



**LAMBTON HIGH SCHOOL**

**ACCELERATION IN  
CREATIVE AND PERFORMING ARTS  
POLICY**

**June 2015**

# ACCELERATION IN CREATIVE and PERFORMING ARTS POLICY

## Accelerated Progression

### General Principles

Accelerated progression in its various forms can provide a suitable framework around which schools can facilitate the education of talented learners. It is a readily available educational alternative if based on a comprehensive assessment of the readiness of the individual students and their attainment of defined outcomes.

If the student has demonstrated an outstanding level of achievement of the outcomes, there is no point in remaining at the same stage any longer, provided all the important learning that may be expected in the outcome statements has been achieved. Again, this is also provided that the student is socially and emotionally ready for advancement, and that lateral extension would not be sufficient.

Research reviews indicate that acceleration is a highly effective intervention technique with intellectually gifted learners, yet misunderstandings and misinterpretations persist regarding its efficacy. Neither the research literature nor effective practice can support these misunderstandings. (*Pollins,1983; Feldhusen, Proctor and Black,1986; Southern and Jones,1988; Bragett,1992; Saylor and Brookshire,1993; Gallagher,1996; Gross,1998*).

Accelerated progression should provide a challenging and satisfying educational environment without disadvantaging the student educationally, emotionally or socially. (*Southern, Jones and Stanley,1993; Benbow,1998*)

### ***Making decisions about accelerated progression***

The accelerated progression of an appropriate student should be possible at any stage during their formal schooling. From Kindergarten to Year 12, decisions on the acceleration of a student will generally be made by the school principal in consultation with relevant staff, the student and the parents.

In determining the appropriateness of acceleration as a strategy for the education of gifted and talented students, the individual progression of each student must be considered. If a class or group of students is being considered for acceleration, each student within the class or group should be considered individually and comprehensively.

While academic attainment and capacity are the principal criteria for acceleration, they are not the only ones. Regard should also be paid to the student's emotional and social development and general wellbeing. Acceleration should not be permitted if the student is likely to be disadvantaged because of these aspects.

When considering the student's level of maturity and suitability for acceleration, the following additional factors should be borne in mind in considering all-round intellectual and emotional readiness:

- the student's age
- the student's extracurricular and out-of-school activities
- the interpersonal relationships of the student.

Even if a student has achieved all the required outcomes of a particular stage, it should be established that acceleration is in the best educational interests of the student. It is possible that extension or lateral enrichment experiences may be more appropriate than acceleration.



## **Selection of Students for Accelerated Progression**

Accelerated progression is a placement strategy available only to appropriate students as determined by the school principal, drawing upon the advice of others and of these guidelines as appropriate. Clearly, acceleration is a strategy appropriate for outstanding or exceptional students. The great majority of students will progress with their enrolment cohort in the usual way, enjoying enrichment and extension activities according to need.

### ***The basis for selection***

In selecting appropriate students for accelerated progression, a wide range of factors need to be considered including:

- academic capacity;
- school performance;
- early achievement of the required outcomes stated for their particular curriculum stage in Board of Studies syllabuses;
- social adjustment;
- emotional readiness for the acceleration proposed;
- future patterns of study; and
- issues centred on school staffing and resources.

### ***Selection process for acceleration***

The selection process for the three disciplines in the area of Creative and Performing Arts consists of a varied set of tasks;

