



SCL Secondary
College of
Languages

Acceleration policy

Contents

Introduction	3
What is acceleration?	3
How do we identify gifted students?	4
Developing programs for accelerating students at the SCL	4
Selection process for acceleration	5
Evidence required to support an application for acceleration	6
NESA requirements for acceleration	6
Implementing programs for accelerating students at the SCL	6
Trial period to monitor student progress	7
Supporting accelerating students	8
Flowchart of procedures for acceleration	9

Introduction

The Secondary College of Languages (SCL) strives to provide a high quality educational environment for students in Years 5-12 to study the community language of their background. The SCL recognises that all students learn and progress at different rates and that academic standards vary among students. The SCL continuously collects data on students' achievements throughout their course of study to monitor, foster and enhance their language learning and to provide programs that cater for the range of individual learning needs.

The SCL's Acceleration Policy has been developed to accommodate the learning needs of students who demonstrate **high potential and advanced gifts and talents in their language learning**. The SCL's Acceleration Policy is underpinned by the NSW Department of Education's High Potential and Gifted Education Policy, which describes a framework to develop the talent of high potential and gifted students and provides advice to implement effective learning and teaching practices for these students.

The High Potential and Gifted Education Policy and related information can be accessed at: [High Potential and Gifted Education \(nsw.gov.au\)](https://www.nsw.gov.au/education/high-potential-gifted-education).

What is acceleration?

The NSW Education Standards Authority (NESA) states that acceleration is based on the principle of compression of work, not omission of work. Students who accelerate in a course must achieve the required outcomes of the course, but in a shorter timeframe, (i.e one or more years in advance of their cohort). Further information is available in NESA's Assessment, Certification and Examinations Manual, Acceleration in Stage 5 courses ACE 4028, Acceleration in Stage 6 courses ACE 8043.

In order to undertake Preliminary and/or HSC courses in advance of their usual cohort or in less than NESA's stated indicative times, students must demonstrate that they have achieved all Stage 5 outcomes and that they have been identified as having high potential and advanced gifts and talents in their language course.

How do we identify gifted students?

Gifted students can have a level of cognitive function typical of students several years older, with high levels of fluid thinking, reasoning and working memory function.

Accelerating students in Languages typically have the following attributes:

- Ability to discuss complex ideas and concepts
- High level analytical thinking and problem-solving skills
- Quick mastery and recall of factual information
- Creativity, curiosity and imagination
- Advanced communication skills with high level proficiency in the four skills areas: speaking, listening, reading and writing
- Ability to creatively synthesise all elements of language learnt
- Understanding of language as a holistic system
- Capacity to perceive patterns and relationships within and between languages
- Appreciation of the important intercultural role that language plays in communication
- Emotional maturity and eagerness to accelerate
- High level self-motivation and ability to work independently.

Developing programs for accelerating students at the SCL

Gifted students need more challenging learning with greater depth and complexity.

Teaching programs, feedback, deliberate practice, and opportunities to access advanced learning will help gifted learners at SCL achieve at a high level.

Gifted students benefit from explicit teaching and well-structured learning.

Teachers will develop tasks that align challenge, complexity, depth and pace of learning with the learning needs of gifted students. Like all students, gifted learners require scaffolding and structure in their learning to manage the demands of the cognitive load. Gifted learners may be able to move through structured and scaffolded

activities at a faster pace, and then benefit from extension and enrichment learning experiences.

The NSW Department of Education's Differentiation adjustment tool provides detailed advice for teachers on strategies to support the specific learning needs of high potential and gifted students. The tool includes examples of adjustments relating to complexity, challenge, choice, abstraction, creative and critical thinking, higher order thinking, pace, authenticity and the learning environment. Further information is available at [Differentiation adjustment tool \(nsw.gov.au\)](https://www.nsw.gov.au/differentiation-adjustment-tool).

Selection process for acceleration

At the SCL, acceleration is intended mainly for Year 9 students who have achieved, or have the potential to achieve, all Stage 5 outcomes by the end of the Year 9 school year. These students will have also been identified as being high potential and gifted.

The SCL Principal will make the decision about accelerated progression in consultation with the student and the student's parents/carers, SCL executive and teachers, and the weekday school principal and program supervisor. Students will be considered holistically in terms of their social and emotional readiness for acceleration as well as their academic performance. A wide range of factors will be considered, including:

- Standardised tests of achievement and general ability
- Records of student achievement
- Observation and informed teacher professional judgement
- Consultation with the weekday school principal and program supervisor to determine if the student is suitable and eligible for acceleration
- Interview with the student to assess their interest in and emotional readiness to accelerate
- Conference with parents/carers.

All students at SCL applying for acceleration in a Language course must complete the Application for Acceleration form.

Evidence required to support an application for acceleration

The following evidence will be required to support the application for a student to accelerate:

- Student's signed application for the acceleration program
- Written approval from parents/carers
- Teacher records of formative and summative assessment and classroom observations across all skills
- Standardised tests of achievement and general ability
- NAPLAN results and academic reports from the weekday school
- Assessment at interview with the Campus Supervisor of the student's interest in and emotional readiness to accelerate
- Written approval from the weekday school principal.

NESA requirements for acceleration

For students applying to accelerate two years or more ahead of their cohort, the weekday school must inform NESA prior to the acceleration of the student. NESA's **Accelerated Progression Proforma** should be used for this notification.

Implementing programs for accelerating students at the SCL

After the SCL Principal has given approval and NESA notified by the weekday school, the acceleration program will commence, preferably at the beginning of the Year 10 school year.

- The accelerating student may join a senior class as an individual or as a member of an accelerating group
- The student's Individual Learning Plan (ILP) will be further developed collaboratively by the student and teacher, including course outcomes, specific

learning goals and strategies, a work plan with timeframes, progress checks and opportunities for reflection. The ILP will be submitted to the SCL Campus Supervisor.

Trial period to monitor student progress

The program will be trialled for one school term.

The Individual Learning Plan (ILP) will be an important document in developing a clear picture of the student's learning styles, strengths and challenges as they work towards their learning goals. Throughout the trial period, the ILP will be evaluated to monitor student transition and progress and to make adjustments where necessary to determine the best fit for the student's specific learning needs.

At the end of the trial period, a review of student progress will be conducted (please refer to the [Evaluation of Learning Plan Document](#) and [Evaluation of Learning Plan Tool](#)).

Class teacher completes the Acceleration - Review of student progress form:

- If the review shows that the student is making excellent progress and that acceleration is still in the student's best interests, the student will be permitted to continue with the accelerated subject
- If there are concerns about the student's progress, the student will not be permitted to continue with the accelerated subject. The student will resume the regular course and will be offered an extension and/or enrichment program as required.

Note: Any student who is accepted into an accelerated program of study will not be permitted to repeat the course at the SCL.

Supporting accelerating students

Accelerating students will receive ongoing support throughout their course of study. The teacher will collaborate with each accelerating student to monitor and evaluate the Individual Learning Plan and progress towards course outcomes and identified goals. Regular updates will be provided to the SCL Campus Supervisor and Curriculum Coordinator, parents/carers, and the SCL program supervisor at the weekday school.

Further support may include:

- A 'buddy' from the senior school cohort
- A mentor, e.g. a specialist teacher at the weekday school
- Contact with external experts, e.g. at tertiary institutions in Australia or overseas.

Flowchart of procedures for acceleration

