

# SUBJECT ACCELERATION POLICY



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# Mathematics

## Identification

- The intervention in mathematics is based upon a **multiple class** acceleration model. Teachers of Year 11 Mathematics offer a fast paced, compacted curriculum in Year 11 terms 1-3 that equips the most able four classes of Extension mathematics students to sit for the Higher School Certificate Examination in 2-Unit mathematics in Year 11 Term 4.



# Mathematics (cont.)

## Selection

- Students self select for continuation with the intervention as determined by their results in a series of assessment tasks undertaken during Year 11.



# Mathematics (cont.)

## Intervention Design

- A compacted curriculum is delivered at a fast pace to achieve the objective of preparing multiple classes of students to sit for and HSC 2 unit exam in two and a half terms.
- The eight Extension 1 classes sit a Common Test at the Half-Yearly examination.
- The Mathematics class (2u) is tested separately and proceeds at the normal pace.
- After the Half-Yearly, there is some adjustment to the classes based upon the ranked examination results and top four classes, ie 11M1, 11M2, 11A and 11B proceed to complete the HSC Syllabus in 2 unit mathematics before the Trial HSC Examination period in Term 3.



# Mathematics (cont.)

## Management / Monitoring

- There is **not** a **total** re-arrangement of classes after the Half-Yearly, students who are performing significantly better than those in the above class will be considered for inclusion in the accelerating cohort.. As a general rule this would mean achieving results above the median in the class above. At this point the four lower Ext 1 classes will start on some of the Extension course work and proceed at a steadier pace.
- Only students anticipating doing Extension 2 Mathematics in Year 12 will be considered for the top four classes.
- The multi class group sits the Year 12 Trial HSC 2 unit paper in Term 3 and successful students are allowed to continue to sit for the HSC 2 unit paper in Term 4.



# Mathematics (cont.)

## Management / Monitoring (cont.)

- No more than 120 students are accommodated in Extension 2 Mathematics in Year 12.
- Performances in the Term 4 assessment tasks in Year 11 determine the make-up of the candidature.
- The Year 11 acceleration group will have three assessment tasks:
  - Year 11 Half-Yearly (25%)
  - Year 11 Yearly (30%)



# Mathematics (cont.)

## Management / Monitoring (cont.)

- Trial HSC (45%)
- The Trial HSC will be used to standardise the assessment marks of the two groups sitting the Mathematics (2u) Course.
- Once the cut-off mark for 120 students has been established, the Head Teacher Mathematics is the sole arbiter of final numbers admitted to the course.



# Mathematics (cont.)

## Evaluation

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



# Mathematics (cont.)

## Evaluation (cont.)

- Was the school's communication effective for mixed year candidates?
- Did the students express satisfaction with their experience of the intervention?
- Have the students completed an evaluation survey?
- Does the delivery of the intervention need to be modified in any way?



# Mathematics (cont.)

## Results

- An analysis of Preliminary and HSC results is undertaken annually.
- Accelerants results are compared to non-accelerated progression results.
- Individual results are tracked to the HSC to compare languages results with the students' results in other courses.
- Are there increased Band 6s for Mathematics courses over time?
- Is there a larger candidature overall for mathematics in the medium term?
- Has the school maintained its differential above state mean in the Extension 1 Course and /or the extension 2 Course?
- Do we have the appropriate number of students participating in the acceleration intervention?



# Individual Learning Plan

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



# Individual Learning Plan (cont.)

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



# Individual Learning Plan (cont.)

I undertake to:

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

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<b>Subject</b>	<b>Y10</b>	<b>Y11</b>	<b>Y12</b>
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			

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# Individual Learning Plan (cont.)

UAI Target/Tertiary Study and Tensions

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Proposed use of time saved by accelerating in Mathematics  
(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

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

Signed: .....

Student: .....

Parent/Guardian: .....

Date: .....

