



# Sydney Technical High School



## ACCELERATION HANDBOOK

LAST UPDATED: AUGUST 2023

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## STHS rationale for acceleration

Sydney Technical High School is a fully selective secondary school for boys. Our students obtain a place here through the selective schools' entry pathways to commence in Year 7 or arrive later after completion of the Higher Ability Selection Test and through other rigorous selection processes.

As such, our students are categorised as gifted or high potential and therefore require and benefit from a range of curricular and co-curricular opportunities that are afforded to them in our high-expectations setting.

### What is acceleration?

Acceleration recognises the capacity of gifted students to potentially master new content and skills faster than their age peers (Geake 2009).

There are many forms of acceleration strategies available that enable educators to cater efficiently and effectively for the diversity of cognitive development, needs and competencies of gifted and highly gifted students (Van Tassel-Baska, 1992).

Acceleration, which should not be confused with curriculum differentiation, allows gifted students to progress through their educational journey more rapidly than their peers.

Geake, J 2009, 'Neuropsychological Characteristics of Academic and Creative Giftedness', in L Shavinina (ed.), *International Handbook on Giftedness*, Springer, Netherlands.

VanTassel-Baska, J 1992, 'Educational decision making on acceleration and grouping', *Gifted Child Quarterly*, vol. 36, no. 2, pp. 68-72.

## What the Research Says



Acceleration is considered one of the **most effective educational interventions available to gifted students** (Rogers 2007, 2015).



Repeated meta-analyses and systematic reviews of the research evidence on acceleration across a vast diversity of educational settings and contexts have shown that **all forms of acceleration can offer significant learning benefits for gifted students** (Steenbergen-Hu & Moon 2011; Warne 2017).



The typical effect size of acceleration is between +0.42 and +1.62 standard deviations of learning growth, **placing acceleration among the most effective educational practices** (Steenbergen-Hu, Makel & Olszewski-Kubilius 2016).



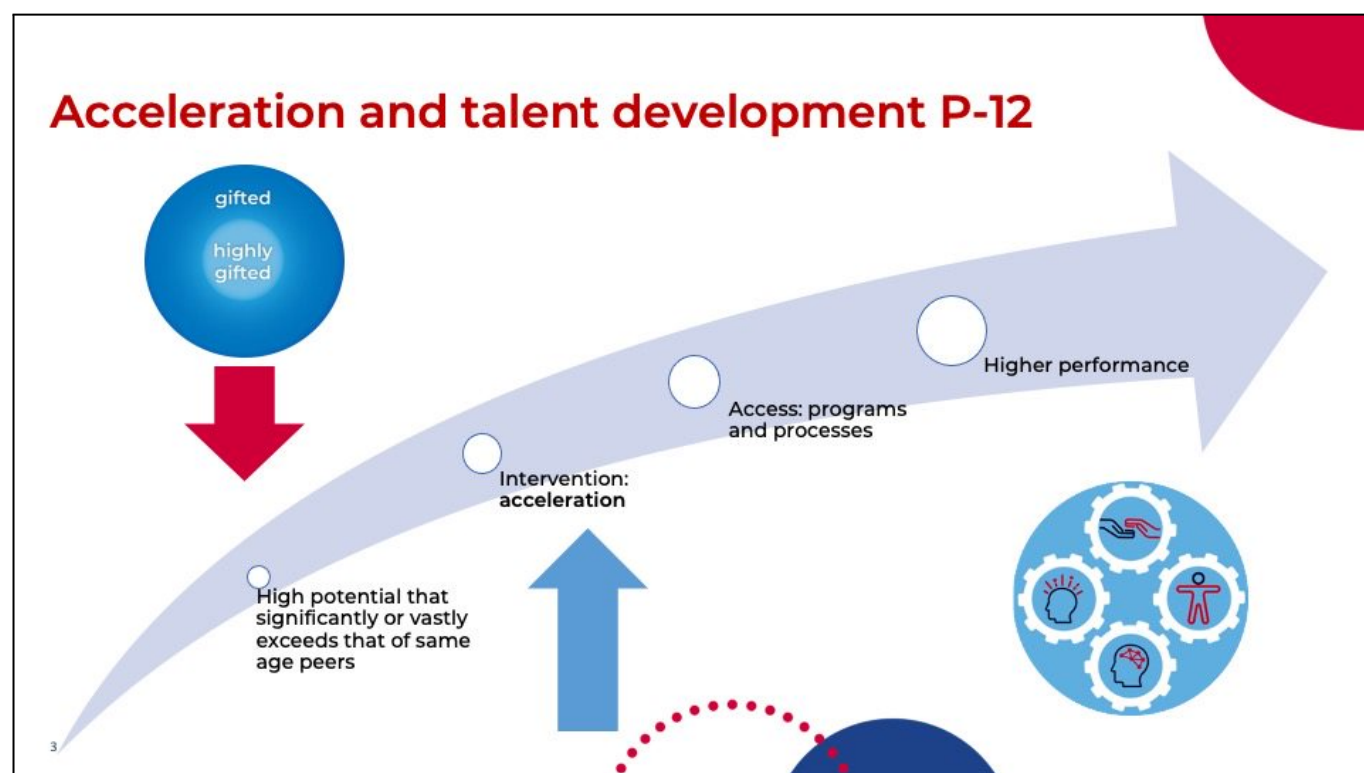
This research also confirms the **lack of empirical evidence that acceleration results in negative academic or social outcomes** for students. These findings have been consistent across students from diverse backgrounds (Lee et al. 2010).

