



KAMBRYA
COLLEGE



High Achievers' Program

What is the High Achievers' Program?

Kambrya College is a school which caters for students with differing abilities and interests. We encourage students to develop at their own pace and we celebrate their different talents and skills. Students who are highly able often have needs which require special attention, and it is for this reason that the High Achievers Program was introduced at Year 7 in 2009.

The High Achievers Program, which caters for students in Years 7 - 10, is not an acceleration program. It is a program which allows students to progress through school with their age-peers, while ensuring that they are kept challenged with work that is appropriate to their abilities. Students in the High Achievers Program are provided with work which enriches and extends them in a number of areas. Emphasis is placed on higher level thinking and on problem solving.

What sort of student is suited to the program?

The High Achievers Program is designed to benefit those students who have shown consistent academic aptitude in one or more specific areas of the curriculum. A High Achiever is not necessarily good at everything, but will show ability beyond that of most of his or her peers.

In general, students in the High Achievers Program:

- Are independent and responsible for their learning.
- Have well developed numeracy and literacy skills.
- Are self-motivated and well-organized.
- Have a broad general knowledge and can work cooperatively.

The Course

At Year 7 and 8 students will be placed in a High Achievers Homegroup. While they follow the same core curriculum as other students at their level, the work presented to them is more challenging and advanced and is aimed at encouraging higher level thinking skills.

At **Year 9** they will remain together for core subjects and encouraged to choose electives suited to their abilities.

At **Year 10** they will be encouraged to complete some Unit 1 or 2 VCE subjects.

At **Year 11** they will be encouraged to complete one VCE Unit 3 or 4 subject.

At **Year 12** they will be encouraged to undertake a University enhancement subject.

In the High Achievers Program teachers generally use such strategies as:

- Co-operative group work.
- Negotiated curriculum and providing opportunities for student choice.
- Idea generation, problem solving, evaluation and reflection.
- Problem/project based activities.
- Excursions to promote experiential learning.
- Instruction in making use of a range of taxonomies, intelligences, thinking tools and learning styles.
- Being adaptive and flexible in response to student experience and knowledge.
- Embedded use of ICT.
- Discussion and analysis.

Students in the High Achievers Program should expect to undertake:

- Open-ended tasks that can be completed and presented in a variety of ways.
- Extended research and project tasks.
- Activities requiring collaboration, problem solving and evaluation.
- Oral presentations and sharing information with the class.
- Information and Communications Technologies skill development.

How are students selected?

Students who apply for the Program are required to complete the official application form and obtain support from their one of their teachers and their Principal. Applications should include a copy of the end of year report for 2008 and Grade 5, 7 or 9 NAPLAN results.

In addition, students are encouraged to present a portfolio of recent work to support their application. The portfolio may include evidence of development as a learner against the attributes of the IB Learner Profile (See attached).

The portfolio might contain:

- Certificates and awards
- Examples of writing
- Recent test results
- Artwork or other creative work
- Projects and assignments
- Evidence of computer skills

Places are limited. Applicants will be selected on the strength of all elements of their application.

For Year 7, 2010

- Places in this program are limited and early application is advised.
- Application forms will be accepted from students both residing within and outside of the College's neighbourhood boundary.
- Completed applications should be returned to the College no later than 30th June, 2009.
- Interested applicants should find the application attached.

For Year 8, 2010

- Places in this program are limited and the process is competitive.
- Students in the current Year 7 High Achievers' Program will retain their eligibility to be a member of the Year 8 High Achievers' Program in 2010 if they have shown consistent progress over the course of 2009. NAPLAN results, On Demand testing results and teacher judgements will form the basis of eligibility. There is no need to complete an application form.
- Other existing Year 7 students are eligible to apply for the Year 8 High Achievers' Program by completing the official application form and providing the required information.
- Application forms will be accepted from students both residing within and outside of the College's neighbourhood boundary.
- Completed applications should be returned to the College no later than Monday 14th September.
- Interested applicants should find the application attached.

For Year 9, 2010

- Places in this program are limited and the process is competitive.
- Existing Year 8 students are eligible to apply for the Year 9 High Achievers' Program by completing the official application form and providing the required information.
- Application forms will be accepted from students both residing within and outside of the College's neighbourhood boundary.
- Completed applications should be returned to the College no later than Monday 14th September.
- Interested applicants should find the application attached.

For Year 10, 2010

- Places in this program are limited and the process is competitive.
- Existing Year 9 students are eligible to apply for the Year 10 High Achievers' Program by completing the official application form and providing the required information.
- Application forms will be accepted from students both residing within and outside of the College's neighbourhood boundary.
- Completed applications should be returned to the College no later than Monday 14th September.
- Interested applicants should find the application attached.

The IB MYP Learner Profile

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.