

# Industrial Arts ACCELERATION POLICY



# 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



# Accelerated Design & Technology & Information Processes & Technology

## 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 Design & Technology and Information Processes and Technology are identified.
- n A **High Distinction or Distinction** assessment in Year 9 Design & Technology or Architectural & Engineering Drawing is required.



# Accelerated Design & Technology & Information Processes & Technology (cont.)

## Identification

- n A stage 4 history of high achievement in Design & Technology is required, if a student did not study in the IA area in Year 9.
- n Year 9 academic performance at least at **Distinction level** standard in all other subject areas.
- n Students complete an Expression of Interest form and submit it to the Head Teacher of Industrial Arts.



# Accelerated Design & Technology (cont.)

## Selection

- n Students identified from the above criteria are interviewed by the Industrial Arts Head Teacher about the 2 unit DT or IPT course and subject acceleration.
- n Students complete an application form for subject acceleration.
- n Students' parents are contacted by the Industrial Arts Head Teacher about the chosen 2- unit DT or IPT 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](http://www.boardofstudies.nsw.edu.au/manuals&guides/pp1)



# Accelerated Design & Technology (cont.)

## Selection (cont.)

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



# Accelerated Design & Technology (cont.)

## Selection (cont.)

- 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.



# Accelerated DT & IPT (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.



# Accelerated DT & IPT (cont.)

## Intervention Design

- 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 Accelerants are always expected to perform at above the mean of the entire cohort and be on task 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.



# Accelerated DT & IPT (cont.)

## Intervention Design (cont.)

- n If underperforming Students do not meet the Preliminary Course requirements, they will be awarded a School Certificate grade A and will not be able to move onto the HSC Course.



# Accelerated DT & IPT (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 research 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.



# Accelerated DT & IPT (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 DT or the Architectural & Engineering subject.
- 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.



# Accelerated DT & IPT (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?



# Accelerated DT & IPT (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 social science courses over the medium term?
- n Have the students completed an evaluation survey?



# Accelerated DT & IPT<sub>(cont.)</sub>

## 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 DT or IPT results with the students' results in other courses.
- n Are there increased Band 6s for DT and/or IPT over time?
- n Is there a larger candidature overall for Industrial Arts in the medium term?

