

HAMPTON PARK SECONDARY COLLEGE TEACHING AND LEARNING HANDBOOK



2023

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Curriculum & Pedagogy Team

2023



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College Values

Our vision of learning excellence is underpinned by the Hampton Park Secondary College values of Respect, Learning, and Working Together. Informing our daily interactions and decisions, these values are embedded in our whole school practice and they are supported by our School-wide Positive Behaviour Support Program. Our values embody the educational centrality of building critical, informed, and reflective citizens in a democratic, equitable, and just environment that is characterised by cultural, economic, and social diversity. Through living our values, we hope that our students manifest the qualities of understanding the world with a global view, engaging in life-long learning and re-learning, having high levels of empathy, and always being critical and creative problem solvers.

Our values of Respect, Learning, and Working Together guide our educational programs within the community in the following ways:

- I respect myself and other people
- I actively listen to others with an open mind
- I respect other people's different perspectives
- I am inclusive
- I respect school property and the property of others
- I wear my school uniform with pride
- I set personal goals and have high expectations of myself and others to continually improve
- I have a positive attitude and enthusiasm for learning
- I strive to achieve my personal best
- I take pride in the achievements of myself and others
- I am willing to share ideas, resources, and skills
- I am helpful and approachable
- I contribute positively to class, group activities, and the school community

Our Teaching and Learning Framework

The aim of the Teaching and Learning Framework is to support teachers in the delivery of high-quality teaching, with the ultimate goal being to enable and ensure student understanding and growth.

Our Framework captures all the elements necessary to ensure we meet our college vision and sums up all that we do to achieve excellence in teaching and learning. Our framework is overarching; it captures the alignment between the college vision, values, structures, policies, and all curricular and extracurricular programs. This framework ultimately aims to achieve our Strategic Plan goals and contribute to meeting the goals of the Education State. In addition, it provides staff with a clear and consistent understanding of what matters most at HPSC and aims to ensure all students can achieve high levels of learning growth.

At the heart of our Teaching and Learning philosophy is the desire to empower students to take control of learning, to be active co-learners along-side teachers, following their passions and fostering a love for learning. We strive to develop independent, reflective learners, and in doing so, this framework provides teachers with a clear, consistent understanding of how to ensure the success of our students.

Our belief is that our current education system is based on a nineteenth century industrial model. A model that in many ways is no longer fit for purpose, training students for a world that no longer exists. We live in a world that is changing rapidly and schools need to change with it. We endeavour to embed student-centred learning at Hampton Park Secondary College because we are passionate about authentic student empowerment and personalised learning pathways because all students are unique and different with individual interests and needs and as such, schools must provide students with greater choice and agency over their learning.

Our Teaching and Learning Framework

These beliefs are supported by three key findings of the Gonski 2.0 Report:

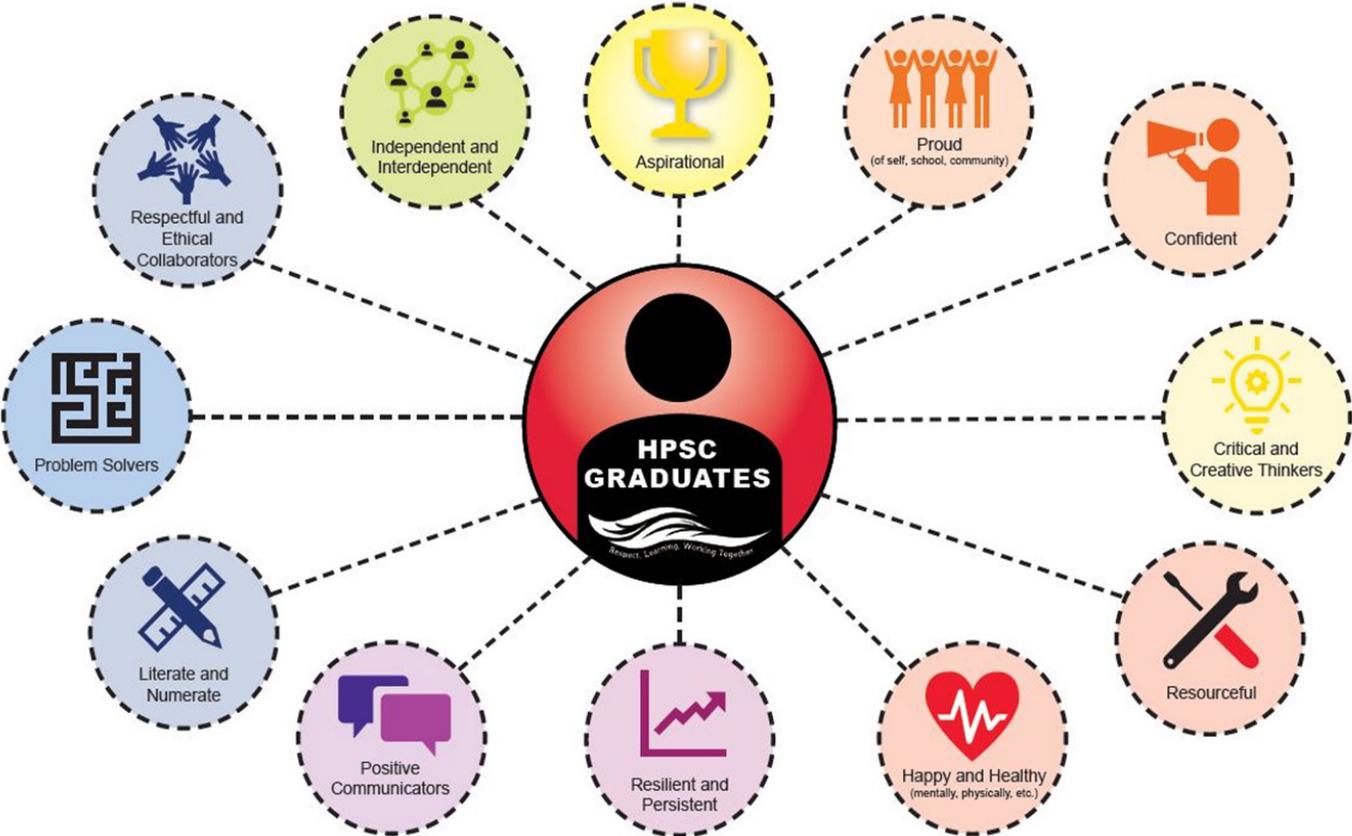
- Finding 4: Teaching curriculum based on year or age levels rather than levels of progress leaves some students behind and fails to extend others, limiting the opportunity to maximise learning growth for all students. We have implemented a vertical curriculum model with multi-age classes to ensure no student is held back or left behind.
- Finding 7: There is compelling evidence, in Australian schools and internationally, that tailored teaching based on ongoing formative assessment and feedback are the key to enabling students to progress to higher levels of achievement. Formative assessment and systemic feedback are integral components of our Teaching and Learning Framework.
- Finding 16: As Australian schools transition to diagnostic assessment and differentiated teaching within the framework of learning progressions, there will be increasing opportunities for, and benefits to be gained from, external quality review processes at school and system level. Continuous improvement in Australian education will be supported by the variety of quality assurance processes increasingly utilised by Australian school systems and schools. The implementation of Professional Learning Communities (PLCs) will act as a vehicle to improving the quality of teaching which includes the effective use of data to inform the design of curriculum, assessments and pedagogical techniques including differentiated and responsive instruction.

In response to Finding 7 and 16, we have a strong emphasis on formative assessment to enact responsive teaching, and with the guidance of Emeritus Professor Patrick Griffin, are moving towards introducing Developmental Learning and Assessment Principals which includes developmental assessment rubrics.

Our Teaching and Learning Framework establishes a close alignment to the Framework for Improving Student Outcomes (FISO), the Victorian Teaching and Learning Model (VTLM), DETs Practice Principles and Literacy and Numeracy evidence-based research and practice.

Our Graduate Profile

At HPSC, we are committed to embedding an educational model that is student-centred and focused on personalised learning pathways. It is our mission to ensure that all students are passionately engaged in their education and graduate with the below outlined cognitive, personal, and interpersonal competencies that will equip them for their future education and employment.



Our Teaching and Learning Framework

Aim

The aim of the Teaching and Learning Framework is to support teachers in the delivery of high-quality teaching and learning.

Our Framework captures all the elements necessary to ensure we meet our college vision and sums up all that we do to achieve excellence in teaching and learning. A framework is overarching, and captures the alignment between the college vision, values, structures, policies, and all curricular and extracurricular programs. This ultimately aims to achieve our Strategic Plan goals and contribute to meeting the goals of the Education State. In addition, it provides staff with a clear and consistent understanding of what matters most at HPSC and aims to ensure all students can achieve high levels of learning growth.

Hampton Park Secondary College strives to develop independent, reflective learners, and in doing so, we use this framework provides teachers with a clear, consistent understanding of how to ensure the success of our students.

Elements

Our Teaching and Learning Framework includes the following elements:

- Preconditions for school improvement
- Direct links to the Framework for Improving Student Outcomes (FISO) and the Victorian Teaching and Learning Model (VTLM)
- Our HPSC agreed instructional model
- Our HPSC Teaching and Learning Cycle that aligns to the PLC inquiry cycle
- Professional Learning Communities using an agreed evidence-based improvement cycle
- Instructional Practices underpinned by Richard Elmore's Instructional Core, Doug Lemov's Teach Like a Champion, High Impact Teaching Strategies (HITS) and Robert Marzano's High Reliability Teaching Strategies.
- Understanding by Design approach to curriculum design and assessment with emphasis on empowering each learner through differentiation and personalisation.
- Acceleration Policy to promote high expectations and learning extension
- Four Levels of Feedback by John Hattie's Visible Learning
- Data tiers
- Blended Learning – harnessing the power of ICT

- Vic Curriculum Capabilities
- Assessment – as, for, and of
- Four layers of curriculum documentation as per VCAA guidelines
- Agreed process for moderation and cross marking
- Best practice reporting
- Response to Intervention (RTI)
- School Wide Positive Behaviour Support

Learning at Hampton Park Secondary College

As educators, in collaboration with parents and carers, it is our responsibility to create an inclusive and welcoming environment where the development of the whole individual is paramount. In 2019, through extensive research and collaboration with like-minded schools, in continuous consultation with students and staff, and with an exhaustive focus on improving student educational outcomes, Hampton Park Secondary College moved to begin a rigorous shift in the way it understands the roles of education and school in student learning. Our aspirations are ambitious and long-term, but our commitment to empowering all students to unleash their infinite capabilities is unfaltering. The very nature of this enterprise is experiential, and we are excited to, in collaboration with our students, continue to build exceptional learning opportunities and results.

Learning at Hampton Park Secondary College is categorised into three stages or 'programs': Explore, Enhance, and Excel. These programs recognise the unique needs of each student as they engage in their secondary education and allow learning to be transformative, dynamic, and focused upon growth. Our programs allow students to 'move through' their secondary schooling experience in a way that better reflects their passions and abilities rather than their nominal 'year level'. Hence, whilst many students merely survive their time at high-school, students at Hampton Park Secondary College instead thrive in an exceptional learning environment where they are empowered and supported to create an educational pathway that is as individual and unique as they are.

Curriculum and Assessment

Understanding by design

As designers of student learning, teachers use Understanding by Design as a framework to provide engaging, rigorous and connected curriculum. Developed by Grant Wiggins and Jay McTighe, Understanding by Design follows these key ideas:

- A primary goal of education should be the development and deepening of student understanding.
- Students reveal their understanding most effectively when they are provided with complex, authentic opportunities to explain, interpret, apply, shift perspective, empathize, and self-assess

- Effective curriculum development reflects a three-stage design process called “backward design” that delays the planning of classroom activities until goals have been clarified and assessments designed
- Teachers, schools, and districts benefit by working smarter through the collaborative design, sharing, and peer review of units of study
- Students must develop skills that are transferable in all parts of learning

All teaching teams use the HPSC Understanding by Design (UbD) template as a tool to enable effective planning of curriculum and assessment.

Assessment Practices

At Hampton Park Secondary College, learning and assessment:

- Maintains high expectations for the learning of all students
- Fosters the pursuit of individual excellence and promote the development critical and curious minds
- Promotes success, independence, resilience, self-confidence and be provided in an environment that is inclusive, supportive, and productive
- Involves students in discussion about their own learning
- Takes into account the diverse needs, interests and cultures of all students
- Presents authentic tasks that require complex thought and allow time for exploration, inquiry and collaboration
- Is a process where effective assessment and reporting practices ensure the ongoing development of each student
- Embeds our Teaching and Learning Cycle and Gradual Release of Responsibility (GRR) Instructional Model

Assessment allows teachers and students to evaluate the effectiveness of the learning and teaching processes as well as to diagnose individual, class and whole school learning needs. It presents as an opportunity for both staff and students to identify strengths and weaknesses and to help teachers to follow the development of students and monitor areas of their learning that require improvement.

It is essential that formative and summative assessment have a purpose. The principles for writing good assessments are:

Linked to Learning Intention & Success Criteria: transparent assessment clearly sets out expectations for students with clear task descriptions, criteria and standard with model exemplars.

Valid: measure the student learning and the extent of that learning.

Reliable: consistent results no matter whom it is marked by.

Fair: equal opportunity for all students to demonstrate their learning.

Authentic: relevant and reflect what the student will do in the 'real world'.

Engaging: emotionally and/or cognitively engage students which encourages them to spend time on the assessments.

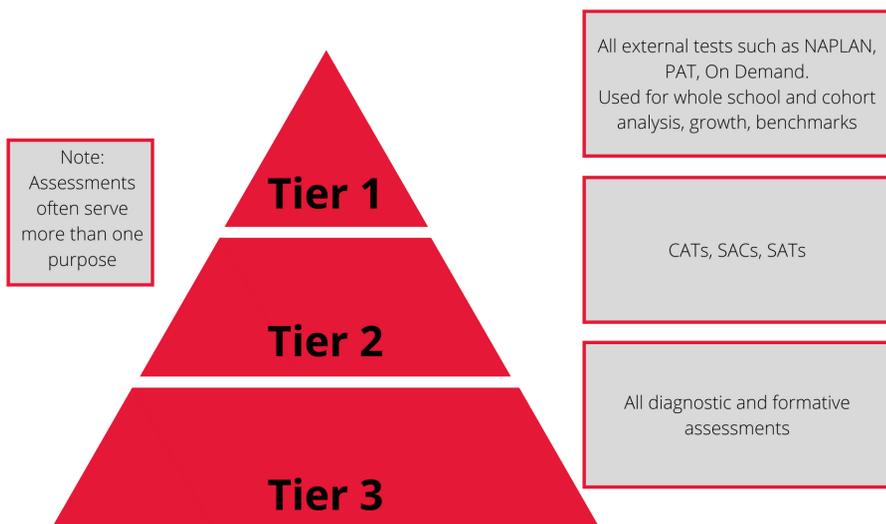
Appropriate: suitable for the type and the level of learning being assessed.

Provides Useful Analytics: data which can be analysed to direct teaching and learning.



Our school recognises there are tiers of assessment:

Three Tiers of Assessment



Leaders use Tier 1 data to analyse trends and achievement against College goals. Teachers use a range of diagnostic and formative evaluation to track progress, and use data from these assessments, to inform their practice. Teachers use summative assessments to evaluate their teaching practice and make adjustments accordingly. Assessments range from tests, projects, performances, portfolios and exhibitions.

Response to Intervention (RTI)

The Why Behind RTI:

The Response to Intervention (RTI) Framework recognises that all students can learn to high levels when they are given the required time and support. RTI is structured and implemented through three tiers of intervention.

At HPSC, Tier One includes:

- Core Classroom Instruction
- Universal Intervention
- Mastery Learning
- Differentiated and scaffolded pedagogy and routines
- Immediate and effective feedback
- Scaffolded practice of new skills

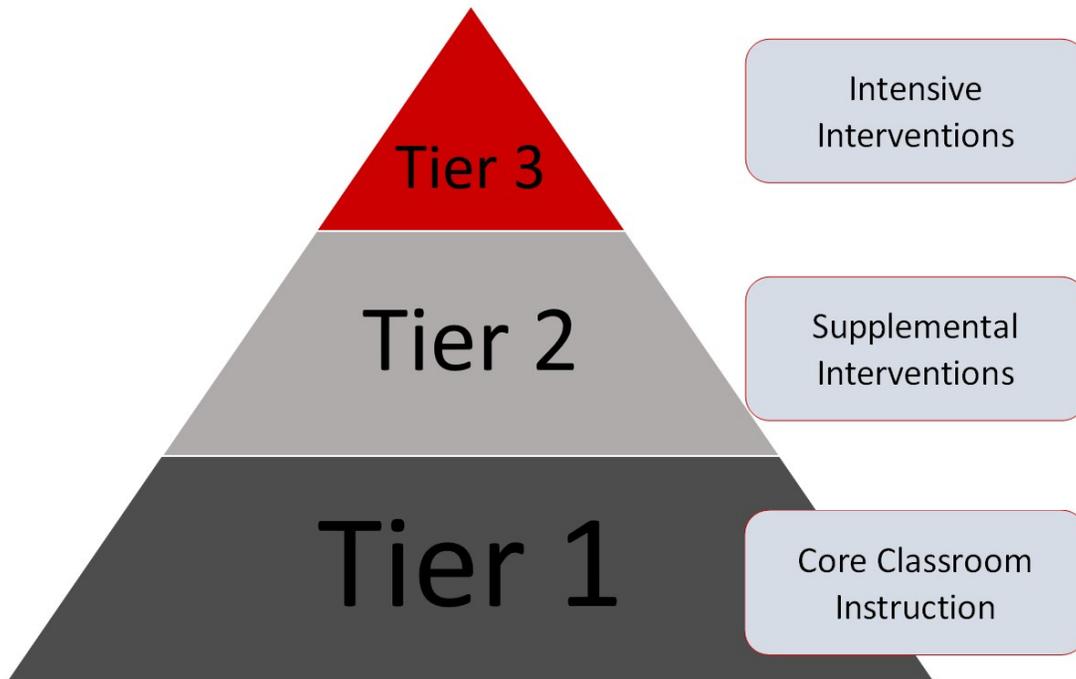
Tier Two Includes:

- Supplemental Interventions
- Targeted Intervention
- Supports for students who require more time and alternative strategies
- Clinical approach
- Fits in with core instruction
- Purpose is for students to master prioritised level/course skills
- Three-Teacher Team Model

Tier Three Includes:

- Intensive Intervention
- Supports for students who experience significant difficulties with any and all learning because of diagnosed or imputed learning difficulties or disabilities, including gaps in learning
- Involves providing intensive, targeted supports to begin closing gaps with a great sense of urgency
- Students who have been 'screened' to be multiple grade levels behind their peers in foundation skills
- Intensive support is additional to other levels of support
- Numeracy and Literacy Support Programs
- Tutor Program
- MYLYNS

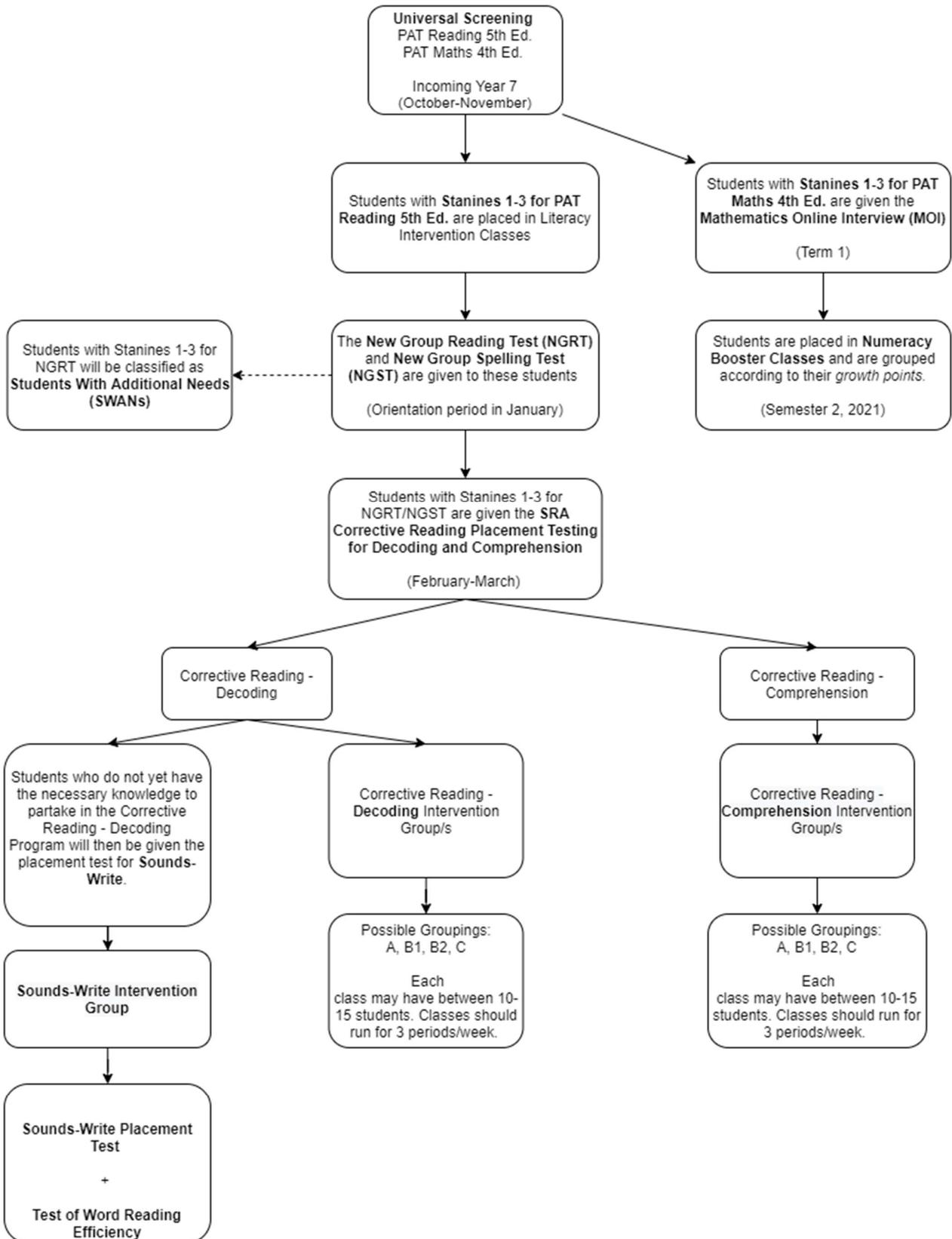
Response to Intervention (RTI)



The Core Principles of RTI are:

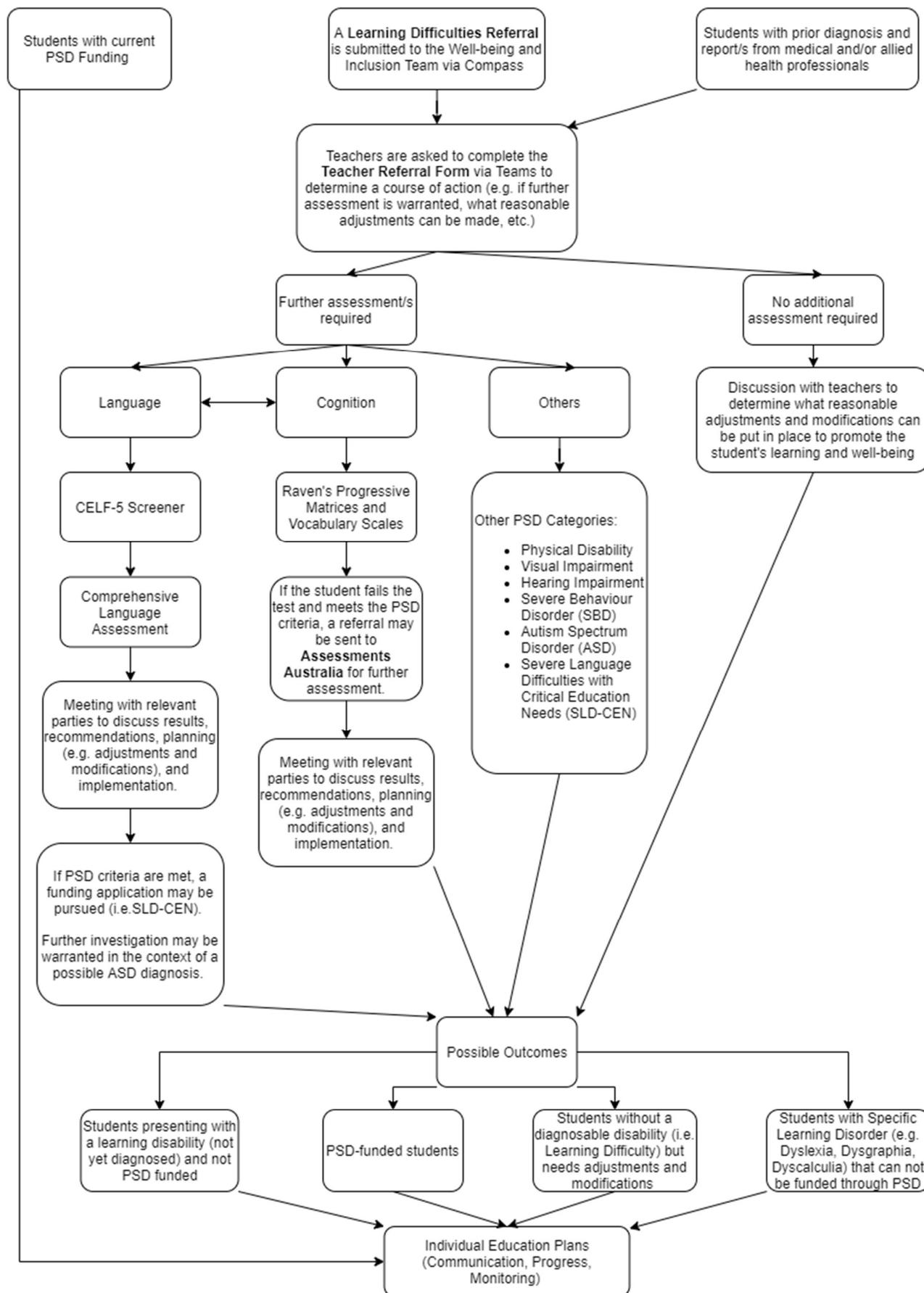
1. All students can learn to high levels if our teaching is strong enough
2. We need to intervene as early as possible when students don't learn.
3. We need to differentiate our time and instruction if all students are to learn at high levels.
4. A professional learning community approach allows for the diagnosis and implementation of effective instructions and interventions.
5. We can strengthen our teaching if we use research proven instruction and interventions.
6. On-going formative assessment which gathers accurate feedback from students on their learning allows us to adjust our instruction and interventions in 'real time'.
7. Learning data allows us to determine the impact of our instruction and interventions.
8. We use assessments to determine if students are making the expected progress, to determine what students can and can't do and to monitor the impact of our instruction and interventions

RTI Flowchart



Data from periodic monitoring in the intervention groups can be used as additional evidence when making referrals for additional assessment (e.g. PSD funding application).

If there are concerns with a student's language abilities, cognitive level, and general learning, the process is as follows:



What is Literacy?

Students become literate as they develop the knowledge, skills, and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy encompasses the knowledge and skills students need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school. Success in any learning area depends on being able to use the significant, identifiable, and distinctive literacy that is important for learning and representative of the content of that learning area.

Becoming literate is not simply about knowledge and skills. Certain behaviours and dispositions assist students to become effective learners who are confident and motivated to use their literacy skills broadly. They include students managing their own learning to be self-sufficient; working harmoniously with others; being open to ideas, opinions and texts from and about diverse cultures; returning to tasks to improve and enhance their work; and being prepared to question the meanings and assumptions in texts.

What is Numeracy?

Students become numerate as they develop the knowledge and skills to use mathematics confidently across other learning areas at school and in their lives more broadly. Numeracy encompasses the knowledge, skills, behaviours, and dispositions that students need to use mathematics in a wide range of situations. It involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

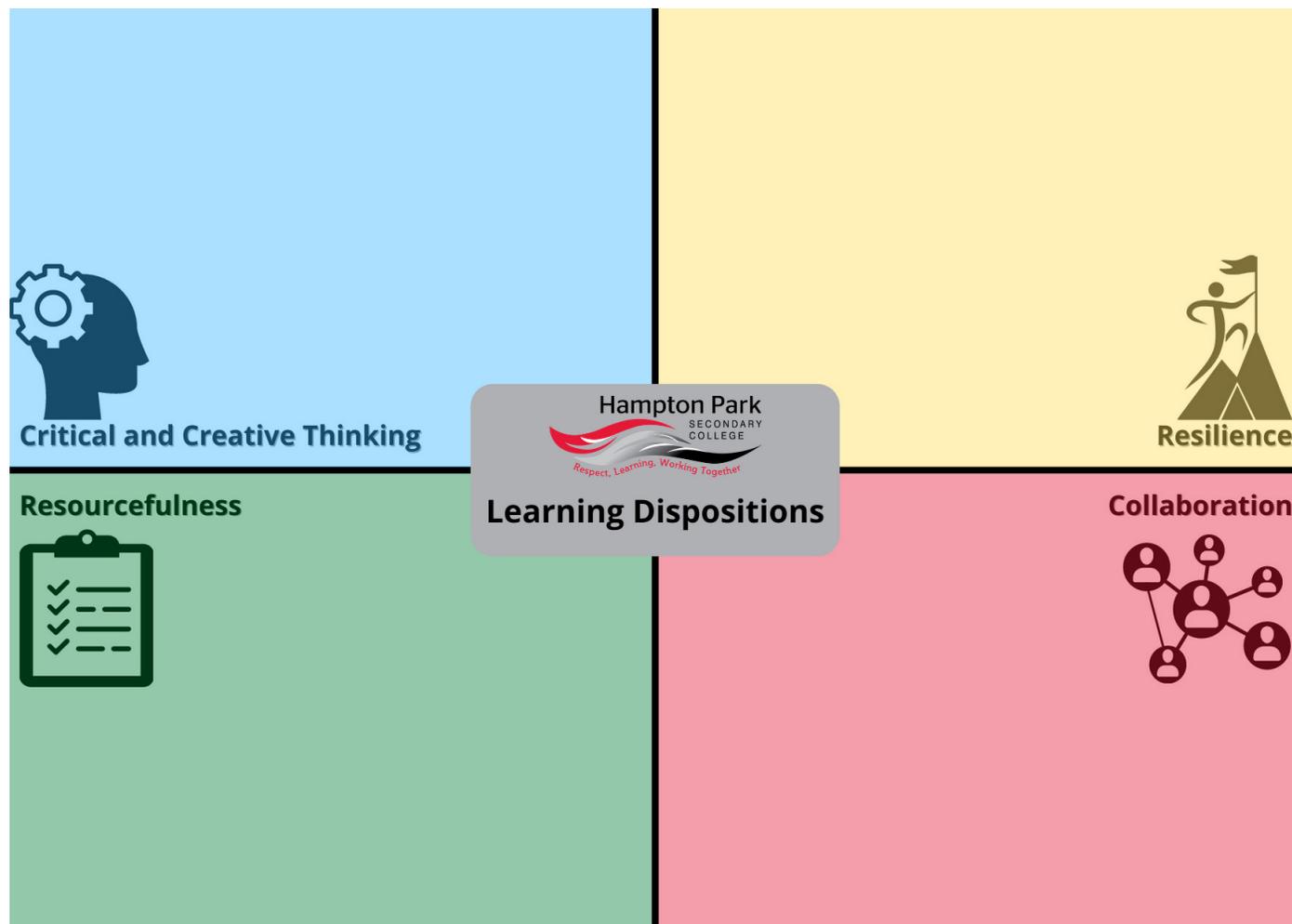
Learning Dispositions

Based on Professor Guy Claxton's *Building Learning Power* and *21st Century Competencies* and Michael Fullan's *6Cs of Deep Learning*, students are assessed and self-assess against our four Learning Dispositions in both Progress and Semester reports. These dispositions underpin the learning that takes place at our College to meet the aspirations of our Graduate Profile. Every six weeks, students will receive a Learning Dispositions Assessment report (Formerly known as a GPA), a numerical average of their Learning Dispositions which are:

- Critical and creative thinking
- Collaboration
- Resilience
- Resourcefulness

This report is monitored by the Student Sub-School Teams and followed up regularly. Students use this assessment report to set goals that will contribute to success in their learning.

Learning is about growth; each student will enter and exit the learning at different points. Learning success requires effort and hard work, and making mistakes is an important part of the learning process. Students are encouraged to learn with and from each other and to hold high expectations of themselves and those around them.



Teaching and Learning Cycle and Pedagogical Model

At Hampton Park Secondary College, staff are committed to using a range of instructional practices to facilitate student learning experiences and outcomes. We take a consistent approach in structuring lessons through our Pedagogical Model, to enable students to engage with their learning, and enable teachers to provide point-of-need instruction and feedback.

We place a high level of importance on the use of both explicit teaching and inquiry-based learning, and provide flexible learning spaces to enable explicit instruction, fluid groupings and collaborative learning opportunities. We place the student at the centre of learning, meaning we empower students to take control of their learning by seeking feedback and reflecting on their own learning.

We recognise that strong, critical and creative thinking skills are essential for success and prosperity. Therefore, we develop learning opportunities and pose questions that engage and grow critical thinking and creativity.

Our pedagogy stems from strong, evidence-based practices. We are committed to the following approaches that underpin our College Instructional Model:

- Gradual Release of Responsibility (Fisher and Frey)
- Backwards curriculum planning (e.g., Understanding by Design – Jay McTighe)
- Literacy for Learning (Dare and Polias)
- Developmental Assessment and Teaching Principles (Patrick Griffin)
- Visible Learning (John Hattie)
- High Impact Teaching Strategies (DET)
- Teach Like a Champion (Doug Lemov)
- Principles of Instruction (Barak Rosenshine)

Guaranteed and Viable Curriculum

Four layers of curriculum design

- 1: Whole School Curriculum Map
- 2: Domain Achievement Standard Maps
- 3: Unit Standards and Assessment Maps
- 4: Units of Work (UbDs)

EVALUATE

Where are my students now?

Evaluate the effectiveness of unit plans and lessons and share these findings at PLC meetings.

Gather individual student data, class data and cohort data to be shared in PLC meetings. Set learning goals and identify the 'crumb' focus.

PLC INQUIRY

MONITOR

How do I know when my students get there?

Monitor evidence of student learning, through continuous formative assessment.

Implement responsive and targeted teaching strategies informed by evidence.

DEVELOP

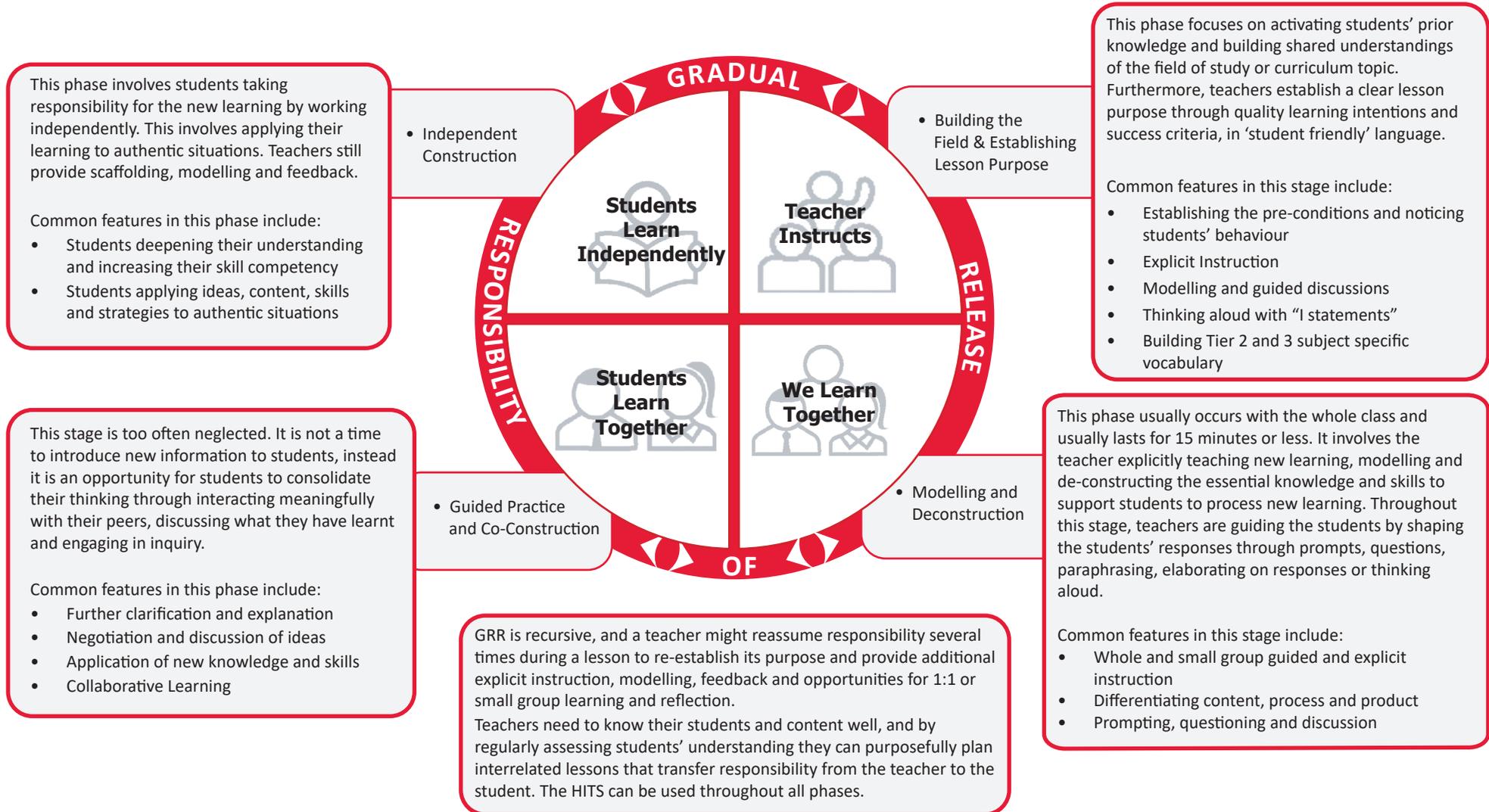
What do I want my students to learn and how will they get there?

Develop learning programs based on triangulated evidence. Continuously use the Instructional Model and RTI framework to select HITS and targeted intervention strategies that are responsive to the learning needs of every individual student throughout the course of the unit.

HPSC PEDAGOGICAL MODEL

The Gradual Release of Responsibility (GRR) instructional framework purposefully shifts the cognitive load from teacher-as-model, to joint responsibility of teacher and learner, to independent practice and application by the learner. This shift in responsibility occurs both within lessons and across the duration of a Unit of Work.

The phases are not linear. They can be used in any order, however a series of lessons should contain all four. An amplification of certain phases will occur throughout a Unit of Work. (Fisher & Frey, 2007; DET, 2021)



What Does the Research Say on Feedback?

Hattie, J. & Timperley, H. (2007). The power of feedback, Review of Educational Research, v77 (1), p81-112.

The purpose of feedback is to reduce the discrepancies between current understanding/performance and a desired goal by connecting feedback to data.

Effective feedback answers three major questions asked by the teacher and/or by the student:

1. How am I going?
2. Where to next?
3. How do I get there?

There are four potential levels of feedback:

- Feedback about **the task**, such as whether answers were right or wrong, or directions to get more information
- Feedback about the **processing of the task**, such as feedback about strategies used or strategies that could be used
- Feedback about **self-regulation**, such as feedback about student self-evaluation or self-confidence
- Feedback about the **student as a person**, such as pronouncements that a student is 'good' or 'smart'

Effectiveness of the levels:

- Feedback about the qualities of the work and feedback about the process or strategies used to do the work are the most helpful
- Feedback that draws students' attention to their self-regulation strategies or their abilities as learners can be effective if students hear it in a way that makes them realise they will get the results they want if they expend effort and attention
- So when possible, describe both the work and the process – and their relationship. Help students understand how their self-regulation will build their 'self-efficacy' and the control they have over the effectiveness of their learning. Avoid an imbalance re feedback and praise/personal comments

The Structure of Written Feedback

All written feedback should follow the template below. This is also useful for verbal feedback, to ensure you are as clear and specific as possible.

	What to Include	Example
“How am I going?” Feed back	Quality of work - make sure it's related to the task. You may like to discuss the student's process in completing the task (i.e. drafting, planning, collaborating, editing). Be specific; no praise.	<ul style="list-style-type: none">• “Good understanding of character development”• “Discussed characters with detail”
“Where to next?” Feed up	What can be done to improve? Be specific May like to discuss future learning.	<ul style="list-style-type: none">• “Aim to improve the structure of your essay”• “Particularly the structure of your paragraphs”
“How do I get there?” Feed Forward	How will the student get from A to B? What steps can be taken to improve?	<ul style="list-style-type: none">• “Create detailed plans”• “Us and follow TEEL closely”

What is a Professional Learning Community?

At Hampton Park Secondary College, we are unrelenting in our focus on improving student learning outcomes. All teaching staff participate in a Professional Learning Community (PLC) which follows DuFours approach to inquiry with a College specific lens for implementation. Through participation in a PLC staff identify their professional learning needs and join a Professional Learning Team (PLT) that enables them to focus their development to a key area.

Why PLC'S?

PLC's create a consistent structure to support staff during collaboration time to focus on collective student achievement and update curriculum documentation. Teachers are able to work together to design strategies that improve student learning outcomes in specific areas of need. This collective power of teachers recognises that collectively we can improve the outcomes for all students, not just those allocated on a class list.

PLC's create alignment between the various priority areas at the College. Rather than everything being seen as a stand alone they are the opportunity to bring collective knowledge and experience to a team that drive improvement. For example, Student Learning Dispositions could be viewed as 'something else that we have to do', in a PLC model the skills and knowledge of directly teaching these dispositions can be evaluated for the impact on student learning outcomes. They are then further strengthened and embedded in our practice.

Our PLC vision:

At Hampton Park Secondary College we recognise the collective efficacy and power of our teaching staff to create improved outcomes for all students. We celebrate the success of our peers and trust them to work collaboratively in designing effective, data responsive, intervention strategies.

Professional Learning Communities

A professional learning community (PLC) involves collaboration, sharing and ongoing critical interrogation of teaching practices in line with professional standards (AITSL, 2017). DuFour, DuFour, and Eaker (2008) assert that the first big idea of a PLC is a focus on learning. They explain that highly effective schools accept student learning as the

fundamental purpose of their school. PLC's bring together teams of teachers with the common goal of improved student learning outcomes. During this time staff collaborate, share practice, a collective responsibility and a desire to improve pedagogical practices. To ensure that staff are supported in engaging in PLC's time is dedicated each week for teams to meet together and work through their inquiry focus.

What are Professional Learning Communities?

- *PLCs bring together teams of teachers and leaders with a singular focus on success for every student.*
- *PLCs are characterised by teacher collaboration, shared practice, collective responsibility and pedagogical change to inspire change of practice.*
- *The work of PLCs is undertaken through regular cycles of disciplined, collaborative inquiry.*
- *PLCs ensure student learning drives teacher learning through targeted professional learning, classroom observation and the support of school leadership.*

DET, 2019

At Hampton Park Secondary College, we recognise the collaborative expertise of our staff and use PLC as a vehicle to drive the future learning of the team through; targeted professional learning, Learning Walks, Classroom observations and peer coaching.

PLC's are underpinned by these key characteristics:

1. **Shared values and vision** - we are driven by the need to improve student learning. As a College we recognise that student learning outcomes are central to our work and PLC's enable this to occur.
2. **Collective responsibility and collaboration** - We are responsible for the learning of all students at the College, not just the ones in our classes. When a member of a PLC needs support with a student's learning the group work collaboratively to find solutions.
3. **Reflective inquiry** - All PLC meetings follow a HPSC adaptation of Dufours approach to inquiry which enables conversations to be centred around improvements to instructional practice. This inquiry uses data and evidence to link identified professional learning needs to improved academic outcomes.
4. **Commitment to continuous learning of students and teachers** - All members of a PLC are committed to gathering evidence of student learning and bringing this to PLC meeting times. Collectively we analyse, develop and implement strategies to improve these learning outcomes. Through this staff are committed to learning more themselves about how they can approach the learning needs of students.
5. **Supportive school leadership and environment** - The leadership team will guarantee time for staff to complete this valuable collaboration at a time that enable the majority of staff to participate. They aim to build trust in teachers to work through the PLC inquiry process celebrating the successes of staff throughout the cycle and create alignment between the priority areas at the College.

All teaching staff will:

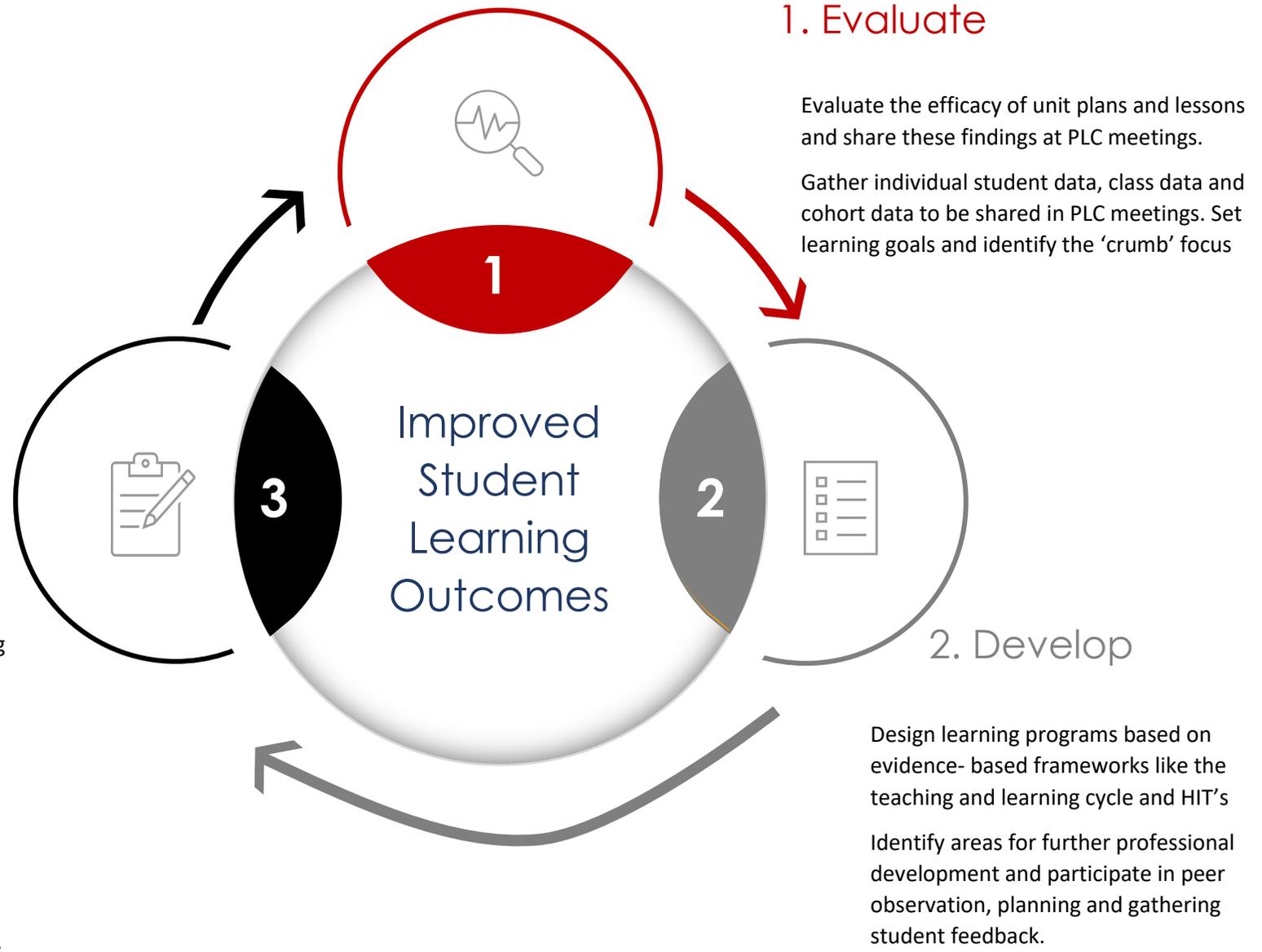
- Be allocated to a PLC group for at least 1 semester but more commonly the whole year
- All staff will contribute collaboratively and not work independently during PLC time
- Attend the weekly PLC meetings in the FLS
- Adhere to the agreed PLC team norms
- Keep minutes of their key discussions during each phase of the PLC cycle in microsoft teams
- The work of each PLC will be included in each teachers Performance Development Plan (PDP)
- Ensure that the PLC phases are used to guide the inquiry process

Flexible PLC meeting expectations:

During PLC meetings the following are to be determined by the team on a needs basis:

- Specifics of a minute taking template. If the template is provided does not suit the needs of the group then modifications can be made.
- How long is spend in each phase of the PLC cycle. If a group needs more time analysing their formative assessment or designing interventions, then more time can be spent in these areas.
- Specific roles that team members take on during meetings. As a group there are several things that need to occur in PLC meetings such as minute taking, time keeping and facilitating. These specific roles occurs as best suits the team. You might even need additional roles to support the use of norms and collaborative practice.
- Each PLC can choose their own goal that aligns to the common focus areas presented to staff. For example, your initial data might indicate that your group would like to focus on a literacy goal. When unpacking this data further you might discover that students are not understanding command words and often answering questions incorrectly, or that they are unable to use subject specific vocabulary in sentences. Another PLC group might recognise that students are having issues unpacking data that is presented to them. In this case you might choose to have a numeracy specific goal around improving the ability of students to unpack data that is presented in a table or graph.
- The specific location that each PLC works from within the FLS. Each group can choose a space that best suits their needs. For example if you need a TV to project data, formative assessment or note taking then groups can move to spaces where these are available.

PLC Phases



Other Frameworks and Policies

School-wide Positive Behaviour Support (SWPBS)

School-wide positive behaviour support (SWPBS) is a framework that brings together school communities to develop positive, safe, supportive learning cultures. Key Features of our SWPBS include:

- HPSC Student Engagement & Inclusion Policy
- Shared Leadership and school-wide support
- Safe and orderly learning environment
- Clearly define a set of expected behaviours through our staged response process
- Student Representative Council

Acceleration Policy

Statement

Hampton Park Secondary College endeavours to provide all students with the opportunity to maximise their learning potential whilst at school. All students, as appropriate, are encouraged to improve their educational outcomes through accelerating their learning by studying a pre-VCE, VCE, or VET subject whilst undertaking the Enhance program. Students who have accelerated their learning in Years 10 and 11 may also include a University Enhancement Study in their Year 12 program.

Purpose

- To provide students with the opportunity to further extend their learning opportunities
- To enable students to study a sixth subject as part of their scored VCE program, or alternatively, to provide opportunity for students to create a balanced VCE/VET program over three years
- To create opportunities for students to engage in tertiary education through studying a university subject in Year 12
- To familiarise students with the work requirements and expectations associated with the Excel program by providing the experience of studying a VCE or VET in Year 10 and a Pre-VCE subject in Year 9

Implementation Guidelines

The information outlined below provides specific acceleration guidelines for each year level transition:

Year 6 into 7

All Year 7 students will undertake the Explore curriculum program.

In exceptional circumstances, a Year 7 student may be granted permission to study an Enhance subject, if the following eligibility criteria are met:

- The student submits an **Enhance Subject Recommendation Form** to the Junior Sub School by the due date. This form must include a recommendation from the Grade 6 teacher and parent/carer consent
- The student demonstrates a strong interest in or passion for the subject area
- The student is deemed suitable for acceleration based on data including, but not limited to, the ACER Testing that will occur in Term 3 or 4 of Grade

The student may be required to attend an interview with the Sub School Leader and nominated panel members. All requests must be approved by, and are at the discretion of, the Sub School Leader or nominated delegate.

Year 7 into 8

All Year 8 students will undertake the Enhance curriculum program.

All of our nominal year 8 students, in their first year of the Enhance program, are highly encouraged to accelerate their learning 'outside of the classroom'. Hampton Park Secondary College enables students to organise, lead, and participate in a variety of co-curricular activities, programs, learning activities, and leadership opportunities that will complement their academic pathway. We believe that this is an opportune time for students to really begin to extend themselves as they contribute to the life of the College and to the local and global community.

Year 8 into 9

All Year 9 students will undertake the Enhance curriculum program.

However, Year 9 students who are categorised as High Ability, through meeting the following eligibility criteria, are **expected to select and undertake at least one Pre-VCE subject**:

- The student is deemed suitable based on data including, but not limited to, GPA reports, ACER Stanine of 6 and above, and relevant teacher recommendations

Students who have been identified as High Ability and do not wish to undertake a Pre-VCE subject must submit an **Acceleration Exemption Application Form**. The student may be required to attend an interview with the Sub School Leader and nominated panel

members. All opt-out requests must be approved by, and are at the discretion of, the relevant Sub School Leader or nominated delegate.

Massive Open Online Courses (MOOCs):

All Enhance students have the opportunity to undertake MOOCs instead of one school based Enhance elective. Interested students **MUST** submit a **MOOCs Application Form** that can be collected from the Middle Sub School office and submitted prior to the course counselling appointment. **ONLY** the Curriculum & Pedagogy Leader can approve this selection.

Year 9 into 10

All Year 10 students will undertake the Enhance curriculum program.

All Year 10 students are **expected** to select and undertake a program that consists of numerous (minimum of two) Pre-VCE subjects. It is **strongly recommended** that all Year 10 students select and study one accelerated VCE or VET subject as part of their Year 10 course. Accelerated VCE subjects must be approved by the overseeing course counsellor and Senior Sub School Leader, who must deem each student suitable based on teacher recommendation and data sets. Accelerated VET subjects must be approved by the Senior Pathways Coordinator. Students who are approved to undertake a VCE or VET subject are not expected to undertake Pre-VCE subjects, however, are encouraged to do so.

Note: Students must be at least 15 years of age at the commencement of a VET course.

Exemptions:

Some students may be identified as not being suitable by the Curriculum & Pedagogy Leader. They will be exempt from undertaking a Pre-VCE, VCE, or VET subject. Students deemed not suitable may include, but are not limited to, students who fall within these categories:

- Students under the Program for Students with a Disability
- Students with additional needs
- Students with extremely low literacy skills (stanine 3 or below)

Year 10 students who are categorised as High Ability, through meeting the following eligibility criteria, are expected to select and undertake at least one VCE or VET subject as part of their Year 10 program:

- The student is deemed suitable based on data, including but not limited to, GPA reports, ACER Stanine of 6 and above, and relevant teacher recommendations

Students who have been identified as High Ability and do not wish to undertake a VCE or VET subject must submit an Acceleration Exemption Application Form. The student may be required to attend an interview with the relevant Sub School Leader and nominated

panel members. All opt-out requests must be approved by, and are at the discretion of, the relevant Sub School Leader or nominated delegate.

Massive Open Online Courses (MOOCs):

All Enhance students have the opportunity to undertake MOOCs instead of one school based Enhance elective. Interested students **MUST** submit a **MOOCs Application Form** that can be collected from the Middle Sub School office and submitted prior to the course counselling appointment. **ONLY** the Curriculum & Pedagogy Leader can approve this selection.

Acceleration Requirements for English

Students are not permitted to accelerate into English

Acceleration Requirements for Mathematics

The following information is used to determine suitability for accelerating into these Maths subjects.

Mathematical Methods Units 1&2:

- Completion of the Year 10 Pre-VCE Advanced Maths course in Year 9, including a B grade average on all summative assessments and the end of year exam
- Without complete Year 10 Pre-VCE Advanced Maths, students must have achieved an A grade average for all in Year 9 Core Maths summative assessment tasks including for the Algebra Unit
- Achievement of a minimum of 75% on the entry exam
- Achievement of Band 9 or 10 on NAPLAN testing for numeracy
- Achievement of Stanine 8-9 on ACER testing for numeracy

General Mathematics Units 1&2:

- Achievement of an average of B or above on all summative assessments
- Achievement of a minimum of 70% on the entry exam
- Achievement of Stanine 6-7 on ACER testing for numeracy

Year 10 into 11

All Year 11 students will undertake the Excel curriculum program.

This will consist of completing either the Victorian Certificate of Education (VCE), the Victorian Certificate of Applied Learning (VCAL) or a different pathway such as a School Based Apprenticeship or Traineeship (SBAT) or Head Start.

Year 11 students who studied a VCE or VET subject in Year 10 are expected to continue with this accelerated subject.

Year 11 into 12

All Year 12 students will undertake the Excel curriculum program.

This will consist of completing either the Victorian Certificate of Education (VCE), the Victorian Certificate of Applied Learning (VCAL), a School based Apprenticeship or Traineeship (SBAT) or a course with an external provider or full-time employment.

Students who completed an accelerated VCE (Units 3 & 4) subject in Year 11 can either:

1. Study five subjects in year 12 in order to finish their scored VCE program with the additional sixth subject that contributes to their ATAR
or
2. Elect to undertake four subjects in Year 12 to reduce their study load. This must be done in consultation with the Senior Sub School Leader and is dependent on individual circumstances
or
3. Choose to continue acceleration in Year 12 through undertaking opportunities to study a first-year university subject, where available and suitable

Approval Process

Sub School Leaders make the decision as to approval for acceleration in consultation with Student Learning Leaders, Domain Leaders, Subject Teachers, and Literacy and Numeracy Leaders. Students may appeal this decision with the Assistant Principal in charge of Curriculum and Pedagogy.

Sub School Leaders will continue to monitor student progress in accelerated subjects throughout the year to ensure that all students are performing at the expected standard. If students are deemed to be not performing at the expected standard, a conference involving parents/carers and the student will occur, and students may be withdrawn from the subject if deemed necessary.

Acceleration in more than one VCE or VET subject is only granted in exceptional circumstances. This will be negotiated on an individual basis and must be approved by the relevant Sub School Leader.

Disclaimer

Where places are limited, priority placement in subjects will be given to students of that notional year level. Therefore, acceleration may not always be possible due to availability or other factors such as timetabling and staffing.

Homework and Study

It is expected that all students have a planner and that they use it to document all homework tasks and when SACs/ CATs are due. The planner is also used to communicate with parents and inform them of anything important. If you set homework for your classes, please ensure that the students use their planner to record the homework before the end of the lesson.

By ensuring that students record their homework daily in their planner, we are attempting to prepare them for VCE, completing homework regularly and taking responsibility for their learning. As teachers, you can help to support the students by ensuring they understand how to use their planner correctly, allocating study and revision time for each of their subjects as well as recording homework and due dates.

Homework:

- Is set by the teacher
- Will be assessed by the teacher
- Has a specific due date that is at least two days after the work is set to allow students to manage their time around extra-curricular activities

The amount of homework which students receive will vary throughout the year. Students are encouraged to develop their time-management skills to ensure they allow enough time to complete all homework to the best of their ability and submit it by the due date.

As a guide, students should spend the following amount of time on homework each week for each subject in addition to any study:

- Year 7 & 8: 30 minutes
- Year 9 & 10: 45 minutes
- Year 11 & 12: 90 minutes

Study:

- Aims to improve skills or knowledge
- Is not set by the teacher (although the teacher may suggest ways to study)
- Does not have a specific due date (although it is often done to prepare for a major assessment)

Examples of study can be:

- Wide reading
- Reading and summarising your notes
- Revising for a test
- Completing practice exams
- Practicing with a friend or family member (e.g. flash cards or study quizzes)
- Online research or revision activities

Students are expected to study for every subject at least once per week. The amount of study will often increase before a major assessment, but this is not a substitute for study throughout the year. As a guide, students should spend the following amount of time studying each week:

- Year 7 & 8: 2 hours
- Year 9 & 10: 3 hours
- Year 11: 5-7
- Year 12: 7 Hours+

What teachers are expected to do:

- Finish teaching all content at least 1 week before the exam, to allow time to revise content in class
- Teach students effective ways to study in your subject
- Set homework which is meaningful, accessible, and relevant
- Assess student's homework
- Provide consequences if students do not complete homework
- Ensure students are using the Cornell Note study system