

SELECT ENTRY ENRICHMENT PROGRAM (SEEP)

Al-Taqwa College Policy & Procedures

A. Rationale

This policy sets out the College's philosophy and approach to Enrichment Learning, with a focus on our talented/high achieving students.

It has been written to establish and sustain the provision of Enrichment Learning for talented and high achieving ATC students. This policy reflects the College's commitment to developing self-directed and reflective learners who have problem solving skills and critical thinking abilities.

It reflects the College's commitment to recognising individuality through curriculum diversity, diverse teaching strategies and student-centred processes.

This policy is:

- guided by Victorian DEECD Policy
- guided by Victorian Department of Education and Learning – Accelerated Learning
- underpinned by current educational research (Gradual Release Model, Multiple Intelligences, Critical Thinking Models, Blooms, Gardner, De Bono, Tony Ryans, Self-Reporting and SMART Goals)
- and Al-Taqwa College contextual data (SEEP student performance data, Individual SEEP performance progress)

Definition:

Talented:

Students who are achieving and performing at levels significantly higher/beyond what might be expected of their age-peers. This can include the ability to learn at a faster pace and cope on a more mature level intellectually, emotionally and socially.

High Achieving:

Students who are already achieving at a higher level than their age-peers as determined by ATC SEEP Entrance Criteria

B. Purpose

The Enrichment Learning policy aims to provide the basis from which Al-Taqwa College can:

- Nurture successful Muslim role models who achieve personal and academic excellence.
- Develop independent life-long learners who have problem-solving skills and critical thinking abilities to prepare for the challenges of 21st Century living.
- Create an Enrichment Learning Curriculum that engages, challenges and inspires students; whilst equipping our young people with the values, insights and skills necessary to lead their own learning.

C. Suitability for the Program

Students deemed suitable for subject enrichment include those who:

- Exhibit a strong preference for challenge and fast paced instruction
- Like being in competitive situations
- Are high achievers in a particular subject
- Are independent thinkers, problem solvers and workers
- Are socially mature and willing to take risks with their learning.

D. Implementation

Identification is a three-stage process: 1. Screening 2. Nomination 3. Monitoring.

1. Screening – Existing SEEP Students

Screening involves the use of a combination of measures of potential and performance which are more objective than nomination. Methods that are used in this part of the process include but are not limited to:

- It is a requirement for Existing ATC SEEP students from years 4 to 9 to sit for the HASTP/HAST testing annually.
- For Existing ATC SEEP students, performance in the HASTP/HAST testing will be measured against the average of students results for the particular year level to determine re-entry into the SEEP program for the following year.
- Primary Screening tests for years 2 to 4 involve the use of internal standardised tests of achievement and general ability. These may include PAT testing, Naplan, ongoing assessments including anecdotal notes, Semester Exams & Raven's Picture Matrices.
- Secondary Screening tests for years 7 to 9 include the standardised tests of achievement and general ability. These may include PAT testing, Naplan, ongoing assessments including anecdotal notes, Semester Exams & Raven's Picture Matrices.
- Examination of most recent school reports.
- Evidence of student's interests and abilities incorporating reports from outside agencies such as sporting clubs

After students have been screened for successful consideration, we also need to consider their Social-Emotional Readiness Considerations to ensure they are mature and emotionally ready to be in the program and continue to be successful. (Refer to **Appendix 2**)

2. Nomination

2.1 Entry into SEEP for ATC mainstream students:

Primary teachers will nominate students to the SEEP coordinator using Appendix 1 prior to screening. Secondary nominations will involve SEEP Coordinators applying the screening process to new eligible SEEP students as mentioned in section D under screening prior to teacher nomination. Names will be forwarded to relevant teachers for further screening which will include the use of the following:

- Student academic performance
- SEEP Teacher Referral/Feedback Form: After students have been screened for successful consideration, teachers complete the Teacher Referral/Feedback form (Refer to **Appendix 1**) which includes a Social-Emotional Readiness section to ensure nominated students are mature and emotionally ready to be in the program and continue to be successful.
 - It is a requirement for Nominated/Screened ATC SEEP students from years 5 to 9 to sit for the HASTP/HAST testing annually (*refer to the ACER website for more details on the HASTP/HAST Testing*)
 - For internally nominated students the results of this HASTP/HAST test along with other internal assessments (academic and performance) will determine the eligibility of the student for entry into the ATC SEEP program.
- Examination of most recent school reports.
- Interview with the student

1.2 Entry into SEEP for newly enrolled students:

If a student completing an entrance exam achieves 90% or above then the student will be referred to relevant SEEP Coordinator for review & screening for possible recommendation for entry into ATC SEEP program. Student recent reports will also be examined and students may be asked to attend an interview to assist in SEEP coordinators forming a final decision regarding entry into the SEEP Program.

