

SUBJECT ACCELERATION POLICY



Dr Kim Jaggar

Seven Steps to Successful Subject Acceleration

- n Identification
- n Selection
- n Individual Learning Plans
- n Intervention Design
- n Management/Monitoring
- n Evaluation
- n Analysis of results



Languages Other Than English

Identification

- n Students are informed of the criteria for subject acceleration: term 3 (year 8) & term 1 (Year 9).
- n During semester 1 in Year 9 students with a high level of interest in Languages are identified. A **High Distinction** assessment in a Year 9 language is required.
- n A stage 4 history of high achievement in Languages is required.
- n Year 9 academic performance at least at **credit level** standard in all other subject areas.



Languages Other Than English

Identification (cont.)

- n Students complete an Expression of Interest form and submit it to the Head Teacher of Languages.
- n Students returning in Year 10 from an overseas exchange program might be considered.
- n Students who are native speakers of the language concerned will be considered if they have consistently achieved a **High Distinction** and if they have a very good command of English.



Languages Other Than English (cont.)

Selection

- n Students identified from the above criteria are interviewed by the Languages Head Teacher about Languages courses and subject acceleration.
- n No acceleration is available for students studying Classical Greek.
- n Exceptional students in Latin may be invited to accelerate as individuals as long as acceleration is supported by timetabling to allow students to enrol directly into a preliminary class.
- n Students who study Chinese are screened for qualification for the Chinese Continuers Course and Chinese Heritage Course. Only rarely would a student be invited to accelerate in Chinese Continuers.



Languages Other Than English (cont.)

Selection (cont.)

- n Students who only qualify to access the Chinese Background Speakers Course are not invited to accelerate.
- n Students in French or German with significant language experience in their backgrounds might be invited to apply for subject acceleration.
- n Students complete an application form for subject acceleration.
- n Students' parents are contacted by the Languages Head Teacher about the Language course and subject acceleration.
- n Parents are referred to the Board of Studies publication *Guidelines for Accelerated Progression* at www.boardofstudies.nsw.edu.au/manuals&guides/pp1 6-40



Languages Other Than English (cont.)

Selection (cont.)

- n Parental permission form is completed, signed by parents and student, dated and filed with the Languages Head Teacher.
- n The lodgement of a permission form implies a parental belief that their son is a motivated, independent learner and is capable and suitable for subject acceleration, in the context of the Board of Studies policies and guidelines on accelerated learning and the Sydney Boys' High School Languages policy for acceleration of Year 10 students.
- n The chosen course should fit well with the strategic direction of the *Individual Learning Plan*.
- n A final decision on successful applicants for subject acceleration is delayed until after the Year 9 examination results are analysed.



Languages Other Than English (cont.)

Individual Learning Plans

- n Before commencing the higher level course each student submits an *Individual Learning Plan* to the Head Teacher of the subject.
- n The Head Teacher submits to the Principal an *Individual Learning Plan for each applicant* by the end of the Year 9 course.
- n The *Individual Learning Plan* is completed according to the school template [Appendix 1]
- n The Plan has to be approved by the Principal before the student is admitted to the course and is kept on file.



Languages Other Than English (cont.)

Intervention Design

- n The Languages Department compacts the stage 5 curriculum in Year 9.
- n The Stage 5 class follows the stage 6 syllabus in Year 10 or a *within class group* of students follows the Stage 6 syllabus or an individual follows the stage 6 syllabus in Year 10.
- n Successful students are allowed to enrol in and complete the Preliminary course.
- n Where possible, accelerating students are placed in Preliminary language classes directly.



Languages Other Than English (cont.)

Intervention Design (cont.)

- n Accelerants are always expected to perform at above the mean of the entire cohort and be on track for a band 6 performance.
- n Those who aren't performing are given one chance to improve but this needs to be settled by the end of the preliminary course.
- n Unsuccessful students are awarded a Year 10 grade A in a Language Elective.
- n Marginal students are allowed to sit the Preliminary examination on condition that they discontinue the course for Year 12.



Languages Other Than English (cont.)

Intervention Design (cont.)

- n Extension and enrichment will allow students to delve more deeply into topics and linguistic concepts and to practise more complex grammatical structures.
- n Overseas trips and exchanges will be considered according to their suitability for the linguistic and cultural enrichment of the students.



Languages Other Than English (cont.)

