



**Select Entry Accelerated
Learning Program
SEAL 2024 Handbook**



Canterbury Girls'
SECONDARY COLLEGE

Table of Contents.

Introduction and Aims of the Program	3
Characteristics of students entering the Program.	3
Benefits of students choosing to study in the SEAL program at CGSC	4
SEAL program at CGSC – Structure & Pathways	5-6
Participation in Co-Curricular Activities	7
Eligibility into the Program	8
Contacts	8
Philosophy Descriptor for Units 1, 3 & 4	9-10

Note:

- This handbook is intended to be read in conjunction with the Middle School and Senior School Handbooks.
- The SEAL Handbook 2024 is to be read in conjunction with our SEAL Course Selection Guide.

Introduction and Aims of the Program.

This booklet provides an overview of our Select Entry Accelerated Learning (SEAL) program.

All SEAL students should have access to a curriculum that aims for learning at the edge of their abilities and ensures that there are learning challenges ahead.

This program is designed to meet the needs of gifted and high-potential learners. It provides:

- acceleration and enrichment;
- a faster paced curriculum to meet the needs of exceptionally gifted and high potential children;
- opportunities for students to study concepts in greater depth than mainstream classes;
- encouragement to problem solving and use investigative skills.
- a non-repetitive curriculum that is abstract, complex and develops and encourages higher order thinking skills
- access to content beyond that of their peers in mainstream classes,
- challenges that stimulate their imagination

What are the characteristics of students who enter the SEAL program at CGSC?

The students that take up a position in the SEAL program at Canterbury Girls' Secondary College will be exceptionally gifted and high potential students who:

- are capable of studying concepts at a faster pace and in greater depth than students in the mainstream classes;
- are motivated and have a passion for learning;
- are positive and capable of learning independently;
- have a persistent intellectual curiosity along with superior abilities to reason, generalize, and problem solve;
- are able to sustain concentration for lengthy periods on topics of interest;
- set high standards for themselves and enjoy intellectual challenges.

Benefits to students choosing SEAL at Canterbury Girls' Secondary College.

The SEAL program at CGSC will enable students to:

- complete additional VCE units enabling them to study a greater breadth of subjects and maximise their ATAR scores;
- have the option of undertaking their studies in 5 years;
- complete a University Enhancement subject as part of their VCE study;
- be challenged by a rigorous program within an environment that traditionally has a strong academic history.

Further to this, SEAL at Canterbury Girls' Secondary College allows girls to be part of SEAL program in a single sex environment that provides opportunity for girls to:

- express themselves freely;
- be part of a strong and traditional House System;
- study in an environment with strong role models;
- develop and exhibit leadership skills in a variety of ways;
- be part of a strong music and arts program;
- be mentored by and be able to mentor other students;
- learn in a caring environment that fosters collaboration, social responsibility and the opportunity for students to connect to the school and its community.



SEAL program at CGSC.

The program is designed to accelerate and enrich students through Years 7-10 in their first 3 years of study and complete their schooling in 5 years instead of the traditional 6 years.

Option	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1	Year 7/8 Accelerated	Year 9 Accelerated	Year 10 Accelerated Core, Electives and Philosophy Unit 1 as a cohort	Year 11 Units 1&2, Unit 3/4 Philosophy	Year 12 Units 3&4 with option of University enhancement	
2	Year 7/8 Accelerated	Year 9 Accelerated	Year 10 Accelerated Core, Electives and Philosophy Unit 1 as a cohort	Year 11 Units 1&2, Unit 3/4 Philosophy	Year 11/12 (further units 1 &2 and 3&4)	Year 12 Units 3 & 4 (including University enhancement/Virtual School)
3	Year 7/8 Accelerated	Year 9 Accelerated	Year 10 Accelerated Core, Electives and Philosophy Unit 1 as a cohort	Year 10 Mainstream and Units 1&2	Year 11/12 Units 1&2 and 3&4	Year 12 Units 3&4

Option 1 is an accelerated option, Option 2 extends the program to those wishing to complete schooling in 6 years, Option 3 is for students who find the demands of the program difficult and transition back to mainstream classes, in consultation with parents/guardians and the Assistant Principal who oversees the SEAL program. A descriptor of VCE Philosophy is attached at the end of this booklet.

SEAL Curriculum Structure.

SEAL 1 Whole Year Studies

English
 Maths
 Science
 French
 History/Geography (one Semester of each)
 PE
 Sport Education
 Art
 Music
 Personal Development

SEAL 2 Whole Year Studies

English
 Maths
 Science
 French
 History/Geography (one Semester of each)
 PE
 Sport Education

Drama
Food Technology
Personal Development

SEAL 3 Whole Year Studies

English - Core (whole year study)
Maths - Core (whole year study)
Science - Core (whole year study)
French - Core (whole year study)
PE (whole year study)
Health (whole year study)
Elective of Choice Semester 1
Elective of Choice Semester 1
VCE Unit 1 Philosophy Semester 2
A descriptor of VCE Philosophy is attached at the end of this booklet.
Elective of Choice Semester 2

SEAL 4 Whole Year Studies

Example of an Option 2 Pathway – Complete schooling over 6 years.

