links to resources to assist individuals plan career pathways based on their life stage, interests, and aptitude test outcomes. The site also has updated career bullseyes posters with interactive links to the full occupation profile pages.

<https://myfuture.edu.au/>

Victoria State Government, Education and Training – Strengthened Career Education for Students with Disabilities

This website highlights a range of customised resources and services available to support the career development of young people with disabilities.

<https://www.education.vic.gov.au/school/teachers/teachingresources/careers/Pages/disabilitypaths.aspx>

The Foundation for Young Australians

A range of career development resources for young people.

<https://www.fya.org.au/>

My Big Tomorrow

My Big Tomorrow is a resource designed to help young Australians realise bigger life choices, discover careers, pathways and experience a day in the life of someone doing a job. My Big Tomorrow is also a valuable tool for educators and parents.

<https://mybigtomorrow.com.au/>

Coaching Young People for Success

A Youth Coaching Program that includes training and the resources to deliver life, career, school performance and peer coaching.

<http://www.coachingyoungpeopleforsuccess.com/>

Pathways to Further Education and Employment

This website includes career education and employment pathways resources.

[Pathways to further education and employment](#)

These websites provide a range of templates, action plans, and presentation resources that guide career development

We need to ask ourselves – are we up to date with current career development information?

Career planning is an individualised process – select, adapt and download a selection of resources that suit a range of learners and learning styles

Language Literacy and Numeracy Resources

Australian Core Skills Framework

A framework tool to assist both specialist and non-specialist English language, literacy and numeracy practitioners describe an individual's performance in the five core skills of learning, reading, writing, oral communication and numeracy.

<https://www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework>

Core Skills for Work (incorporates Employability Skills)

The framework describes a set of non-technical skills, knowledge and understandings that underpin successful participation in work. These skills are often referred to as employability or generic skills.

[Core Skills for Work Developmental Framework - Department of Employment and Workplace Relations, Australian Government \(dewr.gov.au\)](#)

Australian Apprenticeship Pathways Quiz

A range of career information and resources under specific industry titles. Click on a title to access industry-based information, links and resources such as practice aptitude quizzes.

<https://www.aapathways.com.au/insiders-advisers/practice-aptitude-quizzes>

ASCF Assessment Tools

A suite of downloadable resources relating to the Australian Core Skills Framework (ACSF) to identify language, literacy and numeracy skills requirements in diverse work, training, personal and community contexts.

http://www.precisionconsultancy.com.au/acs_framework

Compass Tool

Compass is a computer-based assessment of core literacy and numeracy skills aligned to the Australian Core Skills Framework (ACSF), specifically designed for disengaged and educationally marginalised young people and adults. Please note there is an associated cost.

<https://www.acer.org/compass>

ACER

Provides a range of vocational and higher education testing for a cost as well as preparatory manuals. A couple of free test question examples are available online.

<http://www.acer.edu.au/assessment/candidates>

Aussie Educator

A range of resources including resources for grammar and vocabulary

<http://www.aussieeducator.org.au/resources/resources.html>

Open Colleges Online Language, Literacy and Numeracy Tool

The purpose of this tool is to check readiness for study at the Certificate III qualification level and assess eligibility to enter a course at this level. [Language Literacy and Numeracy \(inscope.edu.au\)](#)

Getting young people to explore their language, literacy and numeracy capabilities for work, makes great career planning sense. They can set personal goals to help achieve their vocational and employment pathways

Community Learning

As part of the SACE students can earn credits for community service or activities through recognised community-developed or self-directed community learning programs:

[Community learning - South Australian Certificate of Education \(sace.sa.edu.au\)](https://www.sace.sa.edu.au)

Money Smart Teaching ASIC

Money Smart Teaching is a comprehensive strategy to develop consumer and financial literacy capabilities in young Australians.

<https://www.moneysmart.gov.au/teaching>

Everyday Money Skills

Welcome to Everyday Money Skills – a new way for people with an intellectual disability to learn how to use money safely, budget and save.

This interactive website uses videos and activities to replicate real life scenarios. The package is free to use and the first of its kind to be developed by a South Australian council.

<https://www.playford.sa.gov.au/community/people/disability-and-accessibility/everyday-money-skills>

Julia Farr Youth Mentoring

Julia Farr Youth (JFY) Mentoring, an initiative of Julia Farr Youth, is a peer-to-peer support program for young people living with disability between the ages of 11 and 18 who are mentored by other young people between the ages of 18 and 30 years who also live with disability. JFY also facilitate a range of life skills information sessions.

<https://www.purpleorange.org.au/what-we-do/library-our-work/example-library-item>

Autism SA

Autism SA has trained support staff who offer 'peer-type support' mentoring to provide social skills and friendship in a safe and supportive manner.

<https://www.autismsa.org.au/mentoring>

Duke of Edinburgh International Award

This is a recognised program in which young people between the ages of 14-25 design a unique program of learning and challenges in a range of skill areas at three levels of achievement. It is a recognised learning program within SACE.

<https://dukeofed.com.au/>

Combine community learning with achievement of the SACE, PLP and Research Project – it helps the student stay connected and focused

Build a learning profile that ensures all options are explored for the individual

These sites highlight some of the alternative ways in which young people can build and enhance their skills profile

Guest Speaker Opportunities

The Legal Services Commission SA: Disability Justice Program

The Legal Services Commission delivers community legal education that is relevant and, in a style, appropriate to the needs of community workers and people living with a disability. Disability Justice is a legal education project that aims to deliver relevant and high-quality legal information and education in a way that is accessible and respectful of the communication needs and learning styles of different groups within our community.

https://lsc.sa.gov.au/cb_pages/request_for_information_session.php

Young Workers Legal Service

The Young Workers' Legal Service (YWLS) provides workers under the age of 30 with free, confidential advice about work-related matters. The YWLS is staffed by volunteer advisors in their final or penultimate year of law – under the guidance and supervision of trained Industrial Officers.

<http://www.ywls.org.au/index.html>

Business in Schools Program (formerly Speakers in Schools)

The Business in Schools program helps students identify their career goals by increasing awareness of the business world and connecting students with successful professionals who provide first-hand advice regarding the benefits of building a career.

<https://businessinschools.com.au/>

The Australian VET Alumni Program

The Australian VET Alumni Program is a national community of Vocational Education & Training (VET) graduates, registered training organisations (RTOs), VET practitioners and businesses dedicated to sharing their VET journey with Australians to encourage greater participation in VET.

You can invite one or more of the Australian VET Alumni to appear at your event or activity to share their personal and professional experiences in VET.

<https://www.myskills.gov.au/the-australian-vet-alumni-program/book-an-alumni-member-for-an-event/>

You can also contact Registered Training Organisations, TAFE SA, Universities, Disability Employment Services (DES) and local industry representatives, for information or guest speaker opportunities regarding career options and pathways for students

Accessibility and Support

EDU Apps

Eight useful software collections free to download and use to support learning – includes MyStudyBar.

<https://www.eduapps.org/>

Easy-to-use voice recognition (dictation) software

Apple Dictation for a free app for Apple devices

<https://support.apple.com/en-us/HT202584>

Windows 10 Speech Recognition for a free app for Windows users

<https://support.microsoft.com/en-us/windows/use-voice-recognition-in-windows-10-83ff75bd-63eb-0b6c-18d4-6fae94050571>

Google Docs voice typing for dictating in Google Docs

https://support.google.com/docs/answer/4492226?hl=en&utm_source=zapier.com&utm_medium=referral&utm_campaign=zapier

Go Digi

Go Digi is a free program that helps individuals and communities improve their digital skills and confidence online.

<https://www.godigi.org.au/>

Microsoft Accessibility

Windows 10 brings a robust set of built-in and third-party accessibility features to all people, whether you have a disability, a personal preference, or a unique work style.

<https://www.microsoft.com/en-us/accessibility/>

Simple Wiki

This is a plain English (words and grammar) version of Wiki which also has capacity to create eBooks of resources.

https://simple.wikipedia.org/w/index.php?title=Special:Book&bookcmd=book_creator&referer=Main+Page

We need to ensure that we communicate the learning in a way that is accessible to the learner

These technology resources enable students to develop strategies that support their own independent learning, so they can repurpose information in relevant ways

Information For Students and Families

Help and Support with the SACE

This website includes information about the help and support available to students during their SACE journey. Search through study tips and research advice, get details on special provisions, Modified Subjects, and tips for managing mental health.

<https://www.sace.sa.edu.au/studying/support>

Students and Families

General information for students and families on the Research Project including assessment types, student stories, parent perspectives, the folio, success in the Research Project and YouTube videos.

NOTES:

Parents and families are great career and transition supporters so ensure they are involved through the transition process

Have an information night with students and parents to explore the PLP and Research Project

YouTube videos about the Research Project are a great way to generate ideas and see how other people approached the project

Remind students and parents about the student's and family's section of the SACE website

NDCO Resources – South Australia

Below are a range of resources developed by the South Australian National Disability Coordination Officer Program. The resources were distributed to teachers across the SA secondary school sectors. Some of the resources can be downloaded for free at:

<https://www.adcet.edu.au/students-with-disability>.