The DoE's current *High Potential and Gifted Education Policy* contains four guiding principles:

- All students, regardless of background or personal circumstances, require access to learning programs that meet their learning needs and support to aspire to, and achieve, personal excellence.
- Our commitment to high expectations for all students includes high potential and gifted students.
- Achieving excellence for high potential and gifted students is underpinned by effective school environments including quality teaching, learning and leadership.
- Potential exists along a continuum, where differing degrees of potential require differing approaches and levels of adjustment and intervention.

Our school's strategic program of acceleration addresses the intellectual domain of our student's capabilities and needs:

**High potential** students are those whose potential exceeds that of students of the same age in one or more domains. Their potential may be assessed as beyond the average range across any domain. They may benefit from an enriched or extended curriculum and learning opportunities beyond the typical level of students the same age. **Gifted students'** potential significantly exceeds that of students of the same age in one or more domains. Gagné and others commonly estimate 10% of students may be considered gifted. These students typically develop talent and achieve mastery notably faster than their peers. They may benefit from an extended curriculum and learning opportunities significantly beyond the typical level of students the same age.



## **Acceleration at STHS - single subject acceleration**

A student who is gifted in one school subject or more can complete one or more subject/s at a higher grade or stage level than their current grade peers.

For example, a student may be completing stage 4 subjects with their same-age peers, however, they may be enrolled in stage 6 mathematics, therefore, completing a Higher School Certificate through an advanced learning pathway model.

### **Benefits:**

- Students work with like-minded peers in their subject of strength, interest and choice, maximising motivation and engagement and meeting the student's needs in this area.
- Alleviates boredom and disengagement for the gifted student in particular subject/s areas and increases motivation, challenge and engagement, with more stimulating learning experiences.
- Alleviates workload/challenges for grade-based teachers in that subject area to try and differentiate to an individual level that may be unsustainable and isolating for the student.
- Effective when any current interventions are no longer productive in meeting the students' needs.

### **Considerations:**

- Single-subject acceleration might require the student to work in a different class or group for part of the school day.
- Students need to be monitored, consulted and supported in juggling the demands of working between two grades, particularly in the secondary setting or shared enrolment.
- As with all forms of acceleration, a trial period should be applied to initially review the process and make adjustments to meet the student's needs and ensure the success of the intervention.
- Students could be assigned a group or individual mentor.
- Careful assessment of learning needs and provision of bridge learning if necessary for course requirements or 'missed' content (as this should not preclude a student from acceleration).
- Grade teachers and receiving teachers require professional support and training to understand the needs of high potential and gifted students.
- The increase or decrease in class enrolment numbers could be an issue, if so, the school might like to consider the student completing the course by correspondence, an independent study model, online distance education, shared enrolment or another flexible arrangement.
- The student should not be required to meet their grade and accelerated expectations in the same subject in which the student is accelerated – the accelerated subject/s replace grade subjects unless one is a prerequisite for another, in which case the student can be given the opportunity to complete them concurrently or through other practical means.
- Subject acceleration can be combined with other forms of acceleration and advanced learning pathways when a student is particularly high-performing in a subject-specific area that the other interventions are not addressing.

## Accelerated single-subject options

The subjects offered as accelerated options choices are:

### **Creative Arts**

- ❖ Drama
- ❖ Music

### **Human Society and its Environment (HSIE) – Social Science**

- ❖ Business Studies

### **Personal Development, Health and Physical Education (PDHPE)**

- ❖ PDHPE

### **Mathematics**

- ❖ Advanced Mathematics

# MATHEMATICS ADVANCED

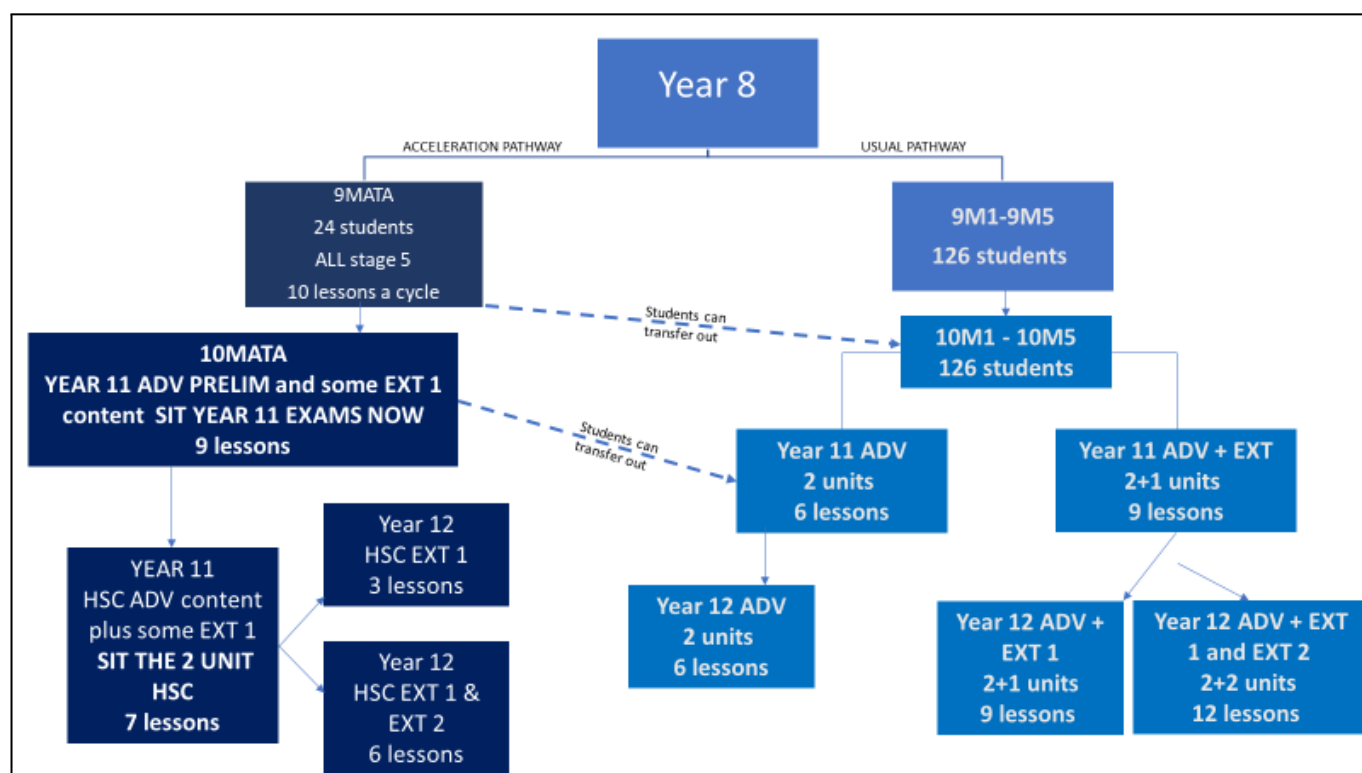
There are a maximum of 24 places. The process is as follows:

Process:

- **FIRSTLY**, students are nominated by their classroom teacher – this decision is **NOT** up for discussion and no student or parental nominations will be considered.
- **SECONDLY**, those nominated **MUST** validate their commitment and maturity via the reflections in a Written Application submitted by the due date – **LATE** submissions will not be accepted.
- **THIRDLY**, the final acceptance depends on your performance in the extra Acceleration Exam, which will take place at school, on a date to be advised, starting at 7.30AM – there is **NO** make-up exam if students miss the exam due to lateness.