Philosophy Unit 3/4 (as a compulsory continuation of Philosophy Unit 1 in SEAL 3)
A descriptor of VCE Philosophy is attached at the end of this booklet.
English, Literature or English Language
Unit 1/2
4 Unit 1/2 subjects of choice

SEAL 5 Whole Year Studies

3 Unit 3/4 (as a continuation of Units 1 & 2 studied in SEAL 4)
2 further studies of Unit 1/2

SEAL 6 Whole Year Studies

4 studies of Unit 3/4 (as a continuation of Units 1 & 2 studied in SEAL 4 or SEAL 5)
The 4 studies of Unit 3 and 4 can include one Virtual School subject and/or one University Enhancement subject.

Note that VET is an option that runs across SEAL 4 and 5.

Some factors to be considered when choosing a suitable pathway.

1. Note that SEAL students have an option of studying 8 Unit 3 & 4 VCE subjects

2. SEAL 4, 5 and 6 options and pathway will vary according to student preference.
3. In some VCE studies, eg. Chemistry, Maths Methods, LOTE and English, continuity is important.
4. Some Unit 3/4 subjects are prerequisites for University courses. Consultation with the Careers Coordinator is highly recommended before finalising any courses.
5. A University Enhancement subject can be chosen in SEAL 6 however, course options available will vary from year to year. Consultation with the Careers Coordinator and Head of Senior School is highly recommended before deciding on a University Enhancement subject.
6. A Virtual school subject can be chosen in SEAL 6. Consultation with the Careers Coordinator and Head of Senior School is highly recommended before deciding on a Virtual school subject.

Participation in Co-Curricular Programs.

It is expected that students in the Accelerated Learning Program will have access to and participate in the College's co-curricular programs.

Across all SEAL years.

Activities across all SEAL years include:

- Academic competitions such as the Australasian Mathematics Competition, ICAS Science Competition, The Geography Competition, Write a Book in a Day (WABIAD) and the French Poetry Competition. These can be undertaken across all SEAL years.
- Traditional House events including House Chorals, House Dance Drama, House Debating and House Sporting Carnivals.
- Instrumental music ensembles and bands.
- House Captains, Form Captain/Community Liaison, SRC Captain, Environment Captain, Social Service Captain, Tour Guides and Ambassadors.
- Tech Crew for House Dance Drama and Chorals.
- Front of House Crew for House Dance Drama and Chorals.

SEAL 1 Co-Curricular Opportunities.	SEAL 2 Co-Curricular Opportunities.
Big Sister – Little Sister Program	Responsibility Program
Peer Support	Write a book in a Day
Year 7 Orientation Camp	Year 8 Camp
Year 7 Social Evening	
Year 7 Flying Bookworm	
NAPLAN	
Participation in Intermediate Sporting Teams	
SEAL 3 Co-Curricular Opportunities.	SEAL 4 Co-Curricular Opportunities.
Duke of Edinburgh	French Overseas Exchange Program
Year 9 Camp	Work Experience

Study Skills Program	Access to New Caledonia Overseas Tour
Urban Week Experience/ Careers Week	Opportunity to become a Peer Support Leader
NAPLAN	
Participation in Intermediate Sporting Teams	

In addition to the Leadership opportunities outlined above, students in the SEAL program will have the opportunity to apply for Middle School Captains in SEAL 2 for Captaincy in their SEAL 3 year and School Captains in SEAL 5 for Captaincy in their SEAL 6 year. Further to this, in the student's second last year, they can participate in the Year 11 Formal. In their final year, they can participate in the Valedictory Dinner, Big Sister-Little Sister Program and the end of year activities.

Eligibility to the Program.

Up to 25 SEAL places will be offered for 2024 Year 7 students once all Year 7 placements have been finalized in the previous year. Various test results, an interview process and information obtained from Primary Schools may all be used to shortlist and offer positions to suitable candidates.

Contacts

For further information regarding eligibility, contact

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Philosophy: Unit 1

Is this you?

- Have you ever wondered about the nature of reality? What *is* real and what is not?
- Have you ever stopped to think about whether objects are material or non-material in essence?
- Do you want to know the role that our senses and mind play in shaping our understanding of the world?
- Are you interested in finding out where our knowledge comes from?
- Have you questioned why we have the morals that give meaning to our lives and where they come from?

Does this appeal?

