

Help for non-English speakers



If you need help to understand the information in this policy, please contact Mount Clear College on 03 5330 1500 or mount.clear.sc@education.vic.gov.au

Overview

The SEAL Program is an educational opportunity for those children capable of completing a more diverse and challenging secondary curriculum. The SEAL Program offers a 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 the SEAL Program 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.

Purpose

To outline the philosophy and structure of the Mount Clear College SEAL Program, 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 Year 9 elective subjects. At the end of these three years it is anticipated that students will commence a personalised senior school pathway.

Student entry into the SEAL Program

SEAL Program Student Profile

The kinds of students that the SEAL Program 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 the SEAL Program 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 the SEAL Program 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 the SEAL Program would be an appropriate secondary pathway for the student they:

1. should complete a SEAL Program application form and submit to the Front Office before the deadline.
2. should register and pay for the school-based Edutest, which identifies gifted potential in students.
3. should attend the SEAL Program Testing day.
4. will be asked to complete a passion presentation.

Student retention within the SEAL Program

All SEAL Program 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 the SEAL Program 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 the SEAL Program Coordinator by teacher/s.
2. SEAL Program Coordinator to review student's reports and gather feedback from current teachers.
3. SEAL Program Coordinator to contact parents/guardians. Meeting arranged with Assistant Principal, SEAL Program Coordinator, student and parent/guardian to share concerns.
4. Parent/Guardian/Student Meeting:
 - Discussions conducted regarding the student's intention and commitment/suitability to the SEAL Program.
 - If it is decided that the student should remain in the SEAL Program, 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 the SEAL Program.**

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 REACH testing data

Communication

This policy will be communicated to our school community in the following ways:

- Policy updates are discussed at staff meetings/briefings and advised on the Bulletin
- Made available publicly on our school website: <https://mountclearcollege.vic.edu.au/about/policies/>
- A link to all school policies is included in transition and enrolment packs
- Students and families will be notified of updates via Compass
- School Council
- Included as an annual reference in school newsletter
- Made available in hard copy from school administration upon request

Further information and resources

- Mount Clear College Student Wellbeing & Engagement Policy
<https://mountclearcollege.vic.edu.au/wp-content/uploads/2021/10/Student-Wellbeing-and-Engagement-1.pdf>

Review Cycle and Evaluation

Version Date	August, 2021
Policy Date	Created May 2018
School Council Approval Date	Approved by Principal
Person Responsible	Assistant Principal
Next Review Date	August, 2024



Select Entry Accelerated Learning (SEAL) Program Annexure A

Agreement of Expectations

The Mount Clear College SEAL Program 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 SEAL Program.

Commitment of the SEAL Program student

I recognise that as a student within the Mount Clear College SEAL Program 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;
- respect the views or the opinions of others and communicate in a courteous manner;
- 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 SEAL Program 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 SEAL Program Coordinator where my continued enrolment in the SEAL Program will be reviewed.

Name of Student			
Signature of Student		Date	/ /
Name of Parent/Guardian			
Signature of Parent/Guardian		Date	/ /
Name of the SEAL Program Coordinator			
Signature of SEAL Program Coordinator		Date	/ /



Select Entry Accelerated Learning (SEAL) Program Annexure B

Acknowledgement of Probation SEAL Program Probation Period – Individual Learning Plan

Student Name:

I acknowledge that I have been placed on probation and that my position in the SEAL Program 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 SEAL Program.

Student Signature		Parent Signature		SEAL Program Coordinator Signature		Date			
Dates of Agreed Probation Period:		/ /		to		/ /			
	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: