

Malek Fahd Islamic School Limited

ABN 41 003 864 891



Compression Program – *Policy and Procedure*

MFIS-3.3.4

Version: V2.0
30 January 2020

The purpose of this document is to communicate the Compression Policy and Procedure for the Malek Fahd Islamic School Limited.

Owner:

Malek Fahd Islamic School Deputy Principal Teaching and Learning

Version Control

Version No	Date	Details	Approved by
V1.0	May 2019	Policy created	B. Rixon
V2.0	30 January 2020	Reviewed by David Hamper	B. Rixon

Compression Program – *Policy and Procedure*

RANGS Ref: 3.3.1.3 (Comp)

Rationale

The School provides a compression model of learning for Stage 6 Mathematics Advanced and Biology. The aim of these programs is to provide an opportunity for students to progress in their studies along the learning continuum at a faster pace than is typical in order to meet their individual learning needs.

Overview

In this model both the Preliminary and HSC components of some of the compressed courses (including the HSC examination) are completed in one calendar year rather than two. 'Compression' permits a limited number of students to move through content at a faster rate. Refer to the School's Gifted and Talented Policy and Procedures RANGS Ref: 3.3.1.2/3 (GT) for full details of the how the School addresses the needs of gifted students.

The underlying principle of any decision to move a student into a compression program will be whether it is in the best interests of the students. Decisions relating to allowing a student entry into the program will be made after a comprehensive assessment of their suitability for the program. Compression will only be considered for those students who are considered exceptional and for whom compression meets their specific learning needs.

Under the compression model the select student(s) will complete Stage 5 course (year 9 & 10) as usual over a two-year period. Upon completion of all Stage 5 requirements for a course, the student may then commence an appropriate Stage 6 course in the subject area ahead of the cohort, starting in week 6 of Term 4. This allows for a student to complete both the Preliminary Stage 6 and HSC Stage 6 in Year 11. This may occur in one subject or for some students, maximum of two subjects. At present, compression is only offered in Mathematics and Biology. A student's continued progression in this model will be subject to ongoing display of exceptional performance. In accordance with ACE 8050 course content is compressed not omitted and all course outcomes are taught.

Selection Procedures

Entry into the compression program is by invitation only. Nominations are made by a student's Year 10 teacher, the relevant Head of Department and the Gifted and Talented Coordinator who will propose students to the Deputy Principal Teaching and Learning with the final selection being made by the Principal.

In order to qualify for nomination the students will:

- Have demonstrated high levels of academic achievement;
- Receive a nomination from their Year 10 class teacher in the applicable subject as well as the Head of Department (see Appendix D);
- Have achieved highly in the Allwell testing;
- Have consistently demonstrated an interest in the subject area by completing a range of additional activities in, such as Mathematics Olympiad, ICAS tests etc;
- In the case of Mathematics students must have completed the 5.3 Stage 5 course;

- Have obtained a Grade A10 in the Stage 5 Mathematics course for the Mathematics program and an A Grade in Stage 5 Science for the Biology program;
- In the early exam achieve a mark of 90% or higher in the applicable subject;
- Be expected to achieve a Band 6 as described in the Course Performance Descriptors for the Year 12 course;
- In the case of Mathematics be expected to complete Extension 1 Mathematics. There will be no expectation of students undertaking Extension 2 Mathematics but students in the program will be encouraged to do so;
- Have demonstrated that they are intellectually and developmentally able to cope with the demands of acceleration. This will include the full support of the student's parents and the endorsement of the School's student welfare team and Head of Campus; and
- Have the formal approval from parents for participation in the program (See Appendix C).

The Principal's determination of students suitable for compression is final.

Assessment within the Compression Model

Students in the compression model will be subject to the standard assessment rules and procedures as outlined in the School's assessment policy (Refer to MFIS Assessment Policy and Procedures).

All compression and non-compression students undertaking Stage 6 courses in a calendar year will be treated as one cohort and will be provided with the same course work and assessment program including for the allocation of Year 11 grades. A student in the compression model will complete all assessment tasks (or the equivalent) that are undertaken by students completing the usual HSC program in the subject.

