



Guthridge Campus

SELECT ENTRY ACCELERATED LEARNING PROGRAM

Learning Faster and at Higher Levels

YEAR 7 - 2017

Dear Parents and Guardians,

Thank you for taking the opportunity to investigate our Select Entry Accelerated Learning (SEAL) program at Sale College.

The college understands that choosing a school for your child's secondary education is a big decision and is something that requires much thought.

Our SEAL program offers an excellent education for gifted students.

Included in this booklet you will find:

- Further information on the SEAL program
- Parent Identification Form – Green Paper
- The Famous You – Blue Paper

We strongly recommend you visit the TAASS website <http://www.sealacademy.org.au/> which has information about the SEAL program. The 2017 Year 7 Open Night on March 9th is an excellent opportunity to ask any questions and sense the suitability of the program for your child before the application process begins.

SEAL Application 2017 Timeline:

- **March 9th** – 2017 Year 7 Open Night from 3.30-5.30pm
- **April 22nd** – **2017 SEAL Application due to Sale College** – this includes parent evaluation, 'The Famous You', and the \$30 application fee
- **May 2nd - 14th** – Interview process for applicants and parents
- **May 7th** – 2017 SEAL Exam 9:.30am – 12:30pm *please note this is a Saturday
- **June** –Offers will be posted to successful applicants

Please note that if you intend on enrolling your child at Sale College for 2017 you will still need to follow the Year 7 enrolment process regardless of SEAL status.

If you have any further questions regarding the SEAL program at Sale College please contact us on 51443711.

Kind Regards,



Debbi Daff
SEAL Coordinator

BACKGROUND

The mission of the Department of Education and Early Childhood Development (DEECD) is to help each young Victorian achieve their full potential at school so that they can create the best future for themselves and others. As part of their strategy to achieve this, the Department of Education and Early Childhood Development launched the "Bright Futures" policy in 1995 and has continued to support Gifted Education.

The aim of this policy is to provide a **comprehensive approach to the education of gifted students** in government schools. The policy covers all forms of giftedness - including academic. It also highlights many methods to cater for gifted students.

One of the programs identified for the provision of appropriate schooling for academically gifted students is called "Select-Entry Accelerated Learning (SEAL)". The policy provides the following description of such a program:

A cohort of 25 students is selected on the basis of a range of identification procedures, including tests and interviews. Students are presented with a compacted curriculum in most subject areas (except Art and Physical Education) which enables them to move through the entire curriculum at a faster rate. Usually two year levels are compacted into one, or the students complete the six years of secondary schooling, for example, in four or five years.

The aim of the policy is that one or two such programs will be established in each education region in the state. **Sale College was invited to establish a program starting in 1998.** We are one of only 37 schools offering an accredited SEAL program out of the 450 secondary schools in Victoria.

SELECT ENTRY ACCELERATED LEARNING PROGRAM

This program commenced at Sale College with the selection of a group of Year 7 students that were identified as being in need of work presented at a significantly higher level and faster pace than the majority of students with the same chronological age.

The aims of the program are:

1. To provide a challenging program for academically able students that allows them to work with like-minded individuals.

2. To create a stimulating learning environment that engages and inspires students in their learning, and promotes independent and responsible study habits.
3. To maximise choice and opportunity for academic pathways through the senior school and tertiary studies.

The students will undertake a compacted curriculum in five of the eight Key Learning Areas. These areas are:

- English
- Mathematics
- Science
- Studies of Society and the Environment
- LOTE (Engaging in Asia)

Students complete the standard Years 7 to 9 course in the other learning areas - Arts, Technology, Physical Education and Health.

The aim is to complete years 7 - 10 in three years at the Guthridge Campus.

SUITABLE STUDENTS

Students who enter this course will need to:

- Be academically talented - in approximately the top 20% of students their age.
- Be motivated, interested and demonstrate a commitment to completing set tasks.
- Be creative, demonstrate the ability to think fluently and flexibly, find new meanings and to deal with new relationships.
- Have a strong and positive self-concept.
- Have supportive parents or guardians.

The students will be expected to take part in normal school activities. They will have access to, and be encouraged to participate in, all co-curricula programs such as sport, music and student leadership.

Students should expect to be involved, through their classroom activities, in programs such as the Australian Maths Competition, Science Competitions and other programs judged as providing suitable support for the work they are undertaking.

Students entering this course may not necessarily be currently achieving outstanding results.

IDENTIFICATION PROCEDURES

Students wishing to join this program can be nominated by anyone (e.g. parent, peer, teacher). The actual identification procedure will be overseen by the SEAL Coordinator with assistance from a selection committee and may include the following:

- Intelligence/Achievement test - students will be required to sit these tests at a particular time. The proposed date for the test is **Saturday May 7th 2016**, from 9.30am to 12.30pm at Sale College Guthridge Campus.
- Parent evaluation form and self-evaluation form "The Famous You"- attached to this booklet. Please return to Sale College by **April 22nd**.
- Interview - with the student and parents or guardians. These will take place between the **2nd and 14th of May 2016**.

Every effort will be made to select students most suited to the program.

The selection committee will make the final decision on who will be offered entry to the program. Members of the selection committee will not be associated with any applicants.

A cost of **\$30** per student is involved for participation in the identification process.

Students wishing to enter the program after it has commenced will have to undergo similar identification procedures.

Students in the program will have ongoing evaluation of their progress against the stated objectives.

THE FINAL DECISION ON ENTRY TO, OR EXIT FROM THE PROGRAM WILL ALWAYS REMAIN WITH THE COLLEGE.

OPTIONS AVAILABLE AFTER YEAR 9

Sale College believes that it is extremely important that students entering this program and their parents or guardians plan for the long-term direction of the child's education. We appreciate that students living in the country do not always have as easy access to universities as do city students. Therefore finishing school earlier may present the students with difficulties. We believe that these difficulties do not outweigh the benefits of an accelerated program but do encourage those affected to consider the possibilities now. We therefore present a range of options following completion of the program.

- Mix Year 10 with VCE studies and take three years to complete school.
- Undertake a three-year VCE, with a broader range of high-level subjects.
- Undertake a three-year VCE and a Dual Recognition course.
- Undertake a three-year VCE and include some University Enhancement courses.
- Complete VCE in two years and work for a year.
- Complete VCE in two years and become an exchange student.

- Complete VCE in two years and progress directly to tertiary studies.
- Do a normal Year 10.

Whatever option a student follows it must be meaningful and not merely viewed as marking time. It must continue to challenge the student and encourage him/her to continue to achieve their best. Sale College provides all its students with ongoing course counselling and career advice.

Important note - Tertiary institutions vary in their specific entry requirements, and some have limitations regarding entry age. Individuals are advised to contact selection officers about specific requirements associated with their preferred courses.



SALE COLLEGE SEAL APPLICATION 2017

Parent Identification Form

Child's name _____

Date of birth _____ Gender _____ Year Level _____

School _____ Teacher _____

Parents/Guardians Names _____

Address _____

Phone (H) _____ (M) _____

Parent identification form - Adapted from GERRIC Gifted & Talented PD Package

This form is to be returned to Sale College Guthridge Campus with the rest of the application by Friday April 22nd 2016.

1. My child has quick recall of information.

(eg. Immediately remembers facts, series of numbers, events, words from songs or movies, or parts of conversation heard earlier)

Strongly Agree

Strongly Disagree

**Unsure
or
Don't
know**

10 9 8 7 6 5 4 3 2 1

A personal example:

2. My child knows a lot more about some topics than other children their age.

(eg. Recounts facts about dinosaurs, sports, electronics, maths, books, animals, music, art, etc finds out a lot about a particular subject on his or her own)

Strongly Agree							Strongly Disagree			Unsure or Don't know
10	9	8	7	6	5	4	3	2	1	

A personal example:

3. My child uses advanced vocabulary.

(eg. Surprises older children and adults with the big words used; uses words unusual for a child, knows the correct terms, exact words or labels for things; acts and speaks like a grown-up when talking to adults; uses simpler words when talking to peers or younger children)

Strongly Agree							Strongly Disagree			Unsure or Don't know
10	9	8	7	6	5	4	3	2	1	

A personal example:

4. My child began to read or write early.

(eg. Said or could read individual words at a very young age; started to read before entering school; likes to write or tell stories; learned to read without being taught)

Strongly Agree							Strongly Disagree			Unsure or Don't know
10	9	8	7	6	5	4	3	2	1	

A personal example:

5. My child shows unusually intense interest and enjoyment when learning about new things.

(eg. Has lots of energy and interest when learning; frequently and persistently asks how and why questions; is not satisfied with simple answers; wants to know details; loves how-to-do-it and non-fiction books)

Strongly Agree							Strongly Disagree			Unsure or Don't know
10	9	8	7	6	5	4	3	2	1	

A personal example:

6. My child understands things well enough to teach others.

(eg. Teachers other children how to do things; explains things so that others can understand; explains areas of interest to adults)

Strongly Agree							Strongly Disagree			Unsure or Don't know
10	9	8	7	6	5	4	3	2	1	

A personal example:

7. My child is comfortable around adults.

(eg. Spends time with and talks to adults who visit the house; likes company of adults; enjoys talking with adults; understands adult humour and creates funny sayings or jokes adults can appreciate)

Strongly Agree							Strongly Disagree			Unsure or Don't know
10	9	8	7	6	5	4	3	2	1	

A personal example:

8. My child shows leadership abilities.

(eg. Other children ask my child for help; organises games and activities for self or others; makes up the rules and directs group activities; may be bossy)

Strongly Agree							Strongly Disagree			Unsure or Don't know
10	9	8	7	6	5	4	3	2	1	

A personal example:

9. My child is resourceful and improvises well.

(eg. Puts together various household objects to make inventions or solve a problem; uses unusual objects for projects; uses objects in unusual ways; makes 'something out of nothing')

Strongly Agree							Strongly Disagree			Unsure or Don't know
10	9	8	7	6	5	4	3	2	1	

A personal example:

10. My child uses imaginative methods to accomplish tasks.

(eg. Makes creative short cuts; doesn't always follow the rules; good at finding creative ways to get out of work)

Strongly Agree

Strongly Disagree

**Unsure
or
Don't
know**

10

9

8

7

6

5

4

3

2

1

A personal example:

Use the rest of this page to tell us anything you think is important about your child that we have not asked about. Please feel free to add any information you think might be useful in giving us a clear picture of what your child has done. Be as specific as possible in describing your child's interests and accomplishments. If you can share some copies of your child's creative work, we would be delighted to have them.



SALE COLLEGE SEAL APPLICATION 2017

The Famous You

Student Name: _____

Primary School: _____

Imagine that a reporter is coming to your school to interview the most interesting pupil in the school and you have been chosen! The reporter needs some background information to help her write a really good article about you. She has sent us these questions for you. Please answer them as truthfully and as fully as you can.

Write your answers on another sheet of paper so that you have plenty of space. (Remember to put the number of the question beside each answer)!

1. If you could choose three words to describe yourself, which words would you choose and why?
2. Thinking about things that you like to do when you are *not* at school, what is it that you are really passionate about? Why?
3. Do you like to read when you are at home? What kinds of things do you mostly read? Do you have a favourite book or author? What pleases you most about that book or that person's writing?
4. Thinking about school and being in class, what are the bits of the day that you generally find most interesting or worthwhile? Are there bits that you really dislike or find pointless? Which are these?
5. Make up a list of topics that you'd *really* like to study at school.
6. What do you do when it is lunchtime or playtime? Are you happy at those times?

7. Some people like to spend a lot of time with other people, and other people like to spend time by themselves, doing what interests *them*. What do you prefer? Is it easy to find friends at school?

8. Thinking ahead to when you leave school and are grown up, what can you imagine yourself doing for a job? What do you think would be a career that would suit your abilities?

9. If you could meet two of the most interesting people that you have ever heard of, (either alive today or from the past), who would you choose? Why would you find it interesting to meet these particular people.

10. If you could go back in time, what time in history would you most like to visit? Why? What would be a suitable present to take back with you from the twenty-first century?

11. Lastly, what other questions would you like the reporter to ask you?