Transition Planning

This resource is intended as a tool for use in all school sectors to provide a coordinated approach in planning for transition to post school options in partnership with Students with Disabilities.

Planning for Success

This resource is designed to help people identify their employment goals and the tertiary education courses that relate to those goals. The resource also includes prompts to plan accessibility requirements for tertiary education.

Sharing information About Your Disability

This booklet provides a range of information for students on sharing information in education, training and employment contexts regarding a disability. It provides a simple template to develop a personal disclosure plan and script; important for accessing adjustments and accommodations that support students to achieve their tertiary study and employment goals.

Career Planning

This booklet was adapted from the Career Link publication and is designed to guide career planning goals and action planning.

What's the Difference? School vs VET vs Uni

This resource is designed to outline the different elements, expectations and differences between school, vocational education and training; and university.

Connect the Dots (SA)

This publication outlines the services that support inclusion and successful transitions to work for people with a disability.

NDCO Resources – National

A range of transition to tertiary education and employment resources developed by the National Disability Coordination Officer Program are available at: <https://www.adcet.edu.au/ndco>

All SA NDCO resources are available at:

<https://cds.org.au/research-development/national-disability-coordination-officer-program/>

Teaching Tips & Tricks

- Start preparations early.
- This is an individual process. It is important to match the tasks and ideas to the individual's needs. Refer to NDCO Resources 'Transition Planning'
- Build a personal learning profile so students have evidence to take away from school that demonstrates their skills, knowledge and capabilities
- Utilise connections you have with your experienced colleagues
- Parents can be the best supporters. Take time to inform parents/carers about SACE compulsory requirements, reasonable accommodations, negotiated education plans, special provisions and modified subjects within the SACE. Refer to page 13
- Capitalise on other subjects and community learning/studies to connect the Personal Learning Plan and Research Project. Refer to page 11
- Optimise special provisions to ensure all possibilities for achieving the SACE have been explored. Refer to Page 3
- Speech to text options can reduce the cognitive and writing load for learners. Refer to page 13
- Make sure to check the accessibility options for Windows 10 and Microsoft Office to report sections of the Research Project, including research and reflections, video feedback and discussions. Refer to page 14
- Explicitly teach research skills, where to find information, how to interview and how to write a bibliography. Refer to page 3 and 4
- Break the skill development of the Personal Learning Plan and Research Project into more manageable tasks. Refer to the templates and exemplars for examples Refer to Page 8



Success Stories

VET in Schools

Franco, a Year 10 student, was keen to become a chef. Franco commenced his PLP exploring what opportunities might be available for him to pursue his dream job.

As part of his Negotiated Education Plan, Franco incorporated some extra assessments for Language, Literacy and Numeracy to determine what areas he would need to improve in.

Franco identified that he could start a VET in Schools pathway in Year 11 by doing a Certificate I in Kitchen Operations to give him the basic skills and knowledge to move forward. Franco also identified he could start a Certificate II in Kitchen Operations in Year 12 as part of his SACE, which would then provide a pathway to a Chef Apprenticeship.

Franco then used this information to negotiate work experience in Year 11 and 12, pursue Food and Hospitality as one of his SACE subjects, and to select his Research Topic about exploring the current trends in dining in South Australia.

After some discussions with others, Franco realised he would be able to seek assistance from a Disability Employment Services (DES) provider who can help him find a chef apprenticeship and help him get the support he needs at work and in study.



Preparing for Tertiary Education

Hayley is autistic and has an ambition to become a Graphic Designer for comics and graphic novels. During her PLP, Hayley was able to explore the training, education and employment pathways for this career.

Hayley discovered that there are courses from Certificate II all the way up to higher education, and that it is a highly competitive field of work. She is a talented artist and is well recognised by her peers for her drawing ability by hand and on the computer. Hayley also knows that admission to the courses she wants to do will be by interview and assessment of an art portfolio.

At Hayley's school, students present their PLP to their parents and one other significant person in their life such as a grandparent or friend as well as the teacher. When Hayley was doing the reflection part of her presentation, she expressed concerns and anxiety about leaving school and how she would manage the study workload. Her parents also raised some concerns about whether Hayley would be able to take instructions from other people and not just draw the characters she likes.

When Hayley commenced her Research Project, she decided to explore what is required to collate an art portfolio for entry to tertiary education. Hayley was encouraged to begin building her portfolio as she completed her SACE stage 1 and 2 arts-based subjects.

Applying for a traineeship

Callum has an Intellectual Disability and is in Senior Secondary School in a Disability Unit where he is completing his SACE, with learning outcomes modified to meet his needs. Callum's teacher is focusing on the development of strategies and skills that will enable Callum to successfully transition to a post school option.

Each term, Callum is supported to achieve basic work ready certificates such as First Aid, White Card, Drivers Learners Permit and Work Experience for years 10-12. Additionally, he is developing life skills of using his iPhone and iPad to regulate his day and provide access to speech to text apps that help enhance his literacy, language and numeracy skills.

Callum has been receiving regular Career Counselling at School and was recently supported to attend an Education and Training Expo. Callum's teacher has had Transition Planning meetings each term with all key supporters. Callum attends each of these meetings, and has been identifying his post school options, as well as choosing subjects he will do in the last year of school to support this.

Callum's teacher is helping him build a profile of skills, capabilities and strategies for effective participation.

There is a plan for Callum to meet with the local VET Provider to explore transition and foundation skills courses with the aim of preparing to apply for a traineeship.

Building LLN Skills

Lily is a Year 10 student with dyslexia. She receives additional support in the Learning Centre at her school. Even though, the school believes Lily can achieve her SACE, they have concerns about whether she will receive additional support post school.

In her PLP, Lily explored ideas of being a Nurse, a Teacher and a Childcare Worker. She understands that she would need to go on to further study and would need a solid ATAR to achieve this. Lily also had identified that Nursing requires mathematical calculations, and she was not wanting to do maths beyond the compulsory component.

When it came time for course counselling for her Year 11 subjects, Lily took her PLP to the Career Counsellor at school and they utilised this as a basis for mapping out a range of options for Lily to build her numeracy skills and choosing subjects that would potentially give her the best ATAR. The Career Counsellor and Lily negotiated with the Learning Centre to commence her Research Project after school in Year 11 and to carry over to Year 12. Lily would be looking at how she can improve her numeracy skills in preparation for her Nursing Pathway.

Lily commenced her Research Project as planned and did a little each week; this meant that she would be able to take the time to build her skills, engage in a range of numeracy building course/activities, document her progress and complete an LLN Assessment of her numeracy skills, to check if she was ready for her chosen pathway. As part of her research project, Lily also met with the University course advisers to establish the requirements and to understand what supports might be available to her.

PLP Review

Ben has a range of learning needs that he regularly requires support for. Ben has great people skills and is very confident socially. However, at school he is disorganised and struggles to stay on task for any length of time.

Ben is in Year 11 and wants to achieve his SACE but does not want to go to university. He is very interested in cars and has a vast and accurate knowledge of automobiles. In his PLP, Ben is exploring becoming a mechanic, as he is not interested in exploring other jobs. Ben also had a week of work experience at the end of term 1, at an auto mechanics garage.

At the beginning of term 2, his teacher conducted a PLP review with him, along with his parents and the school Career Counsellor. During the meeting they reviewed what Ben had discovered so far about becoming a mechanic, as well as the work experience report he had received.

Ben said that being a mechanic was not what he had expected. Ben's report indicated that he was great to work with but had difficulties managing many of the basic tasks and requirements of the job, even with guidance and support. This was a great opportunity for Ben to explore some other automotive-related career options. As a result of the review, Ben expanded his ideas in his PLP; and his teacher and the Career Counsellor were able to arrange another work experience opportunity at an Auto Parts Retailer.

Ben's Research Project will be about how he can get an Automotive Retail Traineeship.

After a great report from his second work experience, Ben is now considering an Automotive Retail Traineeship and plans to do a vocational preparation course in this area, as part of his SACE.

Transition Plans

Fiona uses a wheelchair for her mobility and is attending a large regional high school. She loves Information Technology and wants to be a Computer Programmer.

Fiona gets great grades at school and is planning on going to university. Fiona is really engaged in her PLP and has explored all possible courses and options for tertiary studies, including post graduate opportunities. She has also explored the types of jobs she can do after completing her qualifications.

The biggest challenge for Fiona will be moving to Adelaide without the support of her family and friends. For her research project Fiona has decided to develop a transition plan for relocating to Adelaide for her studies.



About the NDCO Program

The National Disability Coordination Officer (NDCO) Program is funded by the Australian Government to work strategically with stakeholders to so that people with disability have equitable opportunity to access, participate and achieve their goals in tertiary education and subsequent employment.

NDCOs are involved in a broad range of projects at a national, state and local level, and work strategically with stakeholders to address the systemic barriers experienced by people with disability engaging in tertiary education and subsequent employment. NDCOs do not provide direct support or case management to individuals.

Further information about the national NDCO program and resources for students with disability is available at: <https://www.adcet.edu.au/disability-practitioner/ndco>



Notes



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