Students being considered for the accelerated program need to possess the following attributes:

- Mature, organised and able to balance the study of **ALL** their subjects to a high standard.
- Intrinsically motivated and enjoy their Mathematics.
- Able to work cooperatively.
- Engaging in class.
- Doing all their homework.
- Considering studying Extension 2 Mathematics in Year 12.



Please note that students:

- Must maintain their work ethic and grades across **ALL** subjects to keep their place in the program.
- Only get to do 2 electives in Year 9 and 10.
- Must choose the full load of study in both Year 11 and 12.
- Not doing the accelerated program **WILL NOT** be disadvantaged, that can still do Mathematics Advanced (or any appropriate level of Mathematics) – just at a later time.

## BUSINESS STUDIES

There are a maximum of 24 places for accelerated Business Studies. Students accepted into the course will complete their Preliminary Studies for Business Studies in Terms 1- 3, 2024 and commence the HSC course in term 4, 2024 and sit their HSC examination in 2025.

Students will individually be invited to apply for Accelerated Business under the following process:

- **FIRSTLY**, students are nominated by their year 9 Commerce classroom teacher – this decision is based on student academic and work aptitude in Year 9 Commerce
- **SECONDLY**, those nominated **MUST** validate their commitment and maturity via the reflections in a Written Application submitted by the due date – LATE submissions will not be accepted.
- **THIRDLY**, the final acceptance depends on your performance in the extra Acceleration Exam, which will take place at school, on a date to be advised, starting at 7.30AM – there is **NO** make-up exam if students miss the exam due to lateness.

Students who are accepted into the Accelerated Business Studies course will commence the Preliminary course in Year 10, 4 periods during normal school hours and 2 periods off timetable, either before or after school, with days and times to be negotiated between the teacher and the class.

The school's offer for a student to proceed with the accelerated course is based upon the student's current demonstrated ability to adapt to both the workload and academic rigour of a preliminary HSC course. Students accepting the accelerated offer will be expected to perform substantially above the average of the 2024 preliminary Business Studies cohort and should there be concerns regarding his preliminary performance, a review of his suitability to continue to the HSC course in 2025 will proceed.

The structure of the Accelerate Business Studies program is as follows:

Preliminary course ( Term 1- 3, 2024)

Topic	Indicative hours	% of course time
Nature of business	24	20
Business management	48	40
Business planning	48	40

HSC course (Term 4, 2024 - Term 3, 2025)

Topic	Indicative hours	% of course time
Operations	30	25
Marketing	30	25
Finance	30	25
Human resources	30	25



## Personal Development, Health and Physical Education (PDHPE)

Students accepted into the course will complete their Preliminary Studies for PDHPE in Terms 1- 3, 2024 and commence the HSC course in term 4, 2024 and sit their HSC examination in 2025.

Students will individually be invited to apply for Accelerated PDHPE under the following process:

- FIRSTLY, students are nominated by their year 9 PASS or PDHPE classroom teacher – this decision is based on student academic and work aptitude in Year 9 PASS and PDHPE
- SECONDLY, those nominated MUST validate their commitment and maturity via the reflections in a Written Application submitted by the due date – LATE submissions will not be accepted.
- THIRDLY, the final acceptance depends on your performance in the extra Acceleration Exam, which will take place at school, on a date to be advised, starting at 7.30AM – there is NO make-up exam if students miss the exam due to lateness.

Students who are accepted into the Accelerated PDHPE course will commence the Preliminary course in Year 10, 4 periods during normal school hours and 2 periods off timetable, either before or after school, with days and times to be negotiated between the teacher and the class.

The school's offer for a student to proceed with the accelerated course is based upon the student's current demonstrated ability to adapt to both the workload and academic rigour of a preliminary HSC course. Students accepting the accelerated offer will be expected to perform substantially above the average of the 2024 preliminary PDHPE cohort and should there be concerns regarding his preliminary performance, a review of his suitability to continue to the HSC course in 2025 will proceed.