<b>DRAMA</b>	<b>MUSIC</b>	<b>VISUAL ARTS</b>
<ul style="list-style-type: none"> <li>• Written application completed by the student</li> <li>• Analysis of their marks and performance throughout the Year 8 course.</li> <li>• behavioural checklists</li> <li>• reports from class teachers</li> <li>• interviews with the student</li> <li>• interviews with the student’s parents/guardians</li> <li>• anecdotal records</li> <li>• evidence of any academic prizes or awards the student has received</li> <li>• evidence of the student’s extracurricular and out-of-school activities, interests and abilities</li> <li>• Teacher recommendation as to their suitability to the accelerated program</li> </ul>	<ul style="list-style-type: none"> <li>• Written application completed by the student</li> <li>• Analysis of their marks and performance throughout the Year 8 course.</li> <li>• behavioural checklists</li> <li>• reports from class teachers</li> <li>• interviews with the student</li> <li>• interviews with the student’s parents/guardians</li> <li>• anecdotal records</li> <li>• evidence of any academic prizes or awards the student has received</li> <li>• evidence of the student’s extracurricular and out-of-school activities, interests and abilities</li> <li>• Teacher recommendation as to their suitability to the accelerated program</li> <li>• Live Performance Audition</li> </ul>	<ul style="list-style-type: none"> <li>• Written application completed by the student</li> <li>• Analysis of their marks and performance throughout the Year 8 course.</li> <li>• behavioural checklists</li> <li>• reports from class teachers</li> <li>• interviews with the student</li> <li>• interviews with the student’s parents/guardians</li> <li>• anecdotal records</li> <li>• evidence of any academic prizes or awards the student has received</li> <li>• evidence of the student’s extracurricular and out-of-school activities, interests and abilities</li> <li>• Teacher recommendation as to their suitability to the accelerated program</li> <li>• Submission of their Visual Process Diary from Year 8.</li> </ul>

Other documentation that might be considered may include, for example, a report from an independent person with expertise in the education of gifted and talented students.

### ***Recording student progress***

A comprehensive record of any student who has been accelerated should be maintained. Supporting documentation on each record should show evidence over time of the suitability/necessity for accelerated progression. That is, it should reveal a trend extending back beyond the current year, without requiring an exhaustive dossier over too long a period of time.

The process of selection of appropriate students for accelerated progression can be represented by the flow chart in Appendix II.

## Whole-group/Whole-class Acceleration

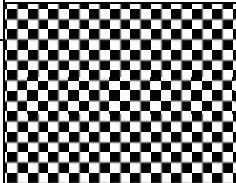
It is important in any program of accelerated progression that is based upon the acceleration of a total group of students that the principles of individual progression are not lost in the timetabling and administrative arrangements.

Accelerated progression is based upon the proposition that students learn at different rates and in different ways and should be able to progress according to their ability, readiness and motivation. Keeping a whole group of students together and providing a program that ensures that they all 'accelerate' together may limit the possibilities for some students.

The acceleration of students should be on an individual basis, ie each student should be separately and carefully considered for accelerated progression, whether in single subjects or for grade advancement.

Accelerated students are assessed against the mainstream students. The acceleration of students is achieved

through curriculum compacting, students should follow this pattern;

MUSIC and VISUAL ARTS		
TERMS	MAINSTREAM	ACCELERATION
3	Year 8 Elective	Stage 5 Year 9 Course
4		
1	Stage 5 Year 9	Stage 5 Year 10 Course
2		
3		
4		
1	Stage 5 Year 10	Preliminary Course
2		
3		HSC Course
4		
1	Preliminary Course Year 11	HSC Course
2		
3		
4		
1	HSC Course Year 12	
2		
3		
4		

# **Board of Studies Policies on Accelerated Progression**

## **General Policies K–12**

The Board of Studies views accelerated progression as part of a wider process of flexible progression within NSW schools.

School principals will determine suitable students for acceleration subject to the requirements of these guidelines, as appropriate.

Students who are accelerated must be able to demonstrate completion of the Board of Studies syllabus outcomes, ie they must attain the outcomes required in the Board's syllabuses earlier than other students. It follows therefore that they should not be accelerated at all if they have not achieved at a high standard in the required outcomes. This need not mean that every outcome has been fully attained; however, the student should have demonstrated a very high standard of achievement. This is a matter for professional judgement by the teachers in identifying students for acceleration. The emphasis must be on required outcomes rather than the content of courses.

Acceleration must be on the basis of compression of the curriculum, or curriculum 'compacting', not omission, ie accelerating students should be outstanding or exceptional students who attain the Board's curriculum outcomes in less time than other students.

Appropriate students may be accelerated at any time once they have achieved the Board's outcomes.

Acceleration is possible in all subjects (grade advancement), in one subject (single subject acceleration) or in a number of subjects. Within each subject, acceleration should generally occur in the highest level course available.

