

# SUBJECT ACCELERATION POLICY



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# 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



# PDH/PE

## Identification of students

- 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 PDHPE are identified.
- n A **High Distinction or Distinction** assessment in Year 9 Physical Activity and Sports Studies is required.
- n A stage 4 history of high achievement in PDHPE is required.
- n Year 9 academic performance at least at **credit level** standard in all other subject areas.
- n Participation in one or more GPS sporting competitions.



# PDH/PE (cont.)

## Selection of students

- n Students identified from the above criteria are interviewed by the PDHPE Head Teacher about the 2 unit PDHPE course and subject acceleration.
- n Students' parents are contacted by the PDHPE Head Teacher about the 2 unit PDHPE 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/pp16-40](http://www.boardofstudies.nsw.edu.au/manuals&guides/pp16-40)



# PDH/PE (cont.)

## Selection of students (cont.)

- n Parental permission form is completed, signed by parents and student, dated and filed with PDHPE 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 PDHPE policy for acceleration of Year 10 students.



# PDH/PE (cont.)

## Intervention Design

- n The PDHPE department compacts the stage 5 curriculum in Year 9.
- n The Stage 5 class follows the stage 6 syllabus in Year 10
- n Successful students are allowed to enrol in and complete the Preliminary course.
- n Unsuccessful students are awarded a Year 10 grade in PDHPE.
- n Marginal students are allowed to sit the Preliminary examination on condition that they discontinue the course for Year 12.



# PDH/PE (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.



# PDH/PE (cont.)

## Management / Monitoring of students

- 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.



# PDH/PE (cont.)

## Management / Monitoring of students (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 2006 School Certificate in PDHPE.
- 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.



# PDH/PE (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?



# PDH/PE (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 Participation trends in the course are monitored over the medium term.
- n Students complete an evaluation survey.



# PDH/PE (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 PDHPE results with the students' results in other courses.



# 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.)

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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 PDH/PE (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: .....