The structure of the Accelerate PDHPE program is as follows:

Preliminary Course - 2024	
<b>Core Strands (60% total)</b> <ul style="list-style-type: none"> <li>- Better Health for Individuals (30%)</li> <li>- The Body in Motion (30%)</li> </ul>	<b>Options (40% total)</b> <ul style="list-style-type: none"> <li>- First Aid (20%)</li> <li>- Fitness Choices (20%)</li> </ul>

HSC - 2025	
<b>Core Strands (60% total)</b> <ul style="list-style-type: none"> <li>- Health Priorities in Australia (30%)</li> <li>- Factors Affecting Performance (30%)</li> </ul>	<b>Options (40% total)</b> <ul style="list-style-type: none"> <li>- Sports Medicine (20%)</li> <li>- Improving Performance (20%)</li> </ul>

## Music (Stage 5 Course)

Students who have completed the Year 9 Stage 5 can accelerate past the Year 10 Stage 5 course directly into the Year 11 Preliminary Course and commence this in 2024 and sit their HSC examination in 2025.

Students will need to apply for Accelerated Music under the following process:

- **FIRSTLY**, students are selected by their Year 9 Music classroom teacher – this decision is based on student academic and work aptitude in Year 9 course.
- **SECONDLY**, those nominated **MUST** validate their commitment and maturity via the reflections in a Written Application submitted by the due date – LATE submissions will not be accepted.
- **THIRDLY**, the final acceptance depends on your performance in the extra Acceleration Exam, which will take place at school, on a date to be advised, starting at 7.30AM – there is NO make-up exam if students miss the exam due to lateness.

Students who are accepted into the Accelerated Music course will commence the Preliminary course in Year 10, 4 periods during normal school hours and 2 periods off timetable, either before or after school, with days and times to be negotiated between the teacher and the class.

The school's offer for a student to proceed with the accelerated course is based upon the student's current demonstrated ability to adapt to both the workload and academic rigour of a preliminary HSC course. Students accepting the accelerated offer will be expected to perform substantially above the average of the 2024 mainstream Preliminary Music cohort. Should there be concerns regarding his preliminary performance, a review of his suitability to continue to the HSC course in 2025 will proceed and the re-inclusion in the mainstream Stage 5 (Year 10) music course will be considered.

Year	Term 1	Term 2	Term 3	Term 4
YEAR ELEVEN (Music 1 and 2)	Compulsory Topic: Music from 1600 - 1900	Compulsory Topic: Music from 1600 - 1900  20 <sup>TH</sup> CENTURY MUSIC/METHODS OF NOTATING MUSIC	20 <sup>TH</sup> CENTURY MUSIC/METHODS OF NOTATING MUSIC	HSC Topic: Music 2: Core: Music of the Last 25 Years  EKC: Re-Invention No 3 Edwards: White Ghost Dancing  Music 1: Core: An Instrument and its Repertoire  <b>Accelerated Preliminary:</b> Compulsory topic: 1600 - 1900

**Aural and Musicology (see other table for details):**

Sight singing  
Rhythm and Melodic Dictation  
Musicianship and Theory  
Exam Technique

### MUSIC 1

Syllabus Component	Syllabus Weighting %	Task 1	Task 2	Task 3
		Aural and Practical	Composition and Analysis	Hand In and Exam
Performance Core	25	10		15
Composition core	25		15	10
Musicology core	25	10	15	
Aural core	25	10		15
Marks		30	30	40

### MUSIC 2

Syllabus Component	Syllabus Weighting %	Task 1	Task 2	Task 3
		Aural and Practical	Composition and Analysis	Hand In and Exam
Performance Core	25	10		15
Composition core	25		15	10
Musicology core	25	10	15	
Aural core	25	10		15
Marks		30	30	40

Year	Term 1	Term 2	Term 3	Term 4
YEAR TWELVE (Music 1)	<b>An Instrument and It's Repertoire:</b> <b>History of Instrument</b> <b>Styles of Instrument</b> <b>Techniques of Instrument</b> <b>Technology and the instrument</b>	<b>Music for Film:</b> History of music on film Williams Zimmer Morricone	<b>Additional Topic:</b> <b>Presentations of Independent Topic</b>	

\*Additional topics are subject to change based on the needs of the students

Year	Term 1	Term 2	Term 3	Term 4
YEAR TWELVE (Music 2)	<b>Music of the Last 25 years (Art Music)</b>  <i>Lyrebird Strut: Don Harper</i> <i>Milk For Swami Li: Vine</i> <i>Tides of Ocean: Orlovich</i> <i>Astral Air and Around the World in 2 Minutes: Sonny Chua</i>	<b>Additional Topic:</b>  <i>Presentations of Independent Topic</i>  <b>Music for Film:</b> History of music on film Williams Zimmer Morricone	<b>Music of the Last 25 years (Theatre Music)</b>  Types of Musicals Types of Songs Parts of the Stage Boy from Oz Hamilton Priscilla Muriel's Wedding Keating!	

