WHITEBRIDGE HIGH SCHOOL

WHITEBRIDGE HIGH SCHOOL IS A FUTURE FOCUSSED EDUCATIONAL COMMUNITY COMMITTED TO THE VALUES OF RESPECT, RESPONSIBILITY AND FOSTERING INDIVIDUAL TALENTS IN AN INCLUSIVE ENVIRONMENT, BUILDING THE CAPACITY FOR LIFELONG LEARNING
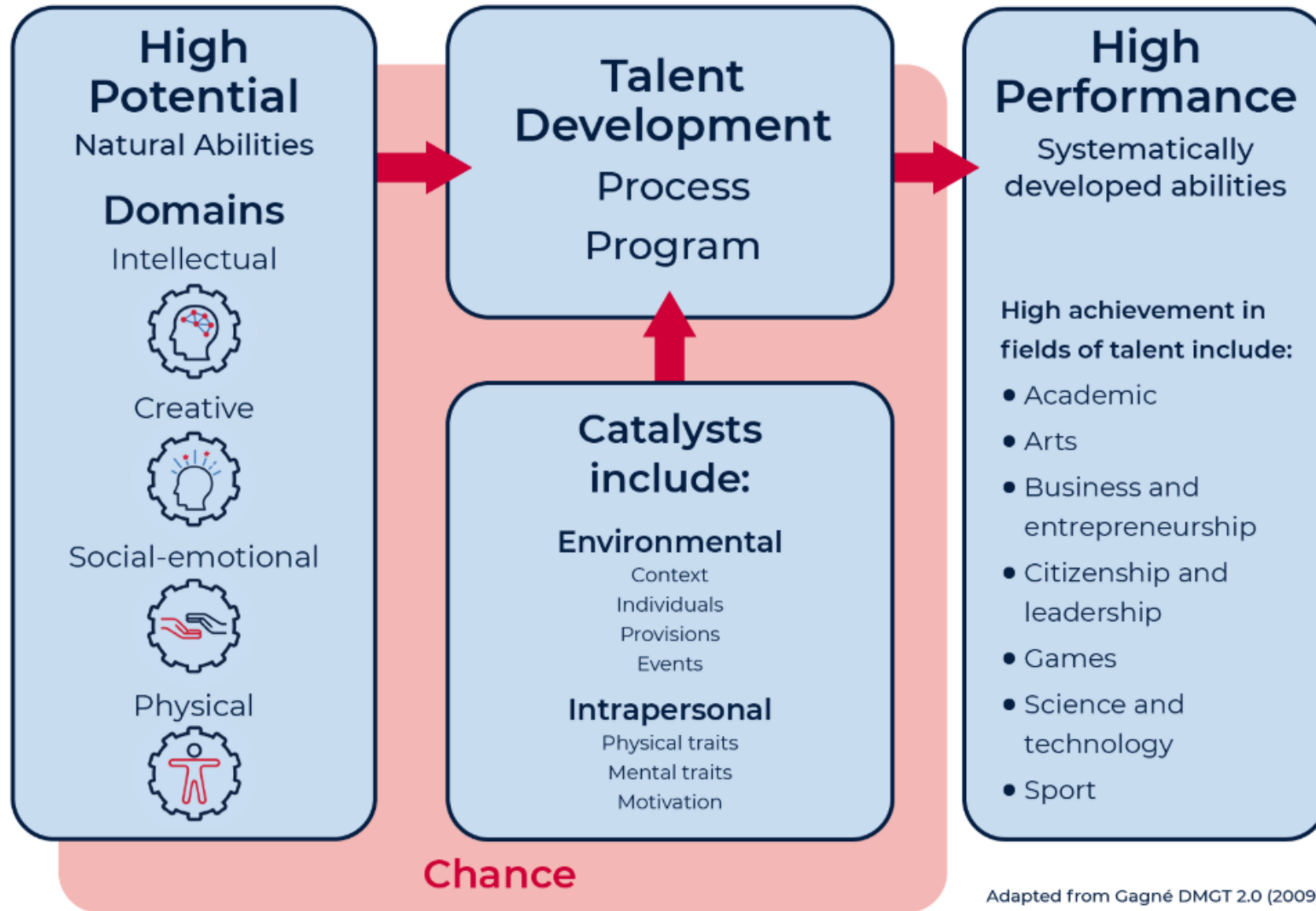
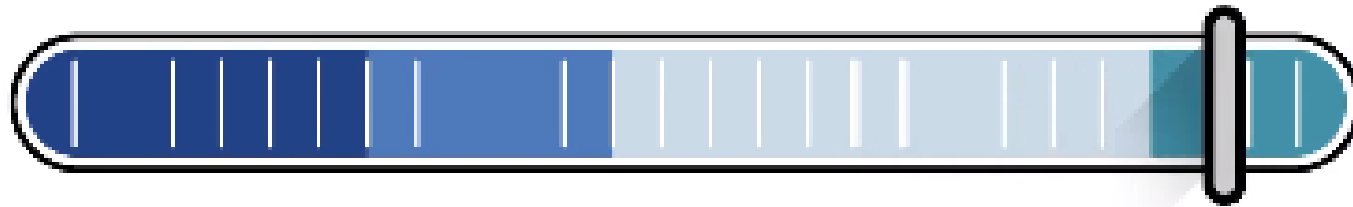# Year 9 Enrichment Program 2021