Unit 1 provides an introduction to some of the main concepts, questions and problems of metaphysics, epistemology and ethics, and explores methods of investigation. Students engage in critical thinking about ideas that relate to the nature of reality, and how we perceive, understand and make sense of the world around us. Students also explore questions relating to how we *know* things and the nature of knowledge. This unit also touches on ethical issues relating to morality, with a specific focus on the ideas of nihilism, existentialism and absurdism as explored in Albert Camus' novel *The Outsider*.

What do you need?

- A preparedness to have an open mind and to be able to think critically about a broad range of ideas and issues.

Where does this lead?

- VCE Philosophy explores some of the most enduring and influential ideas that underpin some of society's greatest achievements in ethics, science and the arts. This, together with learning to think critically and with an open mind, fosters the reflection necessary for deep insights and ethical decision-making at all levels of society.
- VCE Philosophy is a challenging and stimulating study, which nurtures curiosity, problem-solving skills, open-mindedness and intellectual rigour. Doing philosophy involves explicitly developing the habits of clarifying concepts, analysing problems, and constructing reasoned and coherent arguments. It encourages students to reflect critically on their own thinking and helps them to develop a sophisticated and coherent world view.
- Studying VCE Philosophy involves explicitly developing the habits of clarifying concepts, analysing problems, and constructing reasoned and coherent arguments. It encourages students to reflect critically on their own thinking and helps them to develop a sophisticated and coherent worldview.
- The ability to think philosophically is highly regarded in careers where conceptual analysis, strategic thinking, insightful questioning and carefully reasoned arguments are needed. At the same time, exploring the big philosophical questions and the ideas of some of history's greatest thinkers can promote a more satisfying intellectual life and offer inspiration to guide human existence into the future.

Philosophy: Units 3 & 4

Is this you?

- Have you ever stopped to ask whether human beings are more than their bodies?
- Have you wondered whether there is a basis for the belief that an individual remains the same person over time?
- Have you considered the crucial question of what it is for a human to live well?
- Have you thought about what the role of happiness is in a well-lived life?

Does this appeal?

Unit 3: Minds, bodies and persons

In this unit, students consider basic questions regarding the mind and the self. Students critically compare the viewpoints and arguments put forward in set texts from the history of philosophy to their own views on these questions and to contemporary debates. These texts include the work of Descartes, Smart, Nagel, Locke, Hume and Michaels.

Unit 4: The good life

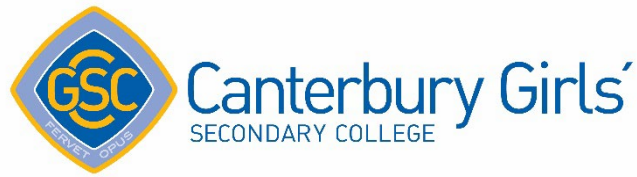
In this unit, students explore texts by both ancient and modern philosophers that have had a significant impact on contemporary western ideas about the good life. These include, Plato, Aristotle, Nietzsche and Wolf. Students critically compare the viewpoints and arguments in set texts from both ancient and modern periods to their own views on how we should live, and use their understandings to inform their analysis of contemporary debates.

What do you need?

- A preparedness to have an open mind and to be able to think critically about a broad range of ideas and issues.

Where does this lead?

- Philosophy is the founding discipline of logic, and continues to develop and refine the tools of critical reasoning, influencing approaches in mathematics, digital coding, science and the humanities.
- Philosophers are concerned with thinking rigorously and rationally about ideas, and exploring their meaning, context, coherence and implications. The nature of the questions studied, together with the techniques of reasoning and argument used to study them, can in turn help to create new ideas and insights.
- VCE Philosophy explores foundational ideas and enduring questions related to diverse fields including the humanities, sciences and the arts. It is a challenging and stimulating study, which nurtures curiosity, problem-solving skills, open-mindedness and intellectual rigour.
- Studying VCE Philosophy involves explicitly developing the habits of clarifying concepts, analysing problems, and constructing reasoned and coherent arguments. It encourages students to reflect critically on their own thinking and helps them to develop a sophisticated and coherent worldview.
- Exploring the big philosophical questions and the ideas of some of history's greatest thinkers promote a satisfying intellectual life and offer inspiration to future thinkers. The ability to think philosophically is highly regarded in careers that involve conceptual analysis, strategic thinking, insightful questioning and carefully reasoned arguments.



Canterbury Girls' Secondary College is committed to providing a broad education. This means providing opportunities for students to be exposed to areas of study beyond what they would usually select and beyond those that are designated as core, to developing their skills and talents, and to making choices about their own learning.

All handbooks can be accessed from our website under Student Learning.

<https://www.cgsc.vic.edu.au/student-learning/#CurriculumResources>



Please Note: All handbooks are accurate at the time of printing. Elective choices may change due to a number of factors such as popularity (low student numbers), teacher expertise and College resources.