Accelerating students, as with all other students, must meet Board of Studies curriculum and credentialing requirements. When credentialing requirements have been completed, the result will be accumulated and incorporated into the secondary credentials.

### ***Notifying the Office of the Board of Studies, especially through Years 7–12***

When the proposed advancement, whether whole-grade or single subject, is to be two or more cohort Years ahead of the student's present Year cohort and is likely to lead to early entry for the secondary credentials (e.g. when the proposal is for a Year 8 student to accelerate to Year 10 in Mathematics or a Year 9 student is to accelerate to Year 12 in Japanese) the principal must inform the Office of the Board of Studies. A proforma, included as Appendix IV, is provided for this purpose.

It must be emphasised that this proforma does not take the place of the entries that are required to be submitted by schools to enter accelerants for the secondary credentials. See Board of Studies ACE Manual 6.1 and 12.1.

## Acceleration in Years 7–10

The decision to accelerate a student in one or more courses should take into account the balance of the student's achievement in all courses.

Students who have been accelerated in all courses to a cohort ahead of their enrolment cohort (grade advancement) will be exceptional students. Students who are accelerated in one or more courses will be outstanding students within the subject candidature. It is expected that these students will present at the highest level course in the accelerated subject when they sit the HSC.

Students may only accelerate into Board Developed courses.

Students should be entered for their Stage 5 accelerated course in the calendar year in which they will complete it.

Students who are accelerated into Year 10 or from Year 10 into Year 11, will be outstanding or exceptional students whom the school can confidently expect will receive 'A' gradings in Stage 5. An 'A' grading, however, does not of itself equate to exceptional ability requiring acceleration, ie; there will be many more students receiving 'A' gradings than those who should be accelerated. If a student does not receive an 'A' as expected and decides to repeat the course, they should be made aware that the grades for all attempts are reported on the cumulative Record of Achievement. Students who are not expected to receive an 'A' grading should not be accelerated unless there are exceptional and compelling circumstances.

Students who are accelerants in terms of these guidelines, and for whom the school confidently expects a grade 'A' to be awarded in Stage 5, may begin studying Stage 6 courses while still in Stage 5. All other students may be required to complete an alternate 100 hour stage 5 elective course.

Students accelerating into Stage 6 Preliminary course work will need to be entered with the Board for the higher level study.

### ***Key Learning Area requirements***

Students accelerating in one or more courses, but not in all courses, should be assessed by the school in the year in which they complete Stage 5 in that course or courses. This means that the usual enrolment cohorts for such students will vary considerably. For example, students may be enrolled in Year 8 or Year 9 and be completing a Year 10 course, or have completed a Year 10 course early and gone on to study a Stage 6 Preliminary course while in Year 10.

In Years 7–10, students studying in the English, Mathematics and Science KLAs who have been assessed as meeting the requirements of acceleration for one (or more) of these subjects, and who are confidently expected to be awarded an 'A' in that subject by the school in accordance with the Board's advice on grade descriptors, may, provided they have met the mandatory requirements in the relevant KLA, advance to a higher Year level within the Years 7–10 curriculum.

**Some Possible Course Progressions for Accelerants**

After completion of the mandatory requirements a student may choose to follow a course sequence such as appears in the table presented below:

<b>CREATIVE ARTS</b>			
<b>Mandatory Requirements</b>			
100 hours Visual Arts (mandatory course); and 100 hours Music (mandatory course) taught as coherent units of study and not split over a number of years.			
<b>Additional studies may include the following :</b>			
200-hour course Visual Arts (additional)	200-hour course Music (additional)	200-hour course Drama	200-hour course Dance
Potential accelerants must satisfy all of the course requirements and demonstrate excellent achievement (Grade 'A') in making, critical study and historical study.	Potential accelerants must satisfy all of the course requirements and demonstrate excellent achievement (Grade 'A') in performing, composing and listening.	Potential accelerants must satisfy all of the course requirements and demonstrate excellent achievement (Grade 'A') in improvisation, play building and acting; ability to manipulate appropriately the elements of production; a sound understanding of the cultural, historical and stylistic contexts of forms of drama and theatre; well developed written and oral skills	Potential accelerants must satisfy all of the course requirements and demonstrate excellent achievement (Grade 'A') in performance, composition and appreciation.
<b>Stage 6 Courses</b>			
Visual Arts	Music 2 and Music Extension (or Music 1 determined on a case by case basis)	Drama	Dance



## Acceleration and the Higher School Certificate

Students may undertake Preliminary and/or HSC courses in advance of their usual Year cohort in accordance with the principles contained in these *Guidelines for Accelerated Progression*.