Requirements and Conditions for New and Existing SEEP Students

- Existing SEEP students who sit the HASTP/HAST Tests may be eligible for a full/part ATC scholarship as determined by management based on student results and ranking within the HASTP/HAST Tests.
- Existing SEEP students are not required to sit the Acer Scholarship test. Non SEEP students who sit for the ACER Scholarship test may be nominated for entry into the SEEP program based on their results and further screening (see Screening section above).
- Existing/Nominated parents of SEEP students are expected to pay the fee for the annual HASTP/HAST Testing as indicated on the ATC website in advance of the test date. Under no circumstances will a nominated/existing SEEP student gain entry into the primary or secondary ATC SEEP Program without sitting for the required Acer HASTP/HAST tests.
- Upon acceptance into the SEEP program Parents & Students will enter into an agreement with the school (Refer to **Appendix 4 and Appendix 8**). This form is to be signed and submitted to SEEP Coordinators within 2 weeks of acceptance into program.

3. Monitoring

Monitoring begins with teachers formally observing students in the program using criteria listed in **Appendix 5**. Information in **Appendix 5** gives an overview of a student's performance - strengths, weaknesses and skills in the areas of English and Mathematics for primary, in addition to Science for Secondary.

The emotional and social readiness of a student for enrichment will continue to be part of the SEEP monitoring process of student performance. Refer to **Appendix 2**

At any point in time during the SEEP Program a student may be considered for exit from SEEP if it is in his/her best interest and/or if SEEP services do not seem to be the most educationally appropriate for the student (refer to **Appendix 6**). Alternatively, the student may be placed on a conditional academic/behavioural contract relevant to the concerns displayed **Appendix 3**

E. The SEEP Program

The curriculum used in the SEEP (Select Entry Enrichment Program) will take into account factors such as:

1. Learning Environment

The aim is to create a learning environment which encourages students to utilise their abilities to the greatest extent possible, including taking risks and building knowledge and

skills in what they perceive as a safe and flexible environment. For this purpose, a number of teaching and management strategies will be used in implementing curriculum extension such as the use of learning contracts, conferencing with teachers and peers and grouping strategies to enable students to work with like-minded peers thus encouraging group interaction.

2. Student Incentives

SEEP teachers and Coordinators are to provide regular ongoing reports on student achievements and progress to the Principal/Vice Principal. Students may be awarded in special assemblies for a range of reasons including academic excellence, academic achievement in subject area, academic improvement, leadership skills etc. Type of awards rewarded to students will be determined by the SEEP leadership team.

3. Content Modification

The SEEP aims to remove the ceiling on what is learned and use the student's abilities to build a richer more diverse and effectively organised knowledge base (Program matrix to be included in the appendix list soon)

4. Process Modification

SEEP will promote creativity and higher level cognitive skills and encourage the productive use and management of knowledge the students have mastered via the use of tools such as Bloom's Taxonomy of Cognitive Processes, varied pace of learning and freedom of choice in investigations.

5. Product Modifications

SEEP will aim to facilitate opportunities for talented students to produce a product that reflects their potential. (Multiple Intelligences (MI) Strategies & profiling of students by SEEP class)

F. Assessment of Student Learning

Assessment is the process used to determine a student's achievement or expected learning outcomes and may include a range of written, verbal and practical methods (**Appendix 5**)

Reporting on the progress of ATC SEEP students:

The semester exam for SEEP students are modified to suit higher levels of expectations to match the enriched teaching program.

Assessment for SEEP Students is used to reflect the different and modified SEEP curriculum. Summative and Common assessments will be used when reporting to parents.

G. Program Evaluation

The SEEP Program will be reviewed annually taking into account factors such as effectiveness of implementation and teaching, entry/exit protocols as well as student achievements and progress within the program amongst other factors.

H. Appendices

- Teacher Referral/Feedback Form (Appendix 1)
- Monitoring Methods - Emotional & Social (Appendix 2)
- SEEP Academic and Behavioural Contract (Appendix 3)
- Student Learning Agreement (Appendix 4)
- SEEP Monitoring and Assessment Criteria (Appendix 5)
- SEEP Program Exit form (*Appendix 6*)
- SEEP Learning Matrix (Appendix 7)
- SEEP Acceptance Letter (Appendix 8)