



Saturday School of Community Languages (SSCL) Acceleration Policy for Language students

The Saturday School of Community Languages accepts students for enrolment in Years 7 to 12 in 24 languages. Under the Saturday School of Community Languages' eligibility guidelines, students from government and non-government secondary schools are eligible to enrol if the language requested is their background community language and the language is not available in their weekday school.

In regard to students accelerating ahead of their cohort, this should **only** take place if acceleration is in the educational interests of the student, and has a strong probability of success. SSCL follows the policy for acceleration of students as set out in the NESA ACE Manual, Revised 2013, and in the Department of Education's policies on Gifted and Talented students:

- On a statewide basis, it is probable that only the most capable, 5% of students, could be appropriate for acceleration in one subject of special interest and expertise. There should be a strong probability of success in the accelerated subject
- Academically, the student should demonstrate skill levels **above the average of the class they desire to enter**
- Intellectually, the student should possess the ability for complex thought processes and analytical thinking and problem-solving abilities
- The student should also display the ability to draw inferences, and a capacity for reflection, with exceptional thinking skills
- It is important that the students should not feel unduly pressured by parents/guardians. The students themselves should be highly motivated, showing a passion for learning and eager to move ahead.

While acknowledging the importance of the above characteristics, other factors to be considered are the students' ability to engage meaningfully in learning on a Saturday, and their emotional readiness to accelerate. The students' cognitive development and maturity must match their linguistic ability. The students should display exceptional linguistic ability **in all four skill areas** of speaking, listening, reading and writing. Students should not seek acceleration based solely on fluency in a language.

In all cases SSCL, working in collaboration with the home school principal and supervisor, will determine if the student is suitable and eligible for acceleration. However, the home school must provide all documentation, as described at the end of this document, to support the request for acceleration. As acceleration will lead the student ultimately to sit for the Higher School Certificate ahead of his/her cohort, the student must display the ability, or the potential of ability, for complex thought processes and to engage in learning which involves the analysis of sophisticated concepts and issues.

Once a student has been accepted into a class ahead of his/her cohort, the acceleration will be on a trial basis for a period of approximately 8 weeks. At the end of this time, **the student's progress will be**

reviewed. If all parties are convinced the student is making excellent progress and that acceleration is still in his/her best interests, the student may continue with the accelerated subject, **with his/her progress being reviewed again after the yearly exam.** All Year 10 and Year 11 accelerated students must be placed in the top 5% of their cohort if they are to proceed into the next stage – Year 11 for current Year 10 students, the HSC year for current Year 11 students. If, however, the student is not making excellent progress, the student's accelerated pattern of study will finish. The student will be offered an alternative pathway.

Acceleration within Stage 5 or within Stage 6:

Students who have been assessed as clearly displaying some of the above qualities and who have already achieved the outcomes of the first 100/120 hours of the course, may sometimes advance to the next stage of the course. This would be Year 10 for Stage 5, and the HSC component for Stage 6. Students must clearly show how they have achieved the outcomes of the previous part of the course, whether by a formal course of study, or by other life experience.

Acceleration from Stage 5 to Stage 6:

Students who have been assessed as clearly displaying the above qualities and for whom the school confidently expects a grade 'A' to be awarded in Stage 5, may begin studying a Stage 6 language while still in Stage 5. It is expected that accelerated students will remain in the top 5% of their cohort throughout the Preliminary Course, and present at the highest level in the accelerated subject when they sit the HSC.

Acceleration from Stage 4 to Stage 5:

Saturday School of Community Languages **very rarely** accepts students from Stage 4 into a Stage 5 language. Such an enrolment can only be accepted if the student displays the qualities described on page 1. Students should not seek acceleration from Year 8 into Year 9 based on the reason that the compulsory 100 hours language offered by the home school in Year 7 or Year 8 is unacceptable to the student or parent/carer.

Any student who is accepted into an accelerated program of study will not be permitted to repeat the HSC year at SSCL.

SSCL is able to cater for the individual needs of all language students, including the intellectually gifted child, by enriching the curriculum with greater breadth of content, or by providing enhancement activities which allow students to explore areas of study or interest in more depth. Therefore, the majority of students will progress with their enrolment cohort in the usual way, enjoying enrichment and extension activities according to need.