MFIS will maintain records of the assessment schedule and assessment tasks for all courses delivered by the school according to the school's Assessment Handbook. Prior approval from the Gifted and Talented Coordinator and the Deputy Principal Teaching and Learning must be obtained where a teacher intends that an 'equivalent assessment task' be undertaken by a student in the compression model. Prior to the commencement of their coursework, students moving into a Stage 6 course will complete the *HSC: All My Own Work* program. The Head of Secondary Curriculum is responsible for checking that the program has been completed by each student in the vertical model and records are maintained.

Monitoring of students

Class teachers and Heads of Department will monitor student progress in collaboration with the Gifted and Talented Coordinator and the Head of Secondary Curriculum. Class teachers of students completing an acceleration program complete a regular evaluation and submit this to the Head of Secondary Curriculum (see Appendix A).

The Head of Secondary Curriculum is responsible for maintaining records of the students ongoing suitability for participation in the acceleration program and meets with the Deputy Principal Teaching and Learning to discuss any students of concern. This will include

evidence of the student's achievement, teacher evaluations and all correspondence between the School and parents relating to the student's participation in the program.

Where a student's ongoing participation in the compression program is deemed at risk by the class teacher they are to inform the Head of Department immediately who will consult with the Head of Secondary Curriculum and the Gifted and Talented Coordinator. They in turn will consult with the Deputy Principal Teaching and Learning with a recommendation for action.

A student may be considered at risk of exclusion from the program due to factors such as;

- An inability to cope academically with the demands of the compression program
- Evidence that the demands of the program is having a detrimental impact of their well-being;
- A poor record of School attendance;
- An inconsistent application to their studies in the course, for example incomplete homework assignments; and / or
- Poor behaviour in class that impacts on their learning and / or the learning of others.

Students deemed at risk will be advised by the Gifted and Talented Coordinator and the student's parents advised. An action plan will be developed with input from the class teacher, Gifted and Talented Coordinator, Head of Secondary Curriculum, Head of Department, the student and other key staff as appropriate (for example welfare staff and Head of Campus) to enable the student to work towards rectifying the concerns. This plan will include;

- Details of the concern;
- Details of support mechanisms that School has / will put in place
- Specific actions that the student is to undertake, for example completion of a set task, improved attendance etc;
- If applicable actions to be taken by the teacher, for example completion of a monitoring card on the student's work ethic; and
- A timeline for review.

The Head of Secondary Curriculum and class teacher will conduct this review. Where a student is deemed to remain unsatisfactory to continue in the program the Deputy Principal Teaching and Learning chairs a review committee consisting of the head of department of the course being accelerated, Gifted and Talented Coordinator, relevant Head of Campus and Head of Welfare and the head of another department to make a final decision regarding the students suitability. The student and their parents will be informed in writing of the review committee's findings and recommendations by the DPT&L.

Withdrawing from the Compression Model

Unless in exceptional circumstances students will not withdraw from the program after w-Week 3 of Term 1. Exception circumstances may include where there is evidence of significant impact to the students emotional and social well-being by the continuation of their participation in the Compression Model.

Where a student withdraws from the Compression Program documentation relating to the circumstances of the withdrawal will be completed by the Gifted and Talented Coordinator

and the DPT&L (see Appendix E). Withdrawing students will be referred to the School's welfare team as a means of support for their wellbeing. The Gifted and Talented Coordinator will complete the referral to the School's Welfare team (see Appendix F).

Students who withdraw from the compression model during the preliminary course will re-join the Conventional Model classes for Mathematics and/or Biology. The student will then complete all Preliminary assessment tasks as outlined in the Conventional Model Mathematics/ Biology course assessment plan provided.

The HSC assessment tasks for Mathematics and Biology will be completed by all students enrolled in these courses at the same time, whether they are enrolled in the conventional model or the compression model.

Supervision and Oversight

Deputy Principal Teaching and Learning

As a part of the curriculum, the operation of the compression program is the responsibility of the Deputy Principal Teaching and Learning (DPT&L). The DPT&L chairs the Compression Selection Committee and makes the final recommendation to the Principal on students suitable for compression. The DPT&L also chairs the review committee for any students deemed unsuitable for continuation in the compression program.

Head of Secondary Curriculum

The Head of Secondary Curriculum has responsibility for ensuring:

- Each student undertaking compression meets eligibility requirements for entry into Preliminary courses, including the completion of RoSA requirements as outlined in ACE 8004 and ACE 4001;
- Each individual student undertaking compression in one or more courses will be eligible for the HSC. This will be determined by the pattern of study as outlined in ACE 8005 (See Appendix B);
- Each student undertaking a compression course has completed the mandatory *All My Own Work* program prior to the commencement of the course;
- Notifying NESA through *Schools Online* by the end of Week 5, Term 3 of the School's intention to offer compressed course (s); and
- The accurate entry of student data via *Schools Online*, entries will be made for both Preliminary and HSC courses in the same calendar year.

All Records relating the Compression Program are maintained by the Head of Secondary Curriculum under the supervision of the DPT&L. These records are stored within the Compression Folder.

Gifted and Talented Coordinator

The Gifted and Talented Coordinator provides advice to the Head of Secondary Curriculum, Heads of Campus and the DPT&L on the suitability of students for the program. The

Coordinator is responsible for communication between the School and parents about the program, the selection process and matters relating to an at risk student as required. The Coordinator is responsible for the completion of referral documentation to the Welfare Team in the event of a student withdrawal or exclusion from the program.

Heads of Department

Heads of Department where compressed courses are offered are responsible for ensuring that compression programs are taught to ensure that all course requirements are met. Content will be compressed not omitted and students must demonstrate the course outcomes before accelerating onto the subsequent stage.

Heads of Campus

Heads of Campus provide advice on the selection of students through the nomination process and sit on panels to review at risk students in the program.

Commencement of the Program

Teaching of the compression program will not commence prior to Week 6 of Term 4.

Related Documents

NESA References:

- ACE 8050 (last updated 13 July 2017) – *Compressed Curriculum HSC delivery model*
- ACE 9001 (last updated 1 April 2019) – *Student Entry Procedures: Preliminary and HSC course entries*
- ACE 4060 (last updated 29 March 2019) – *Demonstration of the HSC minimum standard*
- ACE 8072 (last updated 1 April 2019) – *Development of HSC school-based assessment*
- ACE 8004 (last updated 1 April 2019) – *Eligibility requirements for the Higher School Certificate*
- ACE 8005 (last updated 8 November 2018) – *Pattern of study for the Higher School Certificate*
- ACE 4001 (last updated 29 March 2019) – *Requirements for the award of the Record of School Achievement*
- HSC All My Own Work Program <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

MFIS Policy References

- MFIS Assessment Policy and Procedure
- MFIS Gifted and Talented Policy and Procedures

APPENDIX A



MALEK FAHD ISLAMIC SCHOOL

COMPRESSION MODEL

STANDARD EVALUATION FORM

Student Name: _____

Class: _____

Course: _____

To monitor the progress of students in the 'compression' model, we ask teachers to complete and comment on the students they currently teach. Please return ASAP to the Head of Secondary Curriculum.

1=Below average

2=Progressing

3=Comprehensive

4=Excellent

Attitude towards work	Completion of class and homework	Quality of work completed	Assessment of performance	Coping with course demands	Data Analysis (Diagnostic tests/formative assessments)
					1. 4. 2. 5. 3. 6.

Comments:

TEACHER NAME:

SIGNATURE:

DATE:



APPENDIX B

MALEK FAHD ISLAMIC SCHOOL COMPRESSION MODEL - PATTERN OF STUDY

STUDENT NAME: _____ CLASS: _____

Tick the subjects you will do for 2018/2019 period and the subjects planned for 2019/2020 period. (**Note:** You must have 12 units for preliminary course and at least 10 units for the HSC course). Remember that you will have completed some preliminary and some HSC courses in year 11.

