



COS4 Selective Students Year 8-12 Policy

1. Context

Bonnyrigg High School, Elizabeth Macarthur High School, Moorebank High School and Prairiewood High School were identified as selective and comprehensive schools in 2009. These four schools have a partnership known as COS4 (Community of Schools 4). The Department's High Performing Students Unit allocates sixty Year 7 selective students to each school and these students are identified through the unit's testing and associated processes. The first in-take of Year 7 selective students for each of the COS4 schools took place in 2010 and a further sixty selective students will be offered places at each school each ensuing year. The schools will maintain a ceiling of sixty selective students in each year group in Years 7-10 as directed by the DoE. Vacancies in the Year 7 selective streams at the COS4 schools will be filled by the High Performing Students Unit in accordance with decisions made by the selection committee and appeals panel. Vacancies in other year groups will be filled as per this ***COS4 Selective Students Year 8-12 Policy*** – a policy that is approved by the High Performing Students Unit.

This policy outlines the process and guidelines applicable to each of the COS4 schools for the placement of students in the Year 8, Year 9, Year 10 and Year 11 selective streams in 2022. The policy provides further detail that supports the implementation of the Department of Education's ***Application information – Years 8 to 12 entry to selective high schools in 2022***. This policy will be reviewed, adjusted (if necessary) and published in readiness for the 2022 school year.

All applications must also comply with the requirements from the Department of Education as outlined in the ***Application information – Years 8 to 12 entry to selective high schools in 2022*** that can be found at the following location.

<https://education.nsw.gov.au/public-schools/selective-high-schools-and-opportunity-classes/years-8-to-12>

2. 2022 Enrolment Ceilings and buffers

For 2022 entry there will be 60 selective placements in Year 8, 60 placements in Year 9 and 60 placements in Year 10 at each of the COS4 schools. There are no set numbers of placements in Year 11. However, no enrolment applications for selective students will be accepted for Year 12 due to issues with subject availabilities. Where vacancies become available, those places will be filled through the process outlined below.

3. Selection Committee

Each COS4 school has its own selection committee that has been established to ensure fair and equitable decisions are made about the enrolment of selective students at the schools they serve for vacancies that arise in Years 8-11 in 2021.

Each selection committee (or panel) consists of:

- Director Educational Leadership or nominee
- Principal or nominee
- Parent representative

The committee will:

- Determine or revise the criteria upon which candidates are to be:
 - made first round offers
 - placed on the reserve list or on hold
 - deemed unsuccessful for placement
- Allocate each candidate to one of the above categories on the basis of the criteria established by the selection committee. Selection committees will make their placement decisions on the basis of consistent evidence of academic merit across the candidature.
- Available places at each school will be offered first to eligible students who elected that school as their first preference. In the instance where there are additional places available, those eligible students who elected that school as their second preference will then be offered the available places. In the instance where there are still additional places available, those eligible students who elected that school as their third preference will then be offered the available places.
- Determine the order in which students on the reserve and hold list are to be offered places, ensuring records of the decision making are kept for three years in the event of a review by a candidate against a decision.
- Request additional information from applicants and place them on 'hold' where necessary.
- Maintain a buffer of at least one place per cohort for the duration of the review period (which is outlined on the Department of Education's ***Application information – Years 8 to 12 entry to selective high schools in 2022***). Once the review period has closed, this buffer will be filled by candidate/s on the reserve list.
- Discuss changes which may be appropriate for the following year's selection procedure.
- Retain application material and selection committee records secure for three years before disposing of them.

4. Enrolment criteria for placement as a selective student in Years 8-11, 2022.

The selection process will be comprised of two components including a portfolio of evidence and a potential interview.

The portfolio must fit into an A4 plastic sleeve. It will be due for submission no later than the closing date for applications. The portfolio should meet the criteria as outlined in the assessment rubric (see below) and will include:

- The candidate's two most recent school reports
- Recognised academic competition certificates or results, such as the UNSW ICAS English, Mathematics and Science assessments (if available)
- (optional) a 1 page summary of other school-based or non-school based achievements and interests, with supporting evidence.

All documents submitted must be originals that will be copied at the school upon receipt of the portfolio, with originals then returned. The portfolios will be assessed and considered by the selection committee.

The interview will canvass issues such as whether moving schools (for external candidates) or changing classes to join the selective stream (for internal candidates) is in the candidate's best interests as evidenced by their responses. Other questions will explore the candidate's perspective of their personal strengths and learning experiences or achievements for which they feel proud. The interview will be quite short and relatively informal. It will be held at the school where the candidate is applying. Candidates will be encouraged to have their parent/s accompany them. Questions will be directed mostly to the student.

On the basis of the assessment of the portfolio and interview, and the number of places available at each school, candidates will then be notified of one of the following four outcomes:

- Offer of selective placement in 2021
- Placement on the reserve list (with a given rank)
- Placement on hold pending submission of necessary information
- Declined for placement

5. Application Fee

There is no application fee for this year.

6. 2021 Timeline of important dates

21st June, 2020	Applications open and packages available from selective high schools and on the DoE website. https://education.nsw.gov.au/public-schools/selective-high-schools-and-opportunity-classes/years-8-to-12
16th July, 2021	Applications Close: all applications need to be returned to schools along with the portfolio of evidence. A separate form must be submitted to each school you are applying for in the following year.
August - September	Selection committees meet and applicants informed of outcome.
September - October	Reviews lodged to schools (if applicable). The request must be received by the selective high school within 14 days of the outcome advice being sent. Any reviews will be conducted in accordance with Department of Education guidelines that can be found at the following location; https://education.nsw.gov.au/public-schools/selective-high-schools-and-opportunity-classes/years-8-to-12/outcome

7. Enrolment Updates

It is a condition of enrolment that the applicant keeps the school updated in respect of changes to their residential address, medical information and emergency contact numbers.

8. Enrolment Officers

The enrolment officers assisting the selection committee in the management of enrolments are

- **Bonnyrigg – Mrs Charlene Cartwright.** Any enquiries with enrolment may be directed, in the first instance, to her at the school office on **98231184** or via email at bonnyrigg-h.school@det.nsw.edu.au.
- **Elizabeth Macarthur – Mrs Lee McClatchey.** Any enquiries with enrolment may be directed, in the first instance, to her at the school office on **46461899** or via email at elizabeth-h.school@det.nsw.edu.au
- **Moorebank - Mrs. Moya McCann.** Any enquiries with enrolment may be directed, in the first instance, to her at the school office on **96013999** or via email at moorebank-h.school@det.nsw.edu.au
- **Prairiewood – Mrs. Oriana Mutabdzija.** Any enquiries with enrolment may be directed, in the first instance, to her at the school on **9725 5444** or via email at prairiewood-h.school@det.nsw.edu.au

Portfolio Assessment Rubric

A personal portfolio is an organised collection of documents that show your successes both in and out of school. It will contain documents that show your goals, skills, interests, and experiences.

DESCRIPTION OF PORTFOLIO	MARK
<ul style="list-style-type: none"> ▪ Presents a highly organised, visually impressive and authentic portfolio that represents student's learning goals, interests, skills and achievements. ▪ Provides relevant examples of documentation that reflect a consistently high record of achievement and aptitude in at least three areas other than academia. ▪ Portfolio is evident of strong leadership capabilities. ▪ Portfolio translates student's values and what is important to them. ▪ Portfolio is reflective of the student's future ambitions and or aspirations in the area of education. ▪ Portfolio is evident of careful editing and correct structure, including punctuation and spelling. 	<p>A 16-20</p>
<ul style="list-style-type: none"> ▪ Presents a well organised, visually pleasing portfolio that represents student's learning goals, interests, skills and achievements. ▪ Provides relevant examples of documentation that reflect a consistently high record of achievement and aptitude in at least two areas other than academia. ▪ Portfolio is evident of sound leadership capabilities. ▪ Portfolio translates student's values and what is important to them. ▪ Portfolio is reflective of the student's future ambitions and or aspirations in the area of education. ▪ Portfolio is evident of careful editing and correct structure, including punctuation and spelling. 	<p>B 11-15</p>
<ul style="list-style-type: none"> ▪ Presents an organised portfolio that represents some of the student's learning goals, interests, skills and achievements. ▪ Provides relevant examples of documentation that reflect a high record of achievement and aptitude in an area other than academia. ▪ Portfolio is evident of some leadership capabilities. ▪ Portfolio attempts to translate the student's values and what is important to them. ▪ Portfolio is reflective of the student's future ambitions and or aspirations in the area of education. ▪ Portfolio is evident of some editing and mostly correct structure, including punctuation and spelling. 	<p>C 7-10</p>
<ul style="list-style-type: none"> ▪ Presents a portfolio that represents limited evidence of the student's learning goals, interests, skills and achievements. ▪ Portfolio is evident of little or no leadership capabilities. ▪ Portfolio is unsuccessful in translating the student's values and what is important to them. ▪ Portfolio is evident of little editing and uses incorrect structure, including punctuation and spelling. 	<p>D 4-6</p>
<ul style="list-style-type: none"> ▪ Presents a portfolio that has insufficient evidence of the student's achievements. ▪ Insufficient documentation or examples provided. ▪ Student has misinterpreted the purpose of the portfolio. ▪ Student has difficulties with spelling, punctuation and using the portfolio structure. 	<p>E 3-1</p>

Tips on how to Organise Your Portfolio:

Revised June, 2021

- You will need to organise your portfolio in a logical way.
- Similar items and achievements should be grouped together.
- A reader should be able to find information easily.
- Create cover pages or use page dividers to separate each section.
- Include a contents page.
- Photo (optional)

Try dividing your portfolio into the following categories:

- Personal Statement and Goals
- Work Experience & Skills (i.e. resume and references)
- Educational Achievements & Aptitude.
- Community Participation and or external commitment.
- Personal Interests and or hobbies
- Leadership Capabilities and school service.
- Artistic achievements
- Sporting achievements