Decisions about acceleration of HSC students will be made by school principals within Board requirements.

Students may accelerate in all courses (grade advancement) or in one or more courses.

**Acceleration must be based on the principle of compression or compacting of study, not omission of work.** Students who accelerate in one or more courses must achieve the required outcomes for the courses, but in a shorter time frame, ie one or more years in advance of their cohort.

Accelerating students may count towards their Higher School Certificate results obtained in advance of their cohort. This means that acceleration, other than whole grade advancement, can be regarded as a form of accumulation. However, it is a particular form of accumulation, achieved through meeting required outcomes in less than the Board's stated indicative time. A student who may have achieved Board outcomes early through the provision of additional study time is not an accelerant.

For students accelerating by less than two cohort Years, schools should enter students for their accelerated course(s), viz Preliminary or Higher School Certificate entries.

The main principle governing the issue of assessment tasks for accelerating HSC students is the Board of Studies policy that accelerating students must be capable of compressing required study rather than omitting requirements. Therefore, in terms of the formal assessment program for the HSC, a student accelerating in a subject should complete all assessment tasks (or the equivalent) that are undertaken by students completing the usual HSC program in the subject.

This does not mean that accelerating students must complete every assessment task at the same time as other students. In some instances this will clearly be impossible as it depends on the time at which the student is accelerated and the amount of work that has been covered.

There may need to be flexibility in the order and timing of assessment tasks. This also means, however, that accelerating students may have to do additional work at certain times and that, to some extent, programs of work may have to be specifically tailored for the student's needs.

## Options for Accelerating Students at HSC Level

Accelerating students, as with all HSC students, will have open to them a range of alternative pathways to the HSC.

Accelerating HSC students, having completed HSC courses in advance of their Year cohort, may:

- undertake additional units for the HSC;
- undertake an HSC extension course, if requirements are met;
- undertake a university level course, eg a Distinction Course or University Extension Course;
- undertake external or part-time study at University or TAFE;
- commence part-time work in addition to their studies
- undertake a combination of some of the above options.

