

SELECT ENTRY ACCELERATED LEARNING (SEAL) & ACCELERATED LEARNING SELECTION POLICY

PREAMBLE

Gifted students have different learning needs from those of their age peers of average ability and therefore need special educational planning to support them in developing their potential. The first step in helping these students is to find them. It is necessary to identify each gifted child's specific learning needs and current level of achievement. The purpose of identifying a gifted child is to provide appropriate learning experiences (Richert, 2003).

Identification should occur throughout a child's educational journey. New contexts and developmental changes may alter the expression of different abilities at various times, requiring ongoing identification. It is a shared responsibility between parents, teachers, counsellors and trained professionals. Periodic assessment is required as students' gifts grow and as learning develops.

AIMS

This policy document aims to lay clear the selection process for the SEAL program at Mill Park Secondary College. It is predicated around the following aims:

- Ensuring the college has a shared and transparent understanding of the SEAL program and how students are selected.
- Using a range of objective and subjective selection tools to make sure that no student is disadvantaged, and the most suitable students are selected.
- Ensuring that the tools and strategies used are reliable and valid.

IMPLEMENTATION

The three measures that are currently used during the SEAL Selection Process for students enrolling at Year 7 are:

1. Parent identification: Parents are able to observe the early developmental stages which is a useful aid in the identification process. Parents complete a questionnaire about their child's development and habits, which is then assessed by a selection Panel.
2. Primary School Teacher identification: Teachers understand there is a range of learning characteristics and social-emotional characteristics of talented students. Teachers may observe levels of thinking and ability which could indicate giftedness. This is often seen when more complex tasks are completed. survey is given to teachers to help them identify these students.
3. ACER HAST exam: Objective identification measures can be used to identify talented students' aptitude and achievement. Objective measures give the selection committee a series of scores, which can be used to compare the students with others from their age group or cohort. These measures usually assess a variety of elements of cognitive processing or achievement. Presently the students sit the following four tests:
 - a. Mathematical Reasoning
 - b. Abstract Reasoning
 - c. Written Expression
 - d. Reading Comprehension

Considering the above, the SEAL selection process will happen in the following manner:

1. Parent referral - Overall considered outstanding in most criteria
2. Teacher referral - Overall considered outstanding in most criteria and with very positive feedback comments
3. ACER HAST Exam results - with a lowest cut-off point at Stanine 4.

Candidates who are selected from ALL THREE criteria will be offered a provisional place in the SEAL program.

Remaining candidates who are suitable in the ACER HAST exam (Stanine 4 and above) and ONE OTHER criteria may be placed on a waiting list. Further options available at the discretion of the SEAL Coordinator to determine suitable candidates are to include a letter of application from the student and/or an interview.

Candidates who have very strong references from parent AND teacher but are not in the top students in the ACER HAST exam will be offered an interview with the High Ability Practice Leader (HAPL) who will seek other evidence (previous School Report and/or NAPLAN results) to identify if the result was an underperformance.

Accelerated Learning Program Selection Process:

- The High Ability Practice Leader (HAPL) and Community Liaison will work together to identify and select students who meet the criteria for Accelerated English or Accelerated Science Programs.
- Places in the Accelerated Learning Programs will be offered as soon as practical and confirmed before Year 7 Orientation Day.
- Movement into these programs is only recommended at the start of the year, so as not to disrupt student learning.

Accelerated English Criteria	Accelerated Science Criteria
Students who perform well in written expression / reading but were not selected for SEAL	Students who perform well in mathematical reasoning but were not selected for SEAL.
<ul style="list-style-type: none">● Students who are identified as above level in PAT diagnostic testing.● Students who have been recommended by their classroom teacher.	

HAST Exam results and rankings used during the SEAL and Accelerated Learning selection process will remain confidential. The decision on a student's acceptance is done in the student's best interest but HAST scores are not published or divulged.

FURTHER INFORMATION AND RESOURCES

- Select Entry Accelerated Learning Policy
- Richert, 2003

RATIFIED DATE

This Policy was ratified by School Council on 23 March 2021.

REVIEW DATE

This Policy will be reviewed as part of the College's three-year review cycle.