



ENRICHMENT

RATIONALE

To provide a curriculum enabling enriched students to be recognized and suitably challenged in their studies by offering an Enrichment Programme to compliment their studies at Hampton Park Secondary College. Enriched students are those who excel markedly, or have the potential to excel markedly, in the ability to think, reason, create, judge, invent, perform or lead.

1.0 PURPOSE.

- 1.1. To provide a process for the identification of enriched and talented students.
- 1.2 To develop individual gifts and talents and nurture them through providing appropriate programs.
- 1.3 To provide a framework for programs to ensure the needs and interests of enriched and talented students are met.

2.0. GUIDELINES.

- 2.1. There should be an agreed process for identifying the gifts and talents of individual students.
- 2.2. This process should:
 - Be continuous
 - Be flexible to allow for different kinds of enrichment
 - Acknowledge that students have specific areas of enrichment
 - Be inclusive.
 - Involve parents and teachers as well as the students.
- 2.3 This process as outlined in the appendix forms part of this policy.
- 2.4 When students are identified as being enriched, appropriate and individualised programs should be implemented.
- 2.4. Organisational procedures and structures should:

- Be based on current thinking and best practices in enriched education.
- Allow for enriched students to learn both in the classroom and through individual arrangements that may include identified withdrawal programs.

- 2.5. Such arrangements should include:
 - Acceleration through program and/or course requirements.
 - Development of future pathways for the students.
- 2.6. Individual programs should provide students with access to state wide and national programs.
- 2.7. Students should be provided with extension work at the appropriate level.
- 2.8 All staff should develop their teaching and learning strategies and their understanding of the learning needs of enriched students through identified ongoing professional development.

3.0 IMPLEMENTATION

- 3.1. The guidelines for identifying enriched students will be published.
- 3.2 All staff will participate in professional development activities to ensure their understanding of these guidelines.
- 3.3. Student programs will:
 - Be at the appropriate level of achievement

- Employ such practices as outlined in the Teaching and Learning Policy such as pre testing and compacting the curriculum
- Be based on individual learning goals.
- Be based on the individual student's learning experiences and future learning needs.
- Be negotiated with the individual student.
- Take into account the individual student's strengths and weaknesses.
- Provide a challenge and stimulation for the enriched learner.
- Be monitored and reviewed regularly.
- Include extension at the appropriate level.
- Include appropriate assessment strategies.

3.4. Responsibilities:

- 3.4.1 Class teachers will take responsibility for developing and documenting appropriate programs for enriched students in their classes.
- 3.4.2. Information on Year 7 students, including their achievement levels and their programs will be obtained from the relevant primary school.
- 3.4.3 Year Coordinators will be responsible for maintaining documentation, and in collaboration with the relevant staff, in determining future pathways for individual students.
- 3.4.4 An identified staff member will have responsibility for the coordination of the identification of enriched students.

- 3.5 Parents will be involved in the identification, counselling for and negotiation of individual programs.
- 3.6 Programs for enriched students will be supported through funding and appropriate resources. Such resources will include teacher support material.
- 3.7 Staff will participate in professional development activities that have a focus on effective teaching and learning strategies that extend students abilities.
- 3.8 Where it is recognized that the Enrichment Programme is not catering for the individual's needs, a position in a mainstream class will be held.

4.0. EVALUATION

- 4.1. The Policy will undergo cyclic minor and major evaluations.
- 4.2. Both minor and major evaluations will follow the evaluation procedures outlined in the College Evaluation Policy.

ENRICHMENT POLICY APPENDIX – OPERATING GUIDELINES

1.0 PURPOSE

These Operating Guidelines form part of the College Enrichment Policy and are to be read with it.

2.0 SELECTION PROCESS

The selection of students for Year 7 entry will take place during Grade Six (mid-year) and will involve the following:

2.1 Referrals from Primary School teachers.

This is to be done in co-operation with the Year 7 Co-ordinator as part of the Transition Process.

2.2 Examination

A formal examination assessing English, Mathematics and Science ability (Source: ACER). All applicants will be informed of their results and successful candidates will be required to submit a folio of their work for each of the subjects that they have studied during the year.

3.0 PROGRAMME IMPLEMENTATION

- 3.1 Teachers are expected to have an interest in and have demonstrated a commitment to working with students in the Enrichment Programme. In addition, teachers are encouraged to participate in professional development courses related to the area of gifted and further education.
- 3.2 In co-operation with the Key Learning Area Co-ordinator, each teacher is expected to formulate and document the curriculum.
- 3.3 There should be publicity in local newspapers, shopping centres and school information evenings promoting the programme and informing the wider school community of the entrance exam.
- 3.4 Each Year level will have a 'thinking skills' focus that will be followed by each of the KLAs. Implementation of this programme will commence in 2003 a Year 7 and 8, allowing for the programmes to be developed in subsequent years
 - 3.4.1 Year 7 'Thinking Skills' programme
 - Recognizing the value of learning
 - Goal setting
 - Developing self esteem
 - Establishing sound organizational skills
 - 3.4.2 Years 8-10 'Thinking Skills' programme

It is recommended that the enrichment Programme utilize a diverse range of ‘thinking skills strategies’, for example:

- Gardner’s Multiple Intelligences
- Bloom’s Taxonomy
- Edward DeBono’s Thinking Hats
- Edward DeBono’s CORT series
- Mind Mapping
- Analysis Strategy
- Question Matrix
- Memory Strategies

4.0 STUDENT PROGRESS

- 4.1 Students will be issued with two semester-based reports in line with College policy. These will be used as a guide to determine student progress and whether the programme is providing the best environment for that child’s learning needs.
- 4.2 In addition to the Parent/Teacher Interviews held in both semesters, parents/guardians are encouraged to contact the subject teachers, Year Level Co-ordinators, Student Welfare Officer or the Enrichment Co-ordinator with any queries or concerns they have regarding their child’s progress.
- 4.3 Teachers working in the Programme will communicate with the Enrichment Co-ordinator on a regular basis relating to both work outcomes and behaviour of students.
- 4.4 Student progress will be monitored on a term-by-term basis. If it is seen that a student is not performing in any subject/s, a folio of his/her work will be submitted to the Enrichment Co-ordinator. In addition, parents will be contacted to ensure that progress is made by the student. It may be that within a term he/she may be offered a mainstream class placement. Students will only be moved at the end of a semester with the consultation of the Enrichment Co-ordinator.