



The Lex@s program

The School recognizes the benefits of providing a differentiated curriculum to meet the diverse learning needs of individual students. Lex@s classes provide one of many enrichment and extension opportunities open to any student who demonstrates an aptitude and interest in a particular learning area. In some learning areas students are more likely to be part of a LEX@s class group, e.g. Maths or English. In other learning areas (particularly elective classes) students may be identified as an individual student or one of a group of students for whom a compacted curriculum or enrichment opportunities may be appropriate. LEX@s students undertake the same curriculum as other students however students will generally undertake this at an extended and/or accelerated pace. Students have the opportunity to develop higher order skills and understandings by undertaking further in depth study. It is expected that students undertaking the Australian Curriculum at Lex@s level will achieve and maintain A or B grades in their Lex@s subjects.

How does one become a Lex@s student? A range of measures may be used to identify LEX@s students to ensure that each person has the opportunity to demonstrate their potential. Teachers ensure equity by using multiple methods of identification to ensure that all students (including those twice exceptional, from a non-English speaking background, or those with a disability) are not disadvantaged in the selection process. Both informal and formal data may be used to identify a student's suitability to join a LEX@s class. This includes (but is not limited to):

- By application, audition or portfolio (e.g. for Visual or Performing Arts)
- A Standardized Aptitude Test (E.g. OLSAT, ACER General Ability Test, i.e. data from formal testing from a Registered Psychologist)
- Standardized Achievement Tests (e.g. NAPLAN, PAT Maths, PAT English, UNSW Competitions)
- Off- Level Testing or school made tests and assessments, rating scales or checklists
- Parent, peer or self nominations
- Teacher Nominations (formal or informal, including rating forms, checklists, observations)

Who decides that a student can/should/is invited to pursue a Lex@s program in one or more Learning Area? No one individual decides, because the best decisions are always those that are made by consensus involving the student, the school and the family. A final decision is made by the school, and to arrive at this the Principal may take advice from any source. If a student appeals or requests a

review, then such a review in accordance with Directorate policy requires formal testing evidence from a clinician to indicate a student's particular gift or talent.

Recognition of External Programs Students who have significant sporting or artistic pursuits external to the school may apply for recognition and a study line to support their ability to complete school work. These are decided case by case.

What is expected of a Lex@s student? All students in Lex@s classes are expected to maintain an appropriate rate of achievement. Lex@s students are expected to undertake additional hours of study per week outside school hours. Student participation in a tailored program can be determined at any time.

How is a Lex@s student graded? No differently than other students in terms of the twice-yearly semester reports. In practice, Lex@s students usually achieve above average grades in one or more areas. Where a unique aptitude is identified, demonstrated and recognized, a School Leader may choose to issue an individual reference or attestation.

Interested people can approach their teacher or any school executive. The Gifted and Talented Liaison Officer is Ms Collins Kristina.collins@ed.act.edu.au.