



Mathematics Department

Accelerated Progression Program

for

Gifted and Talented Students

Policy

2011

Accelerated Progression Program

1.1 Accelerated Progression at St. Mark's Coptic Orthodox College is essential for our students who are very talented in Mathematics and the College considers them "Gifted and Talented Students" whose needs have be catered for.

1.2 Some typical attributes of these gifted and talented students include:

- i) The ability to discuss complex ideas and concepts;
- ii) The ability to work independently, to be self-critical and to strive for perfection;
- iii) The ability to apply learning and knowledge from one situation to another;
- iv) Quick mastery and recall of factual information;
- v) Enjoyment of Problem Solving.

1.3 The process of identifying and assessing gifted and talented students at St. Mark's Coptic College:

- i) Our gifted and talented students possess, to an outstanding degree, potential and demonstrated ability in Mathematics;
- ii) Teachers' professional observation of performance from K - 6;
- iii) Parent's observation;
- iv) Peer observation;
- v) Cumulative school history of these students performance from K-6;
- vi) Interviews with students and their parents;
- vii) Standardised achievement tests from K- 6;
- viii) Teacher-devised tests from K- 6.

Selection of Students for Accelerated Progression

Accelerated progression is a placement strategy available only to appropriate students as determined by St. Mark's Coptic Orthodox College, drawing upon the advice of staff and from the processes described above. Acceleration is a strategy appropriate for outstanding or exceptional students.

The Basis for Selection

In selecting appropriate students for accelerated progression, a wide range of factors are considered including:

- academic capacity;
- school performance;
- early achievement of the required outcomes stated for their particular curriculum stage according to the Board of Studies syllabus;
- social adjustment;
- emotional readiness for the acceleration proposed and;
- future patterns of study.

Assessing Capacity for Acceleration

Measures that are used to assess capacity for acceleration include:

- standardised tests of achievement and general ability;
- multi-dimensional testing;
- behavioural checklists;
- reports from primary class teachers;
- products and performance;
- class grades;
- interviews with the student;
- interviews with the student's parents/guardians;
- evidence of any academic prizes or awards the student has received.

Determining Emotional and Social Readiness

The emotional and social readiness of a student for acceleration is determined in a number of ways including:

- observation of interactions with peers over a reasonable time period;
- evidence of the student's maturity, social skills and participation in activities beyond the school environment, e.g. out-of-school hobbies, interests, participation;
- the student's level of self-esteem and motivation;
- consideration of the student's adjustment to problems and decision-making skills;
- the student's participation in extracurricular school activities;
- the relative benefits of acceleration versus enrichment;
- anecdotal evidence from teachers and parents.

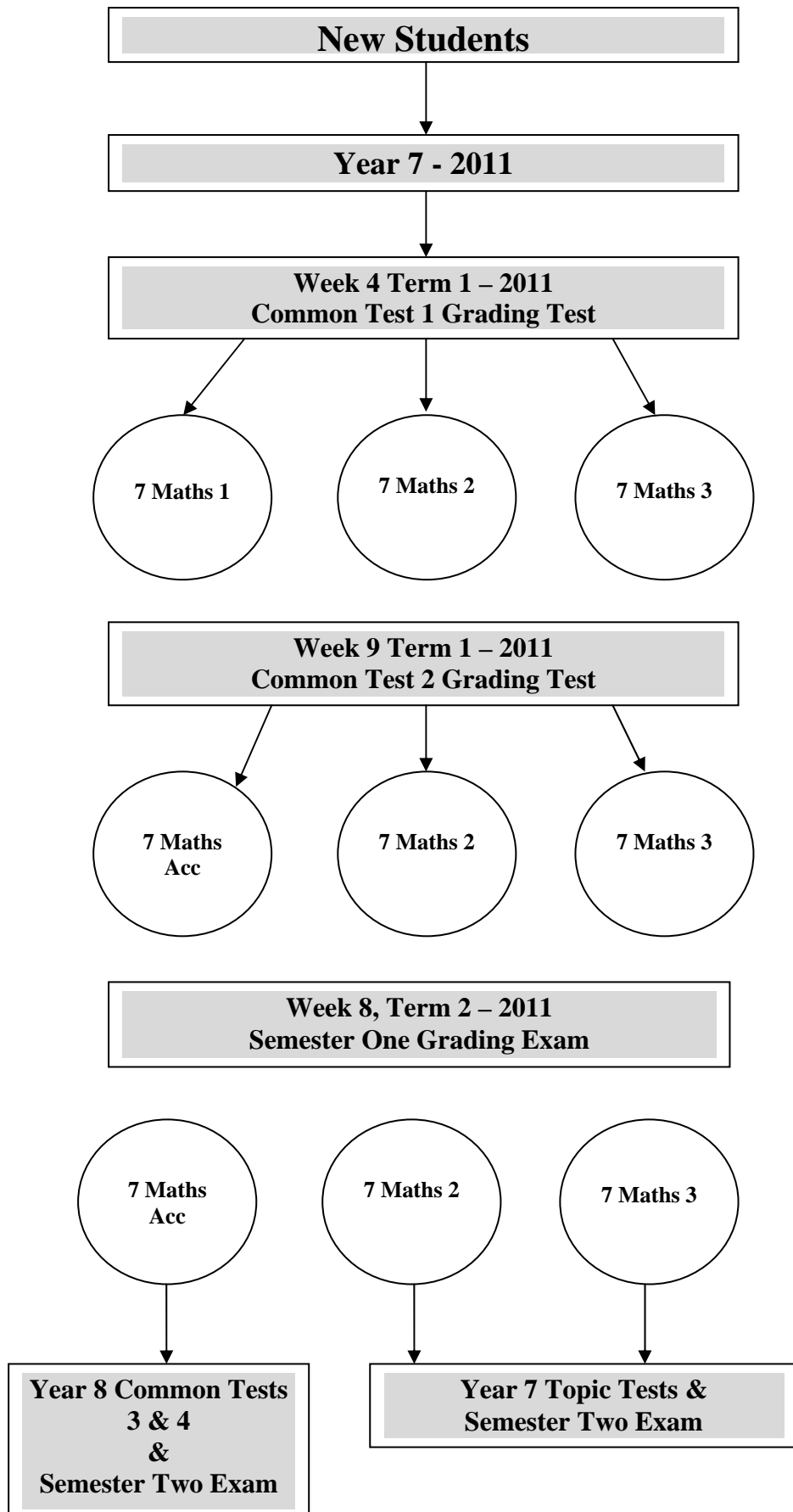
Recording Student Progress

A comprehensive record of all students who are being accelerated is maintained. Supporting documentation on each record should show evidence over time of the suitability/necessity for accelerated progression. That is, it should reveal a trend extending back beyond the current year, without requiring an exhaustive dossier over too long a period of time.

Transition from Primary to Secondary School (Stage 3 to Stage 4)

St. Mark's Coptic Orthodox College is a K-12 school which is essential if students are to have a natural progression from Kindergarten to Year 12. The College provides an excellent educational environment in which to implement accelerated progression.

Flowchart of Year 7 Accelerated Progression



Stages of Progression from Year 7 Accelerated Mathematics

At the end of the school year, accelerated students **who have not performed highly in the Year 8 Exams will join the 8M2 class in the following year**. The rest of the class, being the accelerant group, will start the Year 9 Course in the following year, aiming for this group to sit the School Certificate in Mathematics at the end of the **Year 9** school year, only if they achieve Band 5 or 6 at the school level, otherwise they will not sit for the School Certificate in Year 9 and will do it the year after.

This accelerated group will then study the Year 11 (2 Unit Mathematics and Extension 1 Course) while they are in the Year 10 school year and depending on their achievements and progress at the two levels, the Mathematics Department will decide on who will be sitting for the HSC Exams in Year 11 (school year) and at which level of Mathematics with the students' best interest in mind.

The number of students in the accelerated classes will be determined by the students' ability, illustrated in class and their achievements and ranks in school assessments. If any student from other classes shows an onset of extraordinary performance, then the number of the students can be adjusted to cater for that student/s.

The number of accelerated students to study the Extension 2 Course in Year 11 will be based on their **achievements** and overall **rank** in their 2 Unit and Extension 1 school assessment tasks.

Accelerated students in Year 11 are expected to achieve the following average Marks in their School Assessments:

- above 90% in the 2 Unit Course in order to sit for the HSC 2 Unit Exam
- above 80% in the Extension 1 Course in order to sit for the HSC Extension 1 Exam

Students who are Accelerated in Extension 2, must show an outstanding and an extraordinary performance in all levels (above 95% in 2 Unit and above 90% in Extension 1 and maintain average marks of 70% in Extension 2).

Students who are being accelerated in all years must maintain a well balanced approach towards all KLA's. If a student is found to be struggling or neglecting other subjects, that student will be given a warning, after which if this situation is not rectified, they will be removed from this program.