



Select Entry Accelerated Learning Program (SEALP) Policy

Overview

SEALP is an educational opportunity for those children capable of completing a more diverse and challenging secondary curriculum. SEALP offers an entirely differentiated curriculum written expressly for children with above average intellectual potential. Our College recognises the greater challenge and diversity of curriculum valued by accelerated students. Students have the opportunity to study all facets of the College’s traditional curriculum whilst undertaking enrichment studies in areas such as philosophy.

Students in SEALP have the advantage of being placed in a class of similar academic and scholastic ability, allowing them to progress at a faster rate whilst still investigating topics in depth. Students will complete four years of learning in three and in their fourth year will have the opportunity to begin their VCE studies.

SEALP Year	Year 7		Year 8		Year 9	
Standard being covered:	Year 7 standard	Year 8 Standard	Year 9 Standard	Year 10 Standard		

Purpose

To outline the philosophy and structure of the Mount Clear College SEALP, explain the process of entry into the program, expectations of students whilst in the program and communicate retention of placement standards and procedures.

The Curriculum

English, Mathematics, Science, and Humanities are studied in each of the three years.

In Year 7, students complete a semester each of Japanese and Chinese, and then choose which of those two languages they would like to continue in Year 8. Further to this, in the first two years students will complete three semesters of creative and performing arts, technology and health and physical education. In the third year students will be invited to choose six units from our extensive range of elective subjects. At the end of these three years it is anticipated that students will commence a personalised senior school pathway that will include undertaking VCE over three years.

Student entry into SEALP

SEALP Student Profile

The kinds of students that SEALP typically caters for consistently find work easier than others in their grade and consistently finish faster than their peers. They may find themselves bored and unchallenged in class if they are not given extension or enrichment work by the teacher. Students suited to SEALP are usually well motivated and are prepared to work hard in class. They frequently have abilities in a wide range of areas.

Entry Process

As SEALP is designed to provide students with challenge and acceleration above what is generally expected of their peers, the entry process is designed to identify students who will thrive in this learning environment.

If a student and their parents agree that SEALP would be an appropriate secondary pathway for the student they should:

1. Complete a SEALP application form and submit to the Front Office before the deadline.
2. Register and pay for the school-based Edutest, which identifies gifted potential in students.
3. Attend the SEALP Testing day.
4. Applicants may also be asked to attend an interview with the SEALP Co-ordinator prior to being offered a position in the program.

Student retention within SEALP

All SEALP students are expected to maintain a high standard of work and effort, as per the Agreement signed when they entered the program (refer Annexure A). Therefore, each student's placement in SEALP is a privilege, and is not guaranteed from year to year.

If a student's subject teachers raise concerns regarding the standard of work, effort and/or organisation, the following process will be actioned:

1. Student is referred to SEALP Coordinator by teacher/s.
2. SEALP Coordinator to review student's reports and gather feedback from current teachers.
3. SEALP Coordinator to contact parents/guardians. Meeting arranged with Assistant Principal, SEALP Coordinator, student and parent/guardian to share concerns.
4. Parent/Guardian/Student Meeting:
 - Discussions conducted regarding the student's intention and commitment/suitability to SEALP.
 - If it is decided that the student should remain in SEALP, the student will reaffirm their commitment by reviewing and re-signing the Agreement.
 - Student placed on 'Probation' for up to six months and an individual learning plan developed to support improvement.
 - Student signs Acknowledgment of Probation and commits to their individual learning plan (refer Annexure B)
5. All teachers of that student are notified of the individual learning plan and probation period. Each teacher is requested to provide feedback on progress and encourage student to seek help if required.
6. **If improvement goals have not been met by the end of the probation period, then the student will be exited from SEALP.**

The following items may be used to ascertain if a student is meeting expectations of the program:

- Class assessment tasks
- Teacher feedback
- NAPLAN, PAT and ICAS (Year 8) testing data

Evaluation and review cycle

Date Created	May 2018
Approved By	School Council
Approval Date	22 May, 2018
Author	Assistant Principal/SEALP Coordinator
Responsible for Review	Assistant Principal
Review Date	May 2020
References	SEALP Agreement of Expectations Mount Clear College Student Code of Conduct

Annexure A



Select Entry Accelerated Learning Program (SEALP) Agreement of Expectations

The Mount Clear College SEALP provides a curriculum specifically designed to meet the educational needs of higher ability students.

It is expected that all students at Mount Clear College agree to adhere to the Student Code of Conduct as outlined in the student planner. Some of the items within the Student Code of Conduct are mentioned more specifically below and form part of this Agreement between yourself and the Mount Clear College SEALP.

Commitment of SEALP student

I recognise that as a student within the Mount Clear College SEALP that I will be expected to:

- show excellent levels of attendance and punctuality to all classes;
- consistently work to the best of my ability and complete set tasks;
- maintain a high standard of work and effort;
- display an excellent level of personal organisation;
- behave in a courteous and responsible manner at all times;
- show excellent levels of self-discipline - ensuring that my language is controlled when talking to my peers, teachers and College staff;
- respect the views or the opinions of others;
- ensure actions do not interfere with the rights of others to learn.

I understand the above expectations and responsibilities as a student within the Mount Clear College SEALP and I agree to adhere to them.

If any serious or repeated low level incidents occur that breach this Agreement, I am aware that I will be referred to the SEALP Coordinator where my continued enrolment in the SEALP will be reviewed.

Name of Student			
Signature of Student		Date	/ /
Name of Parent/Guardian			
Signature of Parent/Guardian		Date	/ /
Name of SEALP Coordinator			
Signature of SEALP Coordinator		Date	/ /



Annexure B

**Acknowledgment of Probation
SEALP Probation Period – Individual Learning Plan**

Student Name:

I acknowledge that I have been placed on probation and that my position in SEALP is not guaranteed. I will follow the Individual Learning Plan outlined below and commit to improving my standards by the date agreed upon. I understand that if I do not show adequate improvement by the end of this probation period I will be exited from SEALP.

Student Signature:	Parent Signature:	SEALP Coordinator Signature:	Date:
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Dates Of Agreed Probation Period:	00/00/0000 to 00/00/0000
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	Goals	Entry Skills	Strategies	Progress (comment to be made at end of Term X, 201X)	Rating of Achievement (comment to be made at end of Term X, 201X)
1					1 2 3 4 5
2					1 2 3 4 5
3					1 2 3 4 5
4					1 2 3 4 5

Overall Assessment of progress towards goals for KLA (Circle Appropriate)

1 – No Progress (Hasn't achieved the goal) 2 – Little Progress (Working Towards the Goal) 3 – Satisfactory Progress (Has reached the goal at some level) 4 Very Good Progress (Has reached the Goal to an acceptable standard) 5 Excellent Progress (Has achieved beyond the set goal).

Comments: