@ Kedron SHS

Overview, Policies, and Guidelines: A Handbook for Implementation

2024

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1.0 Overview

Kedron State High School is committed to providing world-class education for all students in every classroom, every day. This is supported by our school Vision: 'We believe in a school where all students succeed'. This vision outlines our commitment to supporting all students, regardless of their diverse background and/or unique challenges faced, to access high quality learning opportunities and a safe and caring school environment.

At Kedron SHS we cater for and provide additional support for a wide range of student groups including:

➢ Aboriginal and Torres Strait Islander (First Nations) students
➢ Students from culturally and linguistically diverse backgrounds
➢ Students who identify as LGBTIQ
➢ Students living in out-of-home care
➢ Students with disability
➢ Students with mental health needs
➢ Gifted and talented students

Whilst **The Kedron Way of Learning** means that every student should experience differentiation in every classroom, some students will require supplementary or higher levels of support. The *Deputy Principal - Student Enhancement and Support* is responsible for leading and overseeing these diverse and important areas of student support across the school.

This Kedron SHS policy document aims to provide a very clear outline of the specific support provisions provided to students who are identified as academically gifted and talented and participate in the Accelerated Learning Pathways at Kedron State High School.

1.1 Rationale

The Accelerated Learning Program is a *pathway* that caters specifically for highly capable and gifted school students, responding flexibly to their advanced learning needs. The program is a targeted intervention program separate to, and quite different from, the extension classes that also exist within Kedron SHS. Both programs offer differentiated teaching to cater for highly capable learners.

However, at Kedron, we recognise that a small number of students in every cohort learn at a significantly faster rate than others, often requiring fewer repetitions to mastery with regards to academic concepts. They also often display a range of affective learning characteristics, which typically include, but are not limited to:

- A great sense of curiosity and inquisitiveness;
- A passion for learning;
- A thirst for knowledge for the sake of knowledge;
- A willingness to pursue independent learning pathways;
- A tendency to thrive on complexity;
- And often a greater natural connection and affinity to those who may be chronologically older than themselves.
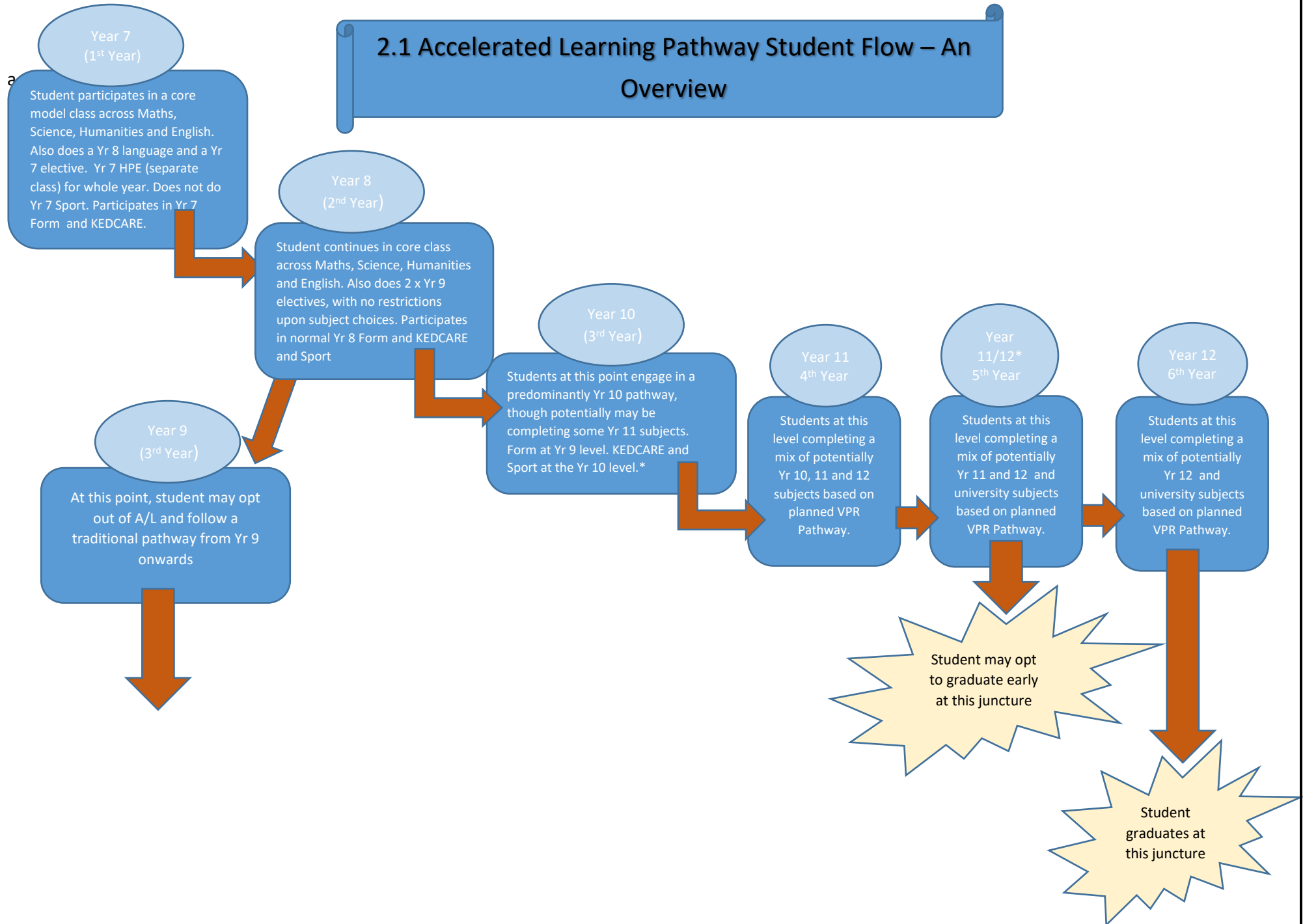
Further, it should be noted that students will not display all of these characteristics, and that some of these students will also display characteristics of being "twice exceptional".

We also recognise that these learners require targeted intervention in order to keep them challenged and engaged through the provision of appropriate academic curriculum at all junctures of their learning journey through Kedron SHS.

Therefore, in this program students are offered a curriculum program that caters for this difference by providing opportunities for access to more complex and sophisticated curriculum through processes of acceleration - both within subjects and across year levels. A feature of Kedron SHS's Accelerated Learning Program is that this is done in a manner that aims to support students wholistically by maintaining their connection to *both* like-minded and age-appropriate peers; provides social and emotional support; provides as much flexibility as is possible in a school environment when students' academic needs are different in different learning areas; and provides significant opportunities for students to have agency in their learning.

The fundamental goal of this targeted intervention is to provide a learning environment that engages the learner, supports their wellbeing and through this culture lead to improved academic outcomes.

2.1 Accelerated Learning Pathway Student Flow – An Overview

Year 7 (1st Year)

Student participates in a core model class across Maths, Science, Humanities and English. Also does a Yr 8 language and a Yr 7 elective. Yr 7 HPE (separate class) for whole year. Does not do Yr 7 Sport. Participates in Yr 7 Form and KEDCARE.

Year 8 (2nd Year)

Student continues in core class across Maths, Science, Humanities and English. Also does 2 x Yr 9 electives, with no restrictions upon subject choices. Participates in normal Yr 8 Form and KEDCARE and Sport

Year 9 (3rd Year)

At this point, student may opt out of A/L and follow a traditional pathway from Yr 9 onwards

Year 10 (3rd Year)

Students at this point engage in a predominantly Yr 10 pathway, though potentially may be completing some Yr 11 subjects. Form at Yr 9 level. KEDCARE and Sport at the Yr 10 level.*

Year 11 4th Year

Students at this level completing a mix of potentially Yr 10, 11 and 12 subjects based on planned VPR Pathway.

Year 11/12* 5th Year

Students at this level completing a mix of potentially Yr 11 and 12 and university subjects based on planned VPR Pathway.

Year 12 6th Year

Students at this level completing a mix of potentially Yr 12 and university subjects based on planned VPR Pathway.

Student may opt to graduate early at this juncture

Student graduates at this juncture

2.2 Management of the Accelerated Learning Program – Roles and Responsibilities

At Kedron SHS student support is overseen by the **Deputy Principal – Student Enhancement and Support.**

The Accelerated Learning Program, including the management of student identification, enrolment and initial pathway development is delegated to the **Accelerated Learning Coordinator**. This continues into a student's 3rd year at Kedron SHS, with a gradual transition of responsibility to be completed across the course of this year.

If further supports are required, major roles are delegated and managed by Head of Special Education Services (HOSES) and/or Guidance Officers, dependant on the reason further support is required.

Once a student has reached their 4th year at Kedron SHS, they will generally have begun completing predominantly senior subjects. At this point, the responsibility for the management and approval of a student's learning pathway, along with all other typical day to day management functions, falls to the **Senior Schooling Head of Department.**

Responsibility for the support and wellbeing of the student during their final three years at Kedron, including the supervision of the successful implementation of their learning pathway (which may include support to access appropriate tertiary learning options) rests with the **Deputy Principal – Student Enhancement and Support,** who may delegate specific tasks as required to either the Accelerated Learning Coordinator or more commonly the HoD of Senior Schooling. This provision of ongoing monitoring, tracking, and support throughout the student's time at Kedron SHS aligns with our view that the Accelerated Learning Program is a wholistic pathway for gifted and talented learners.

In some specific circumstances, the Deputy Principal – Student Enhancement and Support will manage individual students on an Accelerated Learning Pathway. This would typically be where a student's pathway does not conform to the pathway outlined in the Accelerated Learning Pathways Flowchart (see 2.1 above) but they are still - generally due to radical acceleration at an early age - working on curriculum at a level that is above their chronological age.

Due to the lineal structure of the school's curriculum and welfare management, Sector Deputy Principals, Heads of Department and Year Level Co-ordinators also play a pivotal role in managing students who require support.

2.2.1 Accelerated Learning Program Student Management – An Overview

Year of High School	1	2	3	4	5	6 (if required)
Enrolled Grade	7	8	10	11	11 or 12[1]	12
Overall Responsibility	Deputy Principal – Student Enhancement and Support					
Lead Curriculum Manager	A/L Co-ordinator	A/L Co-ordinator	A/L Co-ordinator	HoD Senior School	HoD Senior School	HoD Senior School
Review Meeting Type / Timing	1 x ICP meeting (Term 4)	2 x ICP Meeting 1st meeting ASAP Term 1 2nd meeting to be completed by mid- term in 3	An ICP Review in Term 1 SET Plan Meeting - Mid Term 3	2 x Academic Coaching: Beginning Term 2 & Immediately post-10 SET Plans Term 3	2 x Academic Coaching meetings* Early Term 2 Late Term 3	1 x brief check-in re. timetable 1 x Academic Coaching
Review Meeting Manager	A/L Co-ordinator	A/L Co-ordinator	A/L Co-ordinator (1st meeting) DP SES (2nd meeting)[2]	Kedcare Teacher[3] DP SES to ensure completion[4] of a VPR Pathway Plan check-in, confirm plans with HoD SS and follow up any issues / timetable for Year 5	Kedcare Teacher DP SES to ensure completion of a VPR check-in, confirm plans with HoD SS and follow up any issues / timetable for Year 6[5]	DP SES[6] HoD SS
KEDCARE / SPORT	7	8	10 A/L Co-ordinator to take KEDCARE class	11	12	12[7]

[1] Enrolment year level in this year to be confirmed by DP SES early Term 1. Will be determined by factors including intended year of completion, University pathway requirements and balance of subject load, student preference.

[2] This is essentially the handover meeting

[3] This is realistically just a check in to ensure student coping and timetable is accurate to plans from VPR, settling in, wellbeing. Any issues to be referred to DP SES.

[4] May delegate actual meetings to HoD SS or other. Also, see footnote 5 below.

[5] Students are encouraged by this point to be making own appointments to discuss subject plans with HoD Senior School as and when required. The check-in is a formality to ensure timetable plans for Year 6 are as accurate as possible prior to submitting to DP L&T Week 3 Term 4.

[6] Brief check-in, direct to HoD SS or GO or VET co-ordinator etc. as required where additional academic activities may be required.