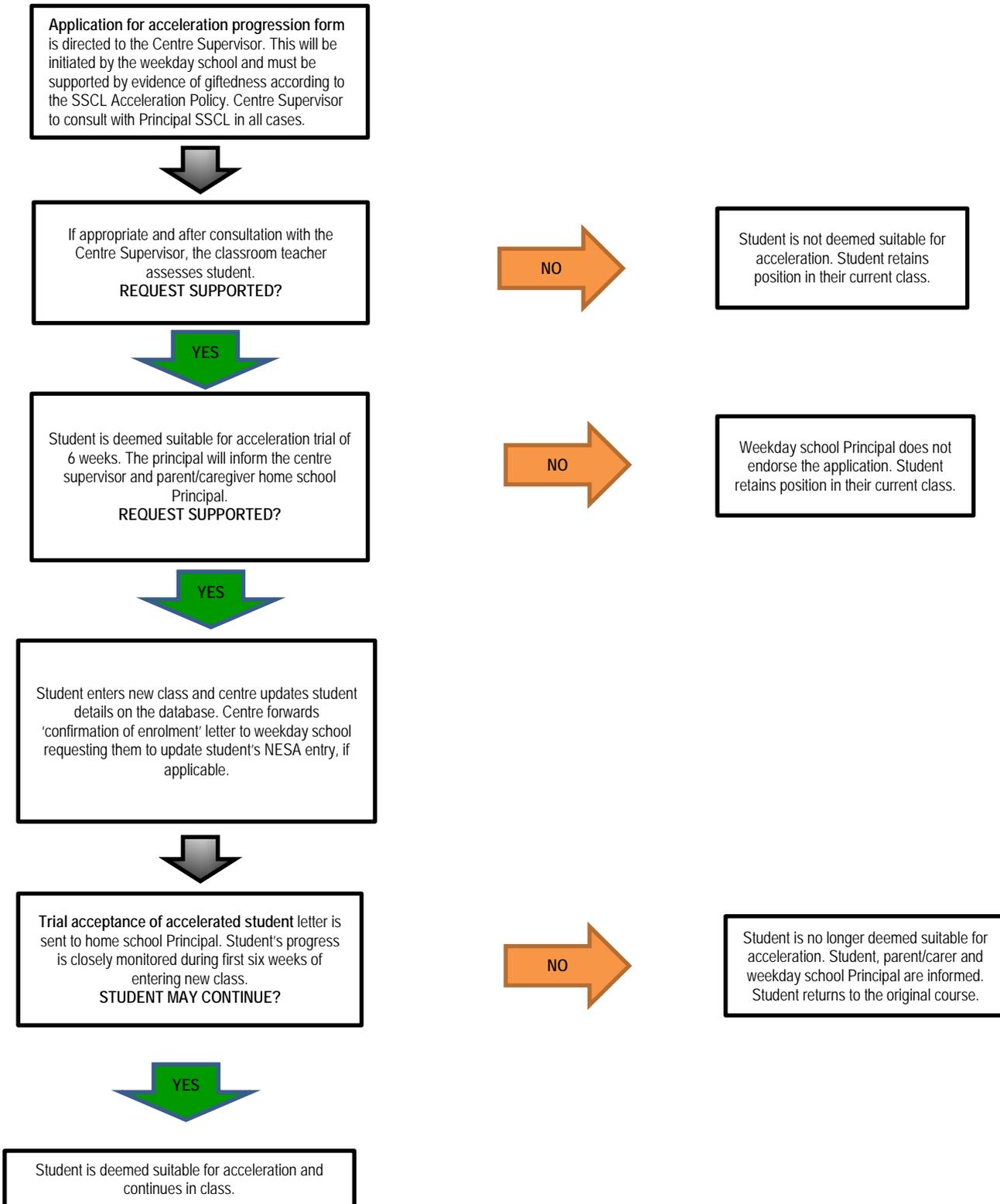
All My Own Work (AMOW) - NESA requirement for Stage 6: Before the home school can enter a Year 11 or 12 student in their Saturday School of Community Languages subject on *Schools Online*, the student must have satisfactorily completed *HSC: All My Own Work* or its equivalent. This is available on the NESA website.

Students who wish to be considered for acceleration must complete the SSCL Request for Acceleration form to be signed by the home school principal and supply the following:

Evidence necessary to support a request for acceleration for a Gifted and Talented student:

- NAPLAN results
- School Counsellor's report on the student's social and emotional readiness to accelerate
- Letter of recommendation from the home school Principal supporting the request, and advising if it is in the educational interests of the student to accelerate, and that it is prompted by the student's own high motivation
- Secondary school reports from Year 7 onwards

Flow chart of procedures for accelerated progression for Students already enrolled in the Saturday School of Community Languages





Please return this form to the SSCL Centre

Application for accelerated progression

page 1

Accelerated progression is a strategy appropriate for exceptional students and is determined by the principal of the student's home school and the Principal of the Saturday School of Community Languages (SSCL) in accordance with the guidelines of NESA. (Refer to the NESA document, **Guidelines for Accelerated Progression**).

1. To be completed by student's parent/carer

Student's full name _____ Language _____

School _____ Current home school Year (e.g. Year 8) _____

SSCL Centre _____ Course and Year requested in SSCL _____

I understand that my child/ward is applying for accelerated progression pending approval from the home school principal and assessment conducted at the SSCL. I agree to support this application by providing all the required documentation as set out in the SSCL Acceleration Policy.

Parent/carer signature

____/____/_____
Date

2. Letter to be completed by the home school Principal

How does the student demonstrate appropriate social and emotional readiness to adjust to, and benefit from, the proposed acceleration? Please comment.

Home School Principal is to write a detailed letter, on school letterhead, responding to the above question.

Principal's recommendation

I support this student's accelerated progression application. Yes No

Home School Principal signature

____/____/_____
Date

Please return this form and attach Principal's letter to the SSCL Centre



Application for accelerated progression

page 2

3. SSCL recommendation

SSCL teacher's assessment of suitability to accelerate:

Teacher signature

____/____/____
Date

Supervisor's recommendation

Acceleration recommended: Yes No

Supervisor signature

____/____/____
Date

Principal SSCL signature

____/____/____
Date

The SSCL Principal will notify the home school of the outcome of the application.



Date:

Attention: Supervisor of SSCL student

Course:

School:

E-mail:

Subject: Trial acceptance of accelerated student

We have provisionally accepted the enrolment submitted by your school for the above student to be accelerated ahead of his/her cohort into a language course with Saturday School of Community Languages.

However, as the teaching school, we must advise that we will monitor the student's progress closely. At the end of the trial period, approximately nine weeks after commencement of studies, we will carry out an in-depth review of the student's progress and participation. If we judge that acceleration is not in the educational interests of the student, we will contact you to discuss alternative options.

Teachers will refer to specific criteria during the monitoring process. These criteria are attached to the email.

We ask you to ensure that your school enters the student with the NSW Education Standards Authority (NESA) and under our NESA code of _____

NB: All my Own Work (AMOW) – NESA requirement for Stage 6

Before the home school can enter a Year 11 or 12 student in their SSCL subject on *Schools Online*, the school must notify NESA that the student has satisfactorily completed *HSC: All My Own Work* or its equivalent. This is available on the NESA website.

Catherine Chapple

A/Principal

Saturday School of Community Languages

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Review of Accelerated Student - Internal use only

Student _____ Course _____

Teacher _____ Date _____

Ability:	Yes	Somewhat	No	Explanation
Excellent oral/aural skills				
Some sophistication of language evident				
Excellent spelling skills				
Writes more rather than less				
Submitted work is of high quality				
Top 5% of cohort				

Participation:				
Engaged in lessons				
Regular attendance				
Enthusiastic				
Progressing through class work with ease				
Shows maturity in approach				
Is focused on the subject				
Quick to respond to questions and suggestions				

Teacher's comments

Teacher's Signature

Supervisor's comments

Supervisor's Signature