\*Additional topics are subject to change based on the needs of the students

**Aural and Musicology (see other table for details):**

Sight singing  
Rhythm and Melodic Dictation  
Musicianship and Theory  
Exam Technique

**MUSIC 1**

Syllabus Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Aural Appraisal and Performance Assessment Week 1	Musicology and Elective 1 Assessment Week 2	Composition Portfolio and Elective 2 Assessment Week 3	As per HSC Exam Options Trial HSC and Elective 3
Performance Core	10	10			
Composition Core	10			10	
Musicology Core	10		5		5
Aural Core	25	10	5		10
Elective 1	15		15*		
Elective 2	15			15*	
Elective 3	15				15*
<b>Marks</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

\* Elective tasks will be determined by the options selected by each student. Details will be given well in advance of each task.

**MUSIC 2**

Syllabus Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Performance	Musicology and Aural	Composition Portfolio and Elective	As per HSC Exam Options
		Assessment Week 1	Assessment Week 2	Assessment Week 3	Trial HSC
Performance Core	20	10			10
Composition Core	20			10	10
Musicology Core	20		15		5
Aural Core	20		15		5
Elective	20			20*	
<b>Marks</b>	<b>100</b>	<b>10</b>	<b>30</b>	<b>30</b>	<b>30</b>

\* Elective tasks will be determined by the options selected by each student. Details will be given well in advance of each task.

## Music (Stage 6 Course Compacting)

Once students have completed the first three terms of the Year 10 Stage 5 course, they can accelerate directly into the Year 12 HSC Course and commence this in Term 4 2023 and sit their HSC examination in 2024.

Students will need to apply for Accelerated Music under the following process:

- **FIRSTLY**, students are selected by their Year 10 Music classroom teacher and CAPA HT – this decision is based on student academic and work aptitude in Year 10 course.
- **SECONDLY**, those nominated **MUST** validate their commitment and maturity via the reflections in a Written Application submitted by the due date – LATE submissions will not be accepted.
- **THIRDLY**, the final acceptance depends on your performance in the extra Acceleration Exam, which will take place at school, on a date to be advised, starting at 7.30AM – there is **NO** make-up exam if students miss the exam due to lateness. This will determine if there is sufficient understanding of the fundamentals of the course to undertake the rigour of the compacted curriculum.

Students who are accepted into the Accelerated Music course will commence the HSC/Preliminary course in Term 4 2023, Year 10, 4 periods during normal school hours and 2 periods off timetable, either before or after school, with days and times to be negotiated between the teacher and the class.

The school's offer for a student to proceed with the accelerated course is based upon the student's current demonstrated ability to adapt to both the workload and academic rigour of a preliminary HSC course. Students accepting the accelerated offer will be expected to perform substantially above the average of the 2024 mainstream Preliminary Music cohort. Should there be concerns regarding his preliminary performance, a review of his suitability for continuation to the HSC course in 2025 will proceed and the re-inclusion in the mainstream Stage 5 (Year 10) music course will be considered.

Year	Term 1	Term 2	Term 3	Term 4
YEAR ELEVEN (Music 1 and 2)	Compulsory Topic: Music from 1600 - 1900	Compulsory Topic: Music from 1600 - 1900  20 <sup>TH</sup> CENTURY MUSIC/METHODS OF NOTATING MUSIC	20 <sup>TH</sup> CENTURY MUSIC/METHODS OF NOTATING MUSIC	HSC Topic: Music 2: Core: Music of the Last 25 Years  EKC: Re-Invention No 3 Edwards: White Ghost Dancing  Music 1: Core: An Instrument and its Repertoire  <b>Accelerated Preliminary:</b> Compulsory topic: 1600 - 1900

### Aural and Musicology (see other table for details):

Sight singing  
Rhythm and Melodic Dictation  
Musicianship and Theory  
Exam Technique

Year	Term 1	Term 2	Term 3	Term 4
YEAR TWELVE (Music 1)	An Instrument and It's Repertoire: History of Instrument Styles of Instrument Techniques of Instrument Technology and the instrument	Music for Film: History of music on film Williams Zimmer Morricone	Additional Topic: Presentations of Independent Topic	