[7] Attendance at these sessions becomes subject to flexible learning arrangements (see below).

Form	7	8	9	11X	12X	12 (Return to "mainstream" Form)
Record keeping	A/L Dig Markbooks Digital Profile / Accelerated Report[8] ICP Agreement School Report Card	A/L Dig Markbooks Digital Profile / Accelerated Report ICP Agreement School Report Card VPR Pathway Plan	Subject Area Digital Markbooks Digital Profiles for any Senior subjects Track Ed ICP Agreement VPR Pathway Plan School Report Card	Subject Area Digital Markbooks Digital Profiles for any Senior subjects Track Ed VPR Pathway Plan (recorded on O/S as a PLR) School Report Card	Subject Area Digital Markbooks Digital Profiles Track Ed VPR Pathway Plan (recorded on O/S as a PLR) School Report Card	Subject Area Digital Markbooks Digital Profiles Track Ed School Report (T1 & S1 only) QCCA Portal
AARA Provisions (if required)	A/L Co-ordinator to determine requirements with HOSES and GO and ensure implementation/record of adjustments	A/L Co-ordinator to determine requirements with HOSES and GO and ensure implementation/record of adjustments	DP SES to ensure implementation with HOSES (school based) and GO (QCAA)	HoD SS and GO	HoD SS and GO	HoD SS and GO
Support for SWD	A/L Co-ordinator in conjunction with HOSES. A/L C will be main contact for parent and record necessary information. HOSES to complete PLR and DDA.	A/L Co-ordinator in conjunction with HOSES. A/L C will be main contact for parent and record necessary information. HOSES to complete PLR and DDA.	Generally SWD senior key teacher. to do PLR and disability adjustments, DP SES to do wellbeing, support and academic pathway	HOSES or DP SES as required	HOSES or DP SES as required	HOSES or DP SES as required

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[8] What this looks like will be determined by what can be generated by Digital Markbook. TBC.

Reporting	School Report 3 x year A/L Report / Dig Profile 4 x year[9]	School Report 3 x year A/L Report / Dig Profile 3 x year (not Term 4)	School Report 3 x year (A/L Co-ordinator to ensure ICP is up to date so that reporting is correct)	School Report 3 x year (including any Yr 12 subjects) Access to QCAA profile for any Yr 12 subjects (HoD SS to ensure appropriate record keeping /data uploads)	School Report 3 x year (to include Yr 12 subjects) Access to QCAA profile for any Yr 12 subjects (HoD SS to ensure appropriate record keeping / data uploads)	School Report 2 x year QCAA final results
Academic Recognition Awards	Collated and determined by A/L Co-ordinator from markbooks. Provided to Senior School DP by beginning Week 2, Term4.	Collated and determined by A/L Co-ordinator from markbooks. Provided to Senior School DP by beginning Week 2, Term4.	Collated and determined by A/L Co-ordinator from markbooks. Provided to Senior School DP by beginning Week 2, Term4.	Senior School	Senior School	N/A
Timetabling A/L Co-ordinator to provide list identified students to Darren Simmonds, including Yr 8 Language choice. By Week 6 Term 4 or as early as possible	A/L Co-ordinator to run subject selection information sessions and process, provide access to form. Students to submit elective preferences to MS DP as if Yr 8 into Yr 9. Week 10 Term 3	A/L Co-ordinator to liase Middle School DP re. Yr 9 or 10 classes, DP Org Cap re. any Yr 11 classes by beginning Week 2, Term 4. Students to submit elective preferences to MS DP Week 10 Term 3	DP SES to supply information to DP Org Cap based on VPR Pathway Plans. Week 10 Term 3	DP SES to supply information to DP T&L based on VPR Pathway Plans. Week 10 Term 3	DP SES to supply information to DP T&L based on VPR Pathway Plans. Week 10 Term 3	N/A

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[9] Teachers complete school reports. These are done at either chronological level, or where it exists, at ICP level. It is responsibility of ALC to ensure teachers are aware or ICP levels prior to marking and reporting periods. A/L Reports should be automatically generated as Digital Profiles from Digital Markbooks. ALC to ensure they are completed and distributed to students / parents.