19TH NOVEMBER

WHS Enrichment program

➤ Through the Enrichment program, WHS has looked to implement an evidence-based program that meets the learning and wellbeing needs of all high potential and gifted students, to facilitate talent development.

➤ The Enrichment program at WHS has included: (considerate of pandemic restrictions)

➤ high expectations of all learners (attendance, engagement)

➤ differentiated learning in all classrooms

➤ student leadership programs including the Student Representative Council

➤ performing arts initiatives and groups

➤ school sport teams and coaching programs

➤ subject-based extension, enrichment and extra-curricular programs.

WHS Enrichment program

➢ The Enrichment program benefits students at WHS as it:

➢ Focusses on growing independent, responsible, visible learners

➢ improves learning outcomes through a growth mindset

➢ recognises and values the many domains for high potential in our learners

➢ enhances and broadens the curriculum

➢ is not limited to extracurricular programs

➢ increases the challenge of learning within the same-year context

➢ is linked to and embedded within the curriculum.

High Potential
Natural Abilities

Domains

Intellectual

Creative

Social-emotional

Physical

Talent Development
Process

Program

Catalysts include:

Environmental
Context
Individuals
Provisions
Events

Intrapersonal
Physical traits
Mental traits
Motivation

Chance

High Performance
Systematically developed abilities

High achievement in fields of talent include:

- Academic
- Arts
- Business and entrepreneurship
- Citizenship and leadership
- Games
- Science and technology
- Sport

Adapted from Gagné DMGT 2.0 (2009)

Given optimal conditions, high potential can lead to high achievement

Hattie / What works best

Hattie wanted to understand which variables were the most important. Although "almost everything we do improves learning," why not prioritize the ones that will have the *greatest* effect?

Hattie set about calculating a score or "effect size" for each, according to its bearing on student learning and taking into account such aspects as its cost to implement. **The average effect size was 0.4**, a marker that represented a year's growth per year of schooling for a student. Anything above 0.4 would have a greater positive effect on student learning.


Influence	Effect size
Collective teacher efficacy	1,57
Self-reported grades	1,33
Teacher estimates of achievement	1,29
Cognitive task analysis	1,29
Response to intervention	1,29
Piagetian programs	1,28
Jigsaw method	1,20
Conceptual change programs	0,99
Prior ability	0,94
Strategy to integrate with prior knowledge	0,93
Self-efficacy	0,92
Teacher credibility	0,90
Micro-teaching/video review of lessons	0,88
Transfer strategies	0,86
Classroom discussion	0,82
Scaffolding	0,82
Deliberate practice	0,79
Summarization	0,79
Effort	0,77
Interventions for students with learning needs	0,77
Mnemonics	0,76
Planning and prediction	0,76
Repeated reading programs	0,75
Teacher clarity	0,75
Elaboration and organization	0,75
Evaluation and reflection	0,75
Reciprocal teaching	0,74
Rehearsal and memorization	0,73
Comprehensive instructional programs for teachers	0,72

Influence	Impact					
Tracking / streaming	Likely to have small positive impact	13	459	0	1,328	0.12	4
Within-class grouping	Likely to have small positive impact	3	144	21,483	209	0.18	3
One-on-one laptops	Likely to have small positive impact	1	10	0	10	0.16	1
Family structure	Likely to have small positive impact	4	231	45,318	576	0.16	4
Exercise / relaxation	Likely to have positive impact	13	518	44,198	2,439	0.21	5
FaceTime and social media	Likely to have a negative impact	3	72	122,808	72	-0.07	3
Concentration-Persistence-Engagement	d	Potential to accelerate	6	239	254,962	659	0.54	4

MOBILE PHONES !!