SUBJECTS	RoSA Subjects	WK 6 TERM 4 2018 – TERM 3 2019		TERM 4 2019 – TERM 3 2020
		PRELIM	HSC	HSC
English	✓			
English Standard				
English Advanced				
English Ext 1				
English Ext 2				
Mathematics				
Mathematics 2U (compression)				
Mathematics Ext 1				
Mathematics Ext 2 (4 units)				
Science				
Biology (compression) / Economics				
Chemistry / Modern History / Business Studies				
Physics				
Geography	✓			
History	✓			
Commerce	✓			
Studies of Religion (1 unit)				
PDHPE / Sports	✓			
Modern History/Legal Studies				
Islamic Studies				
Preliminary Units Total				
HSC Units Total				



HSC DELIVERY VIA COMPRESSION MODEL

PARENTAL CONSENT PROFORMA

Malek Fahd Islamic School is pleased to advise that NESAs have approved the school's application to deliver HSC via the 'vertical (compressed) model' to selected students. Study through the compression model will start in week 6, Term 4 of 2018. In this model, **selected students** will study **Biology and/or Mathematics 2 Unit** in Year 11 and then complete further units in Year 12, to total a minimum of 10 HSC units. Students may be eligible to complete the preliminary and HSC Biology & Mathematics course, as well as the HSC exam in Biology and Mathematics in 2019. At the end of year 12, students combine their results in at least 10 HSC units and attain the HSC. Advantages of this model for students include the ability to access extension courses, having an opportunity to sit for a subject the student might not otherwise have attempted and experiencing the HSC climate when attempting one or two subjects only. However, this model requires that the child displays social readiness and emotional maturity for advancement, is prepared for more independent learning and that time management and self-organization issues are addressed.

I undertake to:

- ✓ Manage my time appropriately so that other courses are not neglected.
- ✓ Complete class work and homework on time and at a consistently high standard.
- ✓ Complete all assessment tasks on time and at a consistently high standard.
- ✓ Consistently demonstrate ability for independent learning.
- ✓ Attend all scheduled classes punctually; including morning, afternoon and Saturday classes.

I understand that:

- ✓ There are only a **limited number** of places in this program and only the **top performing** students would be selected.
- ✓ If I fail to meet my obligations for compression and fail to maintain the agreed course performance standards (**Grade A**), I may be withdrawn from the course by the Principal and transitioned into the conventional program.

Student Name: ----- **Signature:** ----- **Date:** -----

- ✓ I have informed myself about the NESAs guidelines for HSC using the compression model.
- ✓ I have discussed the proposed pattern of study with my son/daughter.
- ✓ I give / do not give (delete as applicable) permission for my son/daughter to participate in the compression model in **Mathematics/Biology**.
- ✓ I understand that continued placement in the compression model is subject to my son/daughter consistently meeting the agreed performance standards at a very high level (**Grade A**) and that failure to do so will lead to the transition of my son/daughter into the conventional program.

Parent/ Guardian Name: ----- **Signature:** ----- **Date:** -----



MALEK FAHD ISLAMIC SCHOOL

Appendix D

TEACHER NOMINATION FORM – COMPRESSED CURRICULUM

STUDENT NAME: CLASS: SUBJECT NOMINATED FOR:

EXAM MARKS	TOPIC TESTS	RoSA GRADE: _____	OTHER OBSERVATIONS
TERM 1: _____	1.	ICAS RESULTS: _____	1. Attitude towards work: _____
TERM 2: _____	2.		2. Completion of class & homework: _____
TERM 3(RoSA): _____	3.		3. Quality of work completed: _____
AVERAGE: _____	4.		4. Coping with course demands: _____
	5.		
	6.		

OVERALL RECOMMENDATION			HOD COMMENTS	
_____ _____ _____ _____			_____ _____ _____	
TEACHER NAME	SIGN	DATE	HEAD OF DEPT. NAME	SIGN
			DATE	
Endorsement from Head of Campus				
_____ _____ _____				
			Signature of HOC	



MALEK FAHD ISLAMIC SCHOOL
COMPRESSION PROGRAM
COURSE WITHDRAWAL FORM

Appendix E

NAME OF STUDENT: _____

CLASS: _____

SUBJECT WITHDRAWN FROM: _____

DATE OF WITHDRAWAL: _____

Reason(s) for withdrawal:

Factors contributing to withdrawal:

Stressors and Intervention Strategies:

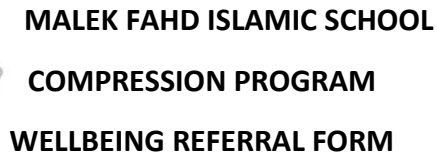
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Deputy Principal (Teaching & Learning)



WELLBEING REFERRAL FORM

Class: _____

Position: _____

Date of Referral: _____

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Date: _____

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Date: _____

Wellbeing follow up actions

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