## **Repeating of Courses by Accelerants**

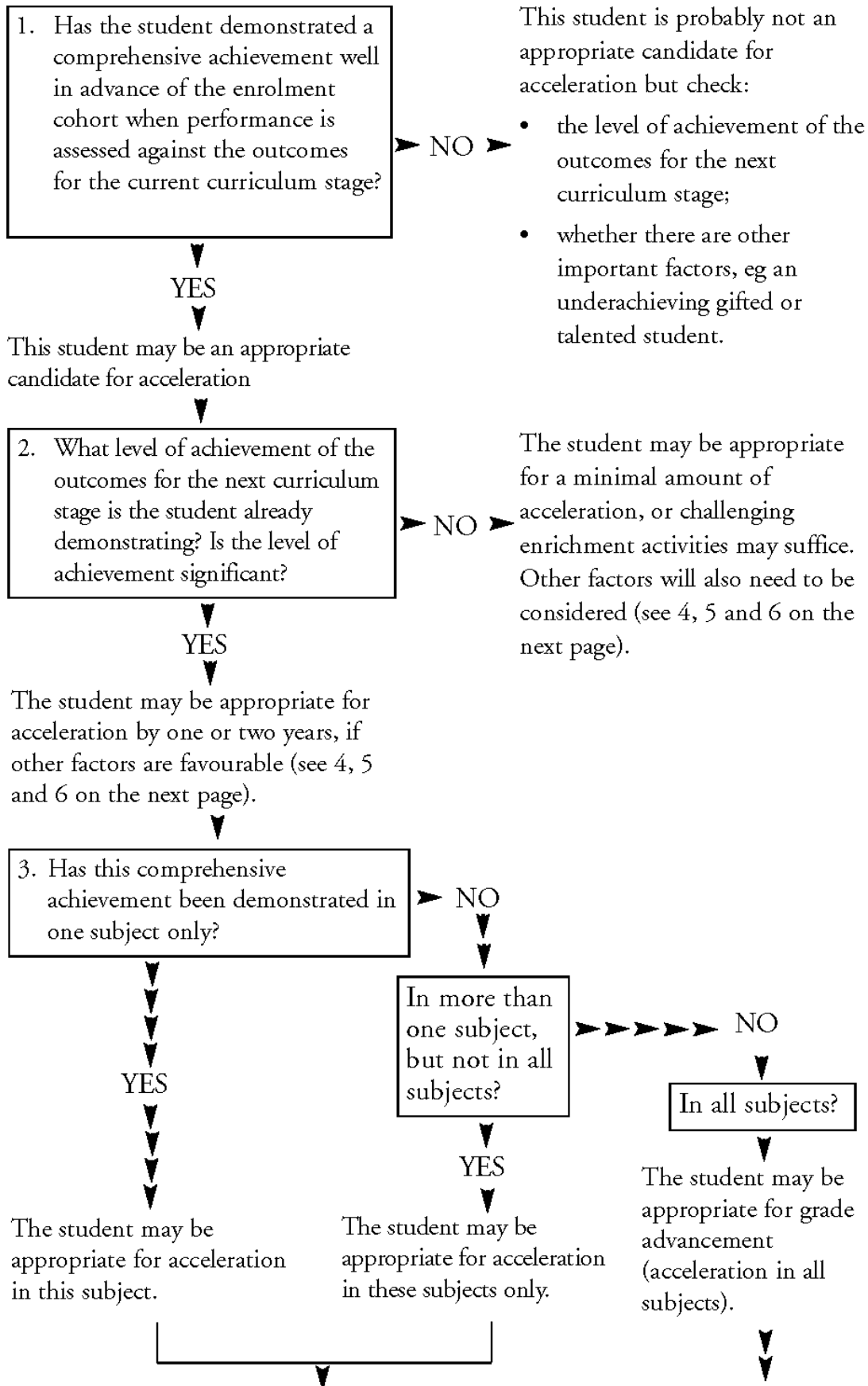
The issue of accelerants repeating courses, particularly courses for the secondary credentials, is a complex one. An accelerating student may be permitted to repeat a course in which they have been accelerated, though this would not be the expectation. If a student is accelerated, it should occur in the educational interests of the particular student, and with a strong probability of success in that accelerated subject or subjects. It may be desirable for principals to ensure that a student has a trial period of enrichment and limited acceleration before formal acceleration is confirmed.

The Australian Tertiary Admission Rank (ATAR) rules specify that, while a student may repeat a subject at the HSC, only the most recent result may be counted for UAI purposes.



# APPENDIX II

## Flow Chart: Selection of Appropriate Students for Accelerated Progression



On a state-wide basis, such students would probably fall within the top 5% of students.

On a state-wide basis, such students would probably fall within the top 0.5% of students.

4. Has the student demonstrated a sufficient level of social and emotional readiness to adjust to, and benefit from, the amount and type of acceleration proposed?  
Will the acceleration proposed be advantageous socially and emotionally to the student concerned?

▶ NO ▶

Other options and strategies may need to be considered — acceleration would not appear to be appropriate.

YES

Acceleration would appear to be an appropriate strategy for the student concerned.

5. Are the student, the student's parents, and the school in agreement that acceleration is the most appropriate strategy for this particular student?  
Will the student, the parents and the school be able to support the acceleration positively?

▶ NO ▶

Rethinking, or further counselling and/or preparation, may be necessary. Other strategies may be more appropriate.

YES

6. Has the accelerating student satisfied all Board of Studies curriculum and credentialing requirements to date?  
Will the accelerating student continue to do so in the future?

▶ NO ▶

Acceleration is not appropriate until such requirements have been met. Board requirements must continue to be met if the student is to qualify for a Board credential.

YES

Acceleration is appropriate. When the proposed advancement is for two cohort Years or more and is likely to lead to early entry for the secondary credentials, the school must inform the Office of the Board of Studies.