Technology mobile phone & playing games – Personal Responsibility

One of the major disruptions to student learning
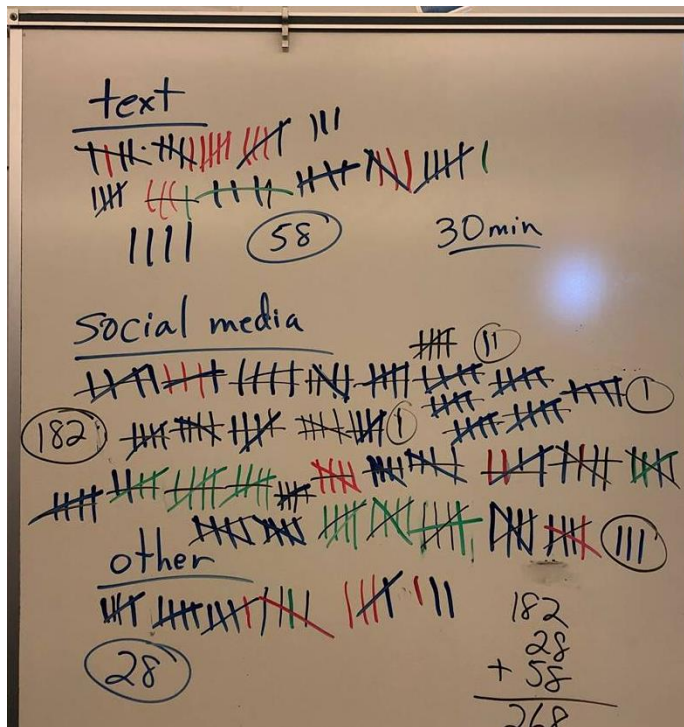
Hillsborough County Public Schools
27 February 2019 ·

Are cell phones a distraction in class?

To prove a point, a math teacher asked her class
to put their phones on the corner of their desks,
and every time they received a text or a
notification - to mark it on the board.
THIS is what the board looked like after just 30
minutes.
23 students
58 texts
182 social media notifications
28 other notifications
That's 268 disruptions in a half an hour.
The teacher wrote, "Parents PLEASE find a way to
block students' access to these disruptions
during the school day" See less

To Stream or Not to Stream ?

Research

Data analysis at WHS

Professor John Hattie on ability grouping

https://www.youtube.com/watch?v=m6czhy6kPpc

Year 7 Enrichment
HPGE opportunities
Portfolio development & cocurricular
"Learning conversations"

Whitebridge High School – Enrichment Program
High Expectations Learning Culture
Supported by the High Potential & Gifted
Education (HPGE) Policy
Focusing on:
- Attendance
- Engagement
- Growth mindset
- Extra-curricular
- Learner focused
- Learner responsibility

Year 8 Enrichment
"Enrichment Pods"
Learning skills & digital portfolio
HPGE opportunities
Leadership program
University of Newcastle Challenge Events
Extra-curricular opportunities
Self-reporting Semester Two

Year 9 Enrichment
"Enrichment Pods"
Learning skills & digital portfolio
HPGE opportunities
Leadership program
HPGE Olympiad
"Change maker" program
Self-reporting Semester One & Two

Year 10 Enrichment
HPGE opportunities
Individual learner plan & independent
responsible learners
Digital portfolio
Accelerated early commencement
Growth coaching
Study skills & career planning
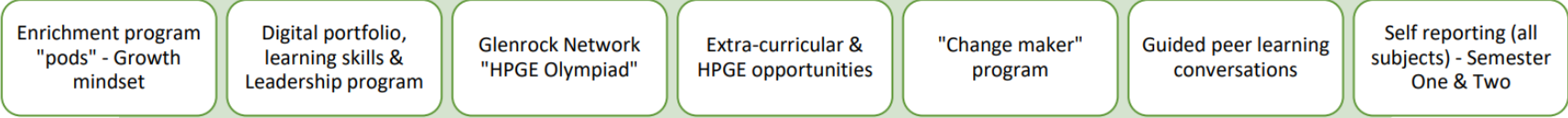Self-reporting Semester One & Two

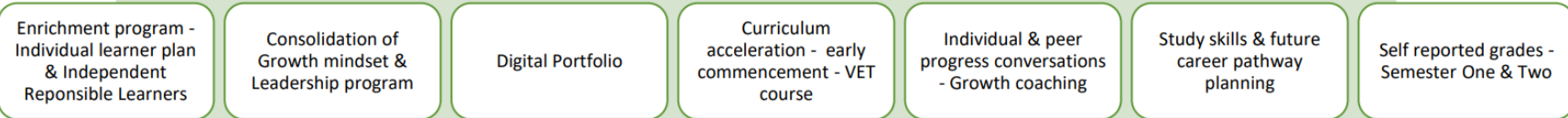# Whitebridge High School – Enrichment program – Stage 5 Overview

High Expectations Learning Culture
Supported by the High Potential & Gifted Education (HPGE) Policy
https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education

Year 9

| Enrichment program "pods" - Growth mindset | Digital portfolio, learning skills & Leadership program | Glenrock Network "HPGE Olympiad" | Extra-curricular & HPGE opportunities | "Change maker" program | Guided peer learning conversations | Self reporting (all subjects) - Semester One & Two |

High Expectations Learning Culture
- **Attendance**
- **Engagement**
- **Growth mindset**
- **Extra-curricular**
- **Learner focused**
- **Learner responsibility**

Year 10

| Enrichment program - Individual learner plan & Independent Reponsible Learners | Consolidation of Growth mindset & Leadership program | Digital Portfolio | Curriculum acceleration - early commencement - VET course | Individual & peer progress conversations - Growth coaching | Study skills & future career pathway planning | Self reported grades - Semester One & Two |

CURRICULUM PATHWAYS

Course / Subject	Year 9 2021	Year 10 2022
English	7	7
Mathematics	7	7
Science	7	7
History / Geography	6	6
PDHPE	4	4
200Hr elective	6	6
100Hr elective	6	
Acceleration / Early commencement Vet Course		7
Careers	2	1
Sport	4	4
Total	49	49

STAGE 6

Course / Subject	Year 11 2023 Periods / fortnight	Year 12 2024 Periods / fortnight
Early Commencement VET / HSC	H 8 HSC exam in Oct / Nov	
English	P 8	H 8
2 unit	P 8	H 8
2 Unit	P 8	H 8
2 Unit	P 8	H 8
2 Unit	P 8	H 8
Extension Courses if selected		H 4
	10 Units Preliminary - Year 11 study 2 Units HSC / Early Commencement VET	10 Units minimum HSC

STAGE 5 100 Hr	VET
IT Timber	Construction
Commerce	Business Services
Commerce	Retail Services
Music / Dance / Drama	Entertainment Industry
Food Technology	Hospitality
IST / Graphics Technology	Information and Digital Technology
IT Metals	Manufacturing and Engineering *
	Skills for Work *
PASS	Sports Coaching *
Dance	Assistant Dance Teaching *
VISUAL ARTS / Photography	Visual Arts and Contemporary Craft *
Japanese	
Marine & Aquaculture	

NB: All courses are credentialled with either a Cert II or Cert III. Courses marked with an * do not have an HSC examination, all other courses will have the option of an HSC exam and can contribute to the final ATAR.

Course	Number receiving ATAR	ATAR students with > 10 units			Maximum ATAR including the course
		Number	Percentage	Percentage who counted course	
Aboriginal Studies	405	105	26	73	99.30
Agriculture	1,212	462	38	79	99.05
Ancient History	6,666	2,572	39	86	99.95
Biology	17,980	7,987	44	83	99.95
Business Studies	16,373	5,936	36	85	99.95
Chemistry	10,233	6,220	61	75	99.95
Community & Family Studies	6,882	2,089	30	88	99.45
Dance	852	273	32	63	99.55
Design & Technology	2,849	1,029	36	72	99.35
Drama	3,556	1,249	35	69	99.95
Earth & Environmental Science	1,820	640	35	82	99.55
Economics	5,076	2,661	52	77	99.95
Engineering Studies	2,178				
English Studies Exam	457				
English Standard	27,520				
English Advanced	25,070				
English EAL/D	1,983				
English Extension 1	3,483				
English Extension 2	1,321				
Food Technology	2,540				
Geography	3,864				
Industrial Technology	4,051				
Information Processes & Technology	1,926				
Investigating Science	2,256				
Legal Studies	10,002				
Mathematics Standard 1 Exam	651				
Mathematics Standard 2	26,985				
Mathematics	16,569				
Mathematics Extension 1	8,721				
Mathematics Extension 2	3,104				
Modern History	10,567				
History Extension	1,822				

