

	<h1 style="text-align: center;">SELECT ENTRY ACCELERATED LEARNING PROGRAM (SEALP) POLICY</h1>		File location: File location: U:\PUBLIC\Policies & Procedures\Pending Policies\SEALP Policy.doc
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Context

This policy explains key elements of the Select Entry Accelerated Learning Program (SEALP) at Horsham College. This policy has been created with reference to the more general Department of Education and Training (DET), Victorian Curriculum and Assessment Authority (VCAA) and The Academy of Accredited SEAL Schools' (TAASS) guidelines.



Background

Horsham College is committed to extending gifted, talented and high potential students through the SEAL Program. This program has distinct selection processes and curriculum offerings. Horsham College is an accredited member of 'The Academy of Accredited SEAL Schools' (TAASS).

General Principle

The guidelines in this policy spell out the roles and expectations of students, teachers, learning area heads and key members of the school leadership team in regards to SEALP. Students may be moved into or out of the program according to the selection or review process outlined below.

Implementation

Year 6 students will be selected into the program during the **main entry round** using the following process:

Term 2

- Information about the SEAL Program sent out to primary schools (with transition information)
- Parent information evening explaining SEALP
- Expressions of interest submitted to the College to sit the Edutest
- Edutest for all interested students conducted

Term 3

- Round 1 offers made to students
- Supplying of additional information (eg: NAPLAN and Semester Report)
- Round 2 offers made to students (if required)
- SEALP classes confirmed for the following year

Term 4

- Parents and students sign the 'SEALP Student Expectations Form'
- SEALP students inducted into the program on Orientation Day

Guidelines

Students:

SEALP students are to adhere to the College **Academic Expectations Policy**.

In addition, SEALP students are to:

- Maintain excellent levels of attendance and punctuality to all classes (**above 90%**)
- Maintain work of a high standard (achieving **above 70%** in all common assessment tasks)
- Be working at or above the expected achievement standards in all subjects
- Maintain appropriate learning and classroom behaviours that are respectful, considerate and consistent with the Horsham College Values
- Commit to a second language over a three year period
- Are encouraged to participate in extra-curricular opportunities across the College that enhance student learning outcomes
- Participate in all mandated maths and science competitions (this will incur additional costs)

For Mathematics, all SEALP students will be accelerated up to 12 months ahead of their peers.

SEALP Mathematics students are expected to:

- Maintain work of at the accelerated standard (achieving **above 50%** in all accelerated common assessment tasks)

Teachers:

In regards to SEALP, teachers are required to:

- Participate in 'gifted and talented' professional development at least once every four years of teaching SEALP
- Ensure work is differentiated appropriately for SEALP students and recorded in SEALP extension assessment overview
- Provide opportunities for student-led projects
- Abide by the "statement of acceleration intent" for each unit in the year level for each faculty
- Advise the SEALP Coordinator and the Year Level Coordinators if a student is not abiding by the SEALP expectations
- Advise the SEALP Coordinator if a non-SEALP student may be suitable for the program

Learning Area Heads:

In regards to SEALP, Learning Area Heads are required to:

- Ensure there is an up-to-date statement of acceleration intent, and that this is followed
- Ensure staff are regularly giving feedback to students and parents as per the Assessment and Reporting Policy
- Develop curriculum for after school programs
- Work with the Timetable Coordinator if staffing is required.

Year Level Coordinators:

In regards to SEALP, Year Level Coordinators are required to:

- Ensure that the SEALP coordinator is aware of any academic, attendance or behavioural concerns of any SEALP student.
- Make direct contact with parents (if required) if concerns have been raised by classroom teachers.
- Directly participate in any parent-teacher meetings (if required).

SEALP Coordinator:

In regards to SEALP, the SEALP coordinator is required to:

- Assist with the information sessions, selection and enrolment of the SEAL cohort by liaising with the Transitions Coordinator
- Support teachers in their knowledge of understanding gifted, talented and high potential students
- Assist with the facilitation of professional development for SEAL teachers both locally and beyond
- Monitor cohort development and progress
- Support the marketing of the SEAL Program in the school and the wider community
- Support the development of SEALP specific curriculum and statements of intent
- Liaise with the Pathways and Transitions Coordinator around SEALP acceleration
- Ensure students follow the SEALP expectations, and follow the appropriate process if required
- Track student progress as individual and a cohort (see review process above)
- Evaluate the effectiveness of the program at regular intervals
- Assist in the course planning for SEAL students and keep abreast of relevant extension programs from external providers
- Be encouraged to gain gifted education professional development and qualifications.
- Attend the quarterly TAASS meetings of coordinators.

Assistant Principal – Middle School:

In regards to assessment, the Assistant Principal – Middle School is required to:

- Ensure the SEALP Coordinator abides by the guidelines of this policy
- Provide the SEALP Coordinator with the resources and training required to support the development of SEALP
- Ensure correct processes are followed, particularly around out of round applications and the removal of students from the program.

Principal:

In regards to reports, the principal is required to:

- Manage any appeals to SEALP decisions
- Providing accountability to staff who do not abide by the guidelines in this policy.

Selection Process

The selection panel will be: SEALP Coordinator, Assistant Principal and the Principal. Any conflict of interest must be declared to the selection panel and a replacement staff member will be added to the panel.

The selection of students will be based on:

- Edutest results
- Additional information supplied eg. Semester Report
- Primary school testing data eg. NAPLAN

Students will be selected into the program **out of round** using the following process:

- Recommendation made from teacher, parent or student based on high academic achievement and attendance, as well as consistent pleasing interim reports
- In consultation with, and approval from the Assistant Principal and Principal, the following will take place:
 - PAT tests (comprehension and mathematics) given to students to determine ability
 - Students exceeding the **70th percentile** nationally on both tests will be considered for suitability
 - Selection panel will make determination and give probationary offer
 - Student reviewed after three months in the program to determine suitability if pleasing results, attendance, work ethic and behaviour are maintained.

Review Process

All SEALP students will be reviewed at the end of each term by the SEALP Coordinator.

The review will review each student's data on SEQTA:

- Attendance report showing percentage of unexplained absences
- Interim report
- Academic results (all subjects)
- Behaviour concern records

Students that fail to abide by the SEALP expectations **will be removed** from the program. Offers of acceptance into the program are conditional on parents and students signing these expectations.

If students are not fulfilling these expectations:

- The SEALP Coordinator will meet with the student and parent and make the issue clear
- The student will be given an additional three months to meet the expectations
- Students still failing to meet the expectations will meet with Year Level Coordinators and the SEALP Coordinator to create a transition plan out of SEALP.

Appeals may be made by parents directly to the selection panel.

Review Cycle and Evaluation:

This policy will be reviewed as part of the school's review cycle.