\*Additional topics are subject to change based on the needs of the students

Year	Term 1	Term 2	Term 3	Term 4
YEAR TWELVE (Music 2)	<b>Music of the Last 25 years (Art Music)</b>  <i>Lyrebird Strut: Don Harper</i> <i>Milk For Swami Li: Vine</i> <i>Tides of Ocean: Orlovich</i> <i>Astral Air and Around the World in 2 Minutes: Sonny Chua</i>	<b>Additional Topic:</b>  <i>Presentations of Independent Topic</i>  <b>Music for Film:</b> History of music on film Williams Zimmer Morricone	<b>Music of the Last 25 years (Theatre Music)</b>  Types of Musicals Types of Songs Parts of the Stage Boy from Oz Hamilton Priscilla Muriel's Wedding Keating!	

\*Additional topics are subject to change based on the needs of the students

**Aural and Musicology (see other table for details):**

Sight singing  
Rhythm and Melodic Dictation  
Musicianship and Theory  
Exam Technique

**MUSIC 1**

Syllabus Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Aural Appraisal and Performance Assessment Week 1	Musicology and Elective 1 Assessment Week 2	Composition Portfolio and Elective 2 Assessment Week 3	As per HSC Exam Options Trial HSC and Elective 3
Performance Core	10	10			
Composition Core	10			10	
Musicology Core	10		5		5
Aural Core	25	10	5		10
Elective 1	15		15*		
Elective 2	15			15*	
Elective 3	15				15*
<b>Marks</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

\* Elective tasks will be determined by the options selected by each student. Details will be given well in advance of each task.

**MUSIC 2**

Syllabus Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Performance	Musicology and Aural	Composition Portfolio and Elective	As per HSC Exam Options
		Assessment Week 1	Assessment Week 2	Assessment Week 3	Trial HSC
Performance Core	20	10			10
Composition Core	20			10	10
Musicology Core	20		15		5
Aural Core	20		15		5
Elective	20			20*	
<b>Marks</b>	<b>100</b>	<b>10</b>	<b>30</b>	<b>30</b>	<b>30</b>

\* Elective tasks will be determined by the options selected by each student. Details will be given well in advance of each task.

## Drama

Students accepted into the course will complete their Preliminary Studies for Drama in Terms 1- 3, 2024 and commence the HSC course in term 4, 2024 and sit their HSC examination in 2025.

Students will individually be invited to apply for Accelerated Drama under the following process:

- **FIRSTLY**, students are nominated by their year 9 English classroom teacher and the Drama teacher – this decision is based on student academic and work aptitude in Year 9 English.
- **SECONDLY**, those nominated **MUST** validate their commitment and maturity via the reflections in a Written Application submitted by the due date – LATE submissions will not be accepted.
- **THIRDLY**, the final acceptance depends on your performance in the extra Acceleration Exam, which will take place at school, on a date to be advised, starting at 7.30AM – there is NO make-up exam if students miss the exam due to lateness.

Students who are accepted into the Accelerated Drama course will commence the Preliminary course in Year 10, 4 periods during normal school hours and 2 periods off timetable, either before or after school, with days and times to be negotiated between the teacher and the class.

The school's offer for a student to proceed with the accelerated course is based upon the student's current demonstrated ability to adapt to both the workload and academic rigour of a preliminary HSC course. Students accepting the accelerated offer will be expected to perform substantially above the average of the 2024 preliminary Drama cohort and should there be concerns regarding his preliminary performance, a review of his suitability to continue into the HSC course in 2025 will proceed.

The structure of the Accelerate Drama program is as follows:

### **Preliminary course Terms 1-3 2024 (120 indicative hours)**

<b>Improvisation, Playbuilding, Acting Elements of Production in Performance Theatrical Traditions and Performance Styles</b>	<b>Common course content</b>
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### **HSC course Term 4 2024 and 1-3 2025 (120 indicative hours)**

<b>Australian Drama and Theatre</b>	<b>core content one topic from a choice of two topics</b>
<b>Studies in Drama and Theatre</b>	<b>one topic from a choice of seven topics</b>
<b>Group Performance</b>	<b>core content</b>
<b>Individual Project Either Critical Analysis or Design or Performance or Script Writing or Video Drama</b>	<b>one project to be chosen</b>
<b>Component Weighting: Making 40%, Performing 30%, Critically Studying 30%</b>	