

TAASS

GUIDELINES

for members of

The Academy of Accredited SEAL Schools. (TAASS)

May 2015

**History**

The Academy of Accredited SEAL Schools (TAASS) was established in late 2014 by the existing DET accredited schools. To maintain the high current high standards of the SEAL program these 39 schools decided to form the TAASS Academy.

The following guidelines have been developed by representatives of the 39 foundation member schools. (Appendix 2)

The SEAL (select entry accelerated learning) program for academically gifted young people commenced in Victorian government schools in 1980 and now we have 39 provider schools who are sanctioned and accredited by TAASS.

The SEAL program aims to address the learning needs of academically gifted students who are capable of working at a significantly faster pace and in greater depth than their peers.

TAASS has been established to provide mutual support between SEAL program schools giving the schools opportunity for sharing of resources and curriculum initiatives together with professional development and peer quality assurance.

**The Future**

The foundation members of TAASS will be the only members for the next two years. (2015-2016). During this time the TAASS group through the executive committee will consider membership entitlement on the basis of its accreditation process, the proximity of nearby TAASS schools and the demand for more SEAL programs within that locality.

TAASS member schools will through sharing and collaboration further develop their programs locally to continue to provide a legitimate pathway for academically gifted young people at the secondary level.

While all member schools are government schools, the Academy is an independent association of schools and is funded by the member schools.

**Requirements of TAASS Schools**

They will

* Have a range of student selection criteria which includes a common tailor made TAASS entrance exam by 2018 and applicant interview.
* Provide individual pathways for SEAL students to accelerate particularly after the first three years of secondary school.
* Have a curriculum that aligns with the AUSVELS and engages and challenges the SEAL students. This curriculum should be documented and reviewed at regular intervals.
* Ensure that accelerated learning curriculum program leaves no significant gaps in a student’s knowledge, skills, behaviours and understandings.
* Ensure that structures exist in the school for the social and emotional demands of SEAL students.
* Incorporate rigorous, authentic and diverse assessment that is both formative and summative.
* Assess grade 6 students during term 2 and aim to inform families and applicants of the acceptance or otherwise to the SEAL program by the end of term 2 where practically possible.
* Have systematic data collection and analysis processes in place to monitor student progress and acceleration outcomes.
* Provide high quality professional development for their SEAL teachers. This includes an induction program for new SEAL staff.
* Appoint a SEAL co-ordinator who is given a time allowance for the role.
* Share their best practise within the school and beyond.
* Ensure representation and attendance at TAASS network meetings.
* Inform contributing Primary schools of the program and key dates.
* Participate in advertising their SEAL program and alignment with TAASS both at the local and state-wide level.
* Pay their annual membership fee.

**Appendix** **1**

**Role of SEAL coordinator**

(we understand roles will vary from school to school dependant on the size of the school and responsibilities that other staff may have that overlap with SEAL coordination)

* Assist with the information sessions, selection and enrolment of the SEAL cohort
* Support teachers in their knowledge of understanding gifted young people.
* Assist with the facilitation of PD for SEAL teachers both locally and beyond.
* Monitor cohort development and progress.
* Evaluate the effectiveness of the program at regular intervals.
* Assist in the course planning for SEAL students and keep abreast of relevant extension programs from external providers.
* Be encouraged to gain gifted education professional development and qualifications.
* Attend the quarterly TAASS meetings of coordinators.

**Role of TAASS Executive Officer**

* To facilitate the TAASS coordinators network.
* To support TAASS coordinators.
* To support TAASS schools in the implementation of their SEAL program
* To implement the accreditation process for TAASS schools
* To coordinate the TAASS executive meetings.
* To keep TAASS principals informed.
* To facilitate PD for TAASS coordinators.
* To coordinate programs for combined TAASS student days.

**Appendix** **2**

**TAASS Member Schools**

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| Albert Park College |
| Auburn High School |
| Balwyn High School |
| Bellarine Secondary College (multi-campus) |
| Belmont High School |
| Box Hill High School |
| Brighton Secondary College |
| Brunswick Secondary College |
| Buckley Park College |
| Dandenong High School |
| Emerald Secondary College |
| Fairhills High School |
| Gladstone Park Secondary College |
| Gleneagles SC |
| Horsham College |
| Keilor Downs College |
| Koo Wee Rup Secondary College |
| Lilydale High School |
| Lyndale Secondary College |
| Matthew Flinders Girls Secondary College |
| Mill Park Secondary College |
| Mordialloc College |
| Mount Alexander College |
| Mount Clear College |
| Mount Erin Secondary College |
| Reservoir High School |
| Rosebud Secondary College |
| Sale College |
| Staughton College |
| Trafalgar High School |
| University High School |
| Wangaratta High School |
| Warrnambool College |
| Werribee Secondary College |
| Williamstown High School |
| Wodonga Middle Years College |
| Wonthaggi Secondary College |
| McGuire College |