Course	Number	Number	Percentage	Percentage who counted course	Maximum ATAR
Automotive Exam	136	58	43	53	86.75
Business Services Exam	932	354	38	75	96.10
Construction Exam	1,181	351	30	72	92.40
Electrotechnology Exam	164	53	32	74	88.05
Entertainment Industry Exam	632	216	34	77	95.45
Financial Services Exam	53	13	25	54	96.25
Hospitality Exam	3,954	1,313	33	76	97.65
Human Services Exam	664	270	41	74	96.55
Information & Digital Technology Exam	431	157	36	73	93.15
Metal & Engineering Exam	168	81	48	52	87.45
Primary Industries Exam	442	180	41	69	93.90
Retail Services Exam	731	261	36	57	95.20
Tourism, Travel & Events Exam	156	50	32	64	94.35

Successful Learners

Accept Responsibility

Are self motivated and committed to doing their best

Can reflect on their learning and think for themselves

Can accept and respond to feedback

Know how to ask for help and enquire often

Can contribute positively to the learning of others

Understand that making mistakes is an important part of making progress

Are resilient

Participate in a wide range of school activities

Realise that success comes from a foundation of hard work and effort

HOW DO WE APPLY

NB: All year 8 students 2020 are eligible and encouraged to apply for the enrichment program.

Students currently in the Year 8 enrichment program 2020

Will need to submit:

Their digital learning portfolio from 2020 will be considered in addition to a letter of support by the student.

Students will be provided with an enrichment letter template to be completed.

Due date for completion will be Monday week 9 – 7th December

Students not currently in the enrichment program 2020

Are encouraged to apply for the Year 9 Enrichment Program:

They will need to submit:

Two (2) pieces of course work that demonstrate evidence of learning in 2020.

A letter to support their application. Students will be provided with an enrichment letter template to be completed.

Due date for completion will be Monday week 9 – 7th December

Questions?

Q & A

* Will classes be mixed up from their Year 8 class groups and how will this impact on their learning & social connections?

Each year class groupings are developed based on information from staff pertaining to positive learning relationships and wellbeing. The Deputy Principal & the Year Adviser take advice from class teachers and develop classes that are specifically designed to enhance learning and build positive social networks and learning relationships for students. The aim is to grow students network of friends by creating classes that allow them to engage with more people whilst maintaining connections with peers established throughout stage 4.

* Will parents be able to seek feedback on the performance of their child in relation to the cohort ?

Yes, parents are always able to make contact with the school to seek feedback on their childs' performance relative to other students in the cohort. This is also accessible through a range of external measures for example in NAPLAN results, VALID Science results, ICAS competitions and other events, competitions and tests that students participate in. It is important for our students to measure themselves against their own personal progress first and foremost, however when measuring against cohorts, some parents may wish to consider broader cohorts beyond just our school.

* Will students be require to re-apply for the Enrichment Program each year ?

Yes, in accepting responsibility for their own learning and progress, students will be required to provide evidence of their personal learning progress and demonstrate their ongoing commitment to their learning through application each school year. The program is designed to grow and introduce new skills and learner characteristics each year to ensure ongoing development of our learners and to maximise their potential for success through to their secondary school completion, the HSC and beyond.

* How many students will be accepted into the enrichment program ?

Whilst initially we anticipate approximately 70 students, there is no set number allocated to the program. The intent is for the program to be inclusive rather than exclusive. The goal is to have more learners develop the leaner skills and personal responsibility to make progress. The voluntary nature of the program is such that it focuses on personal progress and is hence accessible to all learners. Some, may require further adaptations and this would be negotiated on an individual basis as required. The more committed and intrinsically motivated learners we have the better it is for all students. In 2020 the Year 8 enrichment program has had 72 students participating. In fostering the development of our learners we know that the better we all do, the better we all do. Every classroom will be focussed on creating quality learning environments that support the growth and attainment of all students.

* Will there be any ability grouping in classes ?

The school has made its decisions on class structures based on strong research. We will use the within class ability groups which has been developed through our 'pod' structure. In Stage 5 Mathematics, the syllabus identifies a broader range of student outcomes to be achieved which can be more readily grouped (5.3, 5.2, 5.1). We will continue to structure mathematics into ability grouped classes however, staff are committed to ensuring that all students (independent of the ability grouped class they are in) have exposure to the full range of course outcomes so as not to limit their further development and course selection as they progress into Stage 6.