Management / Monitoring

- n The establishment of and agreement to performance standards for each student
- n The student is to achieve the objectives set out in the course requirements through:
 - demonstration by the student of an ability for independent learning.
 - completion of holiday reading tasks.
 - class work and homework completed on time and at a consistently high standard.
 - completion of all assessment tasks on time and at a consistently high standard.
 - regular submission of project work for teacher review.



Languages Other Than English (cont.)

Management / Monitoring (cont.)

- n Counselling of students not meeting the course performance standards.
- n Students unable to maintain the agreed course performance standards in Preliminary are not allowed to progress to the HSC course.
- n Students not completing Preliminary Course satisfactorily are eligible for an "A" grade in the School Certificate in their chosen language.
- n The usual Stage 6 monitoring and communication processes occur in terms of student assessment task feedback, student reports and warning letters to parents.
- n Students are responsible for their own progress and excuses are not accepted.



Languages Other Than English (cont.)

Evaluation of the intervention

- n How well was the above level curriculum grasped by the accelerants?
- n Were any short cuts necessary?
- n Was some compaction of stage 6 achievable?
- n What were the effects of the intervention on work ethic?
- n Did the students overcome the anxiety and stress associated with acceleration?



Languages Other Than English (cont.)

Evaluation of the intervention (cont.)

- n Was the school's communication effective for mixed year candidates?
- n Did the students express satisfaction with their experience of the intervention?
- n Did Year 11 students in mixed year classes improve their performance as a result of competition from Year 10 students?
- n What are the effects on participation trends in languages courses over the medium term?
- n Have the students completed an evaluation survey?



Languages Other Than English (cont.)

Results

- n An analysis of Preliminary and HSC results is undertaken annually.
- n Accelerants results are compared to non-accelerated progression results.
- n Single class results are compared to single class results from previous years.
- n Individual results are tracked to the HSC to compare languages results with the students' results in other courses.
- n Are there increased Band 6s for languages over time?
- n Is there a larger candidature overall for languages in the medium term?



Individual Learning Plan

- n Statement as to why the applicant student wants to do the course
- n Evidence of an understanding of the aims and benefits of the programme
- n Course selection matrix for Year 10-12 including numbers of units. (Year 11 – Maximum 12)
- n Statement of commitment to the Extension Course Year 12 (where applicable)
- n Target UAI and tertiary intentions



Individual Learning Plan (cont.)

- n Commitment Statement to undertake necessary research/project study to excel in the course
- n Commitment to undertake necessary vacation work for Preliminary and HSC courses
- n Proposed use of the time saved by subject acceleration in Year 12
- n Student and Parent names, date and signatures included.



Individual Learning Plan (cont.)

I undertake to:

- r Manage my time appropriately so that other courses are not neglected
- r Break down project/research work into manageable stages
- r Balance my study and co-curricular activities
- r Work consistently and regularly
- r Combat procrastination

Individual Learning Plan (cont.)

Why I want to do the course

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Understanding the aims and benefits of the programme

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Individual Learning Plan (cont.)

Subject	Y10	Y11	Y12
Ancient History			
Biology			
Business Studies			
Chemistry			
Chinese Continuers			
Chinese Extension			
Classical Greek			
Classical Greek Extension			
Design and Technology			
Digital imaging (1 unit)			
Drama			
Economics			
Engineering Studies			

Individual Learning Plan (cont.)

Subject	Y10	Y11	Y12
English Advanced			
English Extension 1			
English Extensions 3			
French Continuers			
French Extension			
Geography			
German Continuers			
German Extension			
History Extension			
Latin Continuers			
Latin Extension			
Legal Studies			
Mathematics			
Mathematics Extension 1			
Mathematics Extension 2			

Individual Learning Plan (cont.)

Subject	Y10	Y11	Y12
Mind and Morality (U of S) (1 Unit)			
Modern History			
Music 1			
Music 2			
Music Extension			
PD/Health/PE			
Physics			
Software Design and Development			
Studies of Religion (1 Unit)			
Visual Arts			

Individual Learning Plan (cont.)

UAI Target/Tertiary Study and Tensions

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Proposed use of time saved by accelerating in LOTE (and finishing early) during Year 12

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Individual Learning Plan (cont.)

I agree to undertake the necessary research/project study to excel in the course

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I agree to undertake the necessary vacation work for Preliminary and HSC courses

r

Signed:

Student:

Parent/Guardian:

Date:

