



*RESPECT, INCLUSION
PRIDE, RESPONSIBILITY*

POLICY

Section –CURRICULUM Policy No – CUR0005

Purpose

We provide a Select Entry Accelerated Learning Program for students who have exceptional academic ability. As a member of The Academy of Accredited SEAL Schools (TAASS) we maintain the tradition and high standards of like-minded students developing academically, socially and emotionally. We provide opportunities for SEAL students to accelerate through secondary school and to undertake challenging learning experiences, which are tailored to deliver outstanding academic achievement.

Our curriculum is compacted so the mainstream Year 7 – 10 program is covered in a 3- year period via a comprehensive and specific SEAL Program. Enrichment is provided by broadening content, understanding, experience and skills to a level appropriate to the students' proximal zone of development. Extension leads to in depth study and the integration and application of knowledge at a higher level. SEALP students begin to undertake VCE units at Year 10 in order to maximise flexibility, depth and breadth in their VCE program. Exemplary students may have an opportunity to complete a first year university subject in Year 12.

Objective

This policy explains key elements of the Select Entry Accelerated Learning Program (SEALP) at Chaffey Secondary College. This policy has been created with reference to the more general Department of Education and Training (DET), Victorian Curriculum and Assessment Authority (VCAA) and The Academy of Accredited SEAL Schools' (TAASS) guidelines.

Scope

All students are encouraged to fulfil their academic potential through access to a stimulating and rigorous curriculum in an engaging learning environment. A mixture of accelerated and enriched subjects ensures that all subjects are studied in depth and, where possible, accelerated in pace. Accelerated learning takes into account the nature of students' academic abilities, and aims to eliminate the repetition of already mastered skills and content. Students in SEALP have the advantage of being placed in a class of similar academic and scholastic ability, allowing them to progress at a faster rate whilst still investigating topics in depth.

Policy

Guidelines

Students:

SEALP students are to adhere to the College Academic Expectations Policy. In addition, SEALP students are to:

- Maintain excellent levels of attendance and punctuality to all classes.
- Maintain work of a high standard.
- Be working at or above the expected achievement standards in all subjects
- Are encouraged to participate in extra-curricular opportunities across the College that enhance student learning outcomes
- Participate in maths and science competitions (this will incur additional costs).

Teachers:

In regards to SEALP, teachers are required to:

- Participate in professional development relating to teaching and supporting 'gifted and talented' students
- Ensure work is differentiated appropriately for SEALP students
- Provide opportunities for student-led projects
- Abide by the "statement of acceleration intent" for their subject area
- Advise the SEALP coordinator and the Year Level Coordinators if a student is not abiding by the SEALP expectations

Visible Learning Leaders:

In regards to SEALP, Visible Learning Leaders are required to:

- Ensure there is an up-to-date statement of acceleration intent, and that this is followed
- Ensure staff are regularly giving feedback to students and parents as per the Assessment and Reporting Policy
- Support staff to develop curriculum for the program

Year Level Coordinators:

In regards to SEALP, Year Level Coordinators are required to:

- Ensure that the SEALP coordinator is aware of any academic, attendance or behavioural concerns of any SEALP student.
- Make direct contact with parents (if required) if concerns have been raised by classroom teachers.
- Directly participate in any parent-teacher meetings (if required).

SEALP Coordinator:

In regards to SEALP, the SEALP coordinator is required to:

- Assist with the information sessions, selection and enrolment of the SEAL cohort by liaising with the transitions coordinator.
- Support teachers in their knowledge of understanding gifted young people.
- Assist with the facilitation of professional development for SEAL teachers both locally and beyond.
- Monitor cohort development and progress.
- Support the marketing of the SEAL Program in the school and the wider community
- Support the development of SEALP specific curriculum and statements of intent
- Liaise with the Pathways and Transitions Coordinator around SEALP acceleration
- Ensure students follow the SEALP expectations, and follow the appropriate process if required
- Track student progress as individual and a cohort
- Evaluate the effectiveness of the program at regular intervals.
- Assist in the course planning for SEAL students and keep abreast of relevant extension programs from external providers.
- Be encouraged to gain gifted education professional development and qualifications.
- Attend the quarterly TAASS meetings of coordinators.

Principal/Assistant Principal:

In regards to assessment, the Principal/Assistant Principal is required to:

- Ensure the SEALP Coordinator abides by the guidelines of this policy
- Provide the SEALP Coordinator with the resources and training required to support the development of SEALP
- Ensure correct processes are followed, particularly around out of round applications and the removal of students from the program
- Manage any appeals to SEALP decisions
- Providing accountability to staff who do not abide by the guidelines in this policy

Implementation

Grade 6 students will be selected into the program during the main entry round using the following process:

Term 2

- Information about the SEAL Program sent out to primary schools (with transition information)
- Parent information evening explaining SEALP
- Application completed and returned to the College
- PAT testing for all interested students conducted

Term 3

- Round 1 offers made to students
- Round 2 offers made to students (if required)
- SEALP classes confirmed for the following year

Term 4

- Parents and students sign the 'SEALP Student Expectations Form'
- SEALP students inducted into the program on Orientation Day

Specific Procedures

Learning within the SEAL Program is as demanding as it is rewarding. Therefore, SEAL students must be motivated to learn, be well organised and able to make a genuine commitment to the program. Students eligible for entry into the SEAL Program at all year levels are those who achieve high academic results, or who display multiple characteristics associated with giftedness, such as:

- being mature for their age, with a good attention span
- having good problem solving and reasoning abilities;
- having the ability to persevere;
- having an extensive vocabulary and an excellent memory
- being an avid reader; and
- having a wide range of interests and being highly creative
- Places within the SEAL Program are limited, especially in Years 8 and 9.

How is the Program Structured?

Year 7 and 8

Students undertake an accelerated learning program in Maths and English.

Students undertake an enhanced learning program in Science and Humanities.

Students undertake the mainstream Year 7 and 8 curriculum program in Arts, Languages, Technology and PE.

Year 9

Students undertake an accelerated learning program in Maths and English. Students undertake an enhanced learning program in Science and Humanities.

Students undertake the mainstream Year 9 Elective Program for Arts, Languages, Technology and PE subjects.

Year 10

Students may commence VCE units of study.

Students will undertake an enhanced learning program in English, Maths, Science and Humanities. Students will participate in the mainstream Year 10 Elective Program.

When a student reaches Year 10 and beyond there are options for the student to meet their individual learning needs. The extent of acceleration, and the subject areas accelerated are tailored to the performance and tertiary pathway of each student.

All SEALP students are expected to maintain a high standard of work and effort. Therefore, each student's placement in SEALP is privileged, and is not guaranteed from year to year. If at risk, the SEALP Coordinator will

discuss with all relevant parties and implement a range of support strategies in line with the school's Attendance and Progression policy.

Review Process

All SEALP students will be reviewed at the end of each semester by the SEALP Coordinator. The review will review each student in terms of:

- Attendance report showing percentage of unexplained absences
- Interim report
- Academic results (all subjects)
- Behaviour concern records

Students that fail to abide by the SEALP expectations, as outlined below, will be removed from the program. Offers of acceptance into the program are conditional on parents and students signing these expectations. If students are not fulfilling these expectations:

- The SEALP Coordinator will meet with the student and parent and make the issue clear
- The student will be given an additional three months to meet the expectations
- Students still failing to meet the expectations will meet with Year Level Coordinators and the SEALP coordinator to create a transition plan out of SEALP

Appeals may be made by parents directly to the selection panel.

Evaluation

This Policy will be reviewed in line with DET Guidelines and VRQA school registration requirements.

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Review Cycle	
References	