Learn to Live

Moorebank High School

ENRICHMENT
CLASS PROGRAM

Stage 4 & 5

POSITIVE RELATIONSHIPS
POSTIVE OUTCOMES

November 2025

A policy focused on equity and inclusion

Moorebank High School
Enrichment Class Placement

1. Purpose

At Moorebank High School High Potential and Gifted Education is a central focus in all of our teaching and learning practices and in all of our classes. The purpose of this document is to outline the process for the identification, placement, and review of students in Enrichment Class at Moorebank High School. This procedure continues to ensure that High Potential and Gifted students are supported in their learning while balancing individual wellbeing needs.

In line with the HPGE policy, students in the Enrichment class are offered specialised and challenging opportunities that extend beyond the standard curriculum. Programs vary, but often involve project-based learning, creative arts, intellectual challenges and support the development of skills like leadership and critical thinking.

2. Scope

This procedure applies to:

- All comprehensive students in Stage 4 and Stage 5, noting that we will commence with Year 7 2026.
- Classroom teachers, Faculty Head Teachers, the Learning and Support Team, HPGE team and school executive staff are involved in class placement decisions.

3. Stage 4 Placement

3.1 At the commencement of Stage 4, all students will complete school-based diagnostic literacy and numeracy testing.

3.2 Data from this testing, combined with teacher professional judgment along with collaboration with previous schools, will determine student suitability for placement in an Enrichment Class.

3.3 Students identified for Enrichment class placement will remain in this class for all core classes for the duration of Stage 4 (Years 7 and 8) to ensure stability and continuity of learning.

3.4 ***The final decision on Enrichment class placement is at the Principal's discretion. The principal may make a recommendation for a class change for a student, if it is in their best interest, in consultation with the parent/carer. As this is final, no review of this decision will be received.***

4. Stage 5 Placement Review

4.1 Prior to the commencement of Stage 5, all comprehensive Enrichment class placements will be reviewed. The Enrichment program will take place in English, Mathematics, Human Society and Its Environment (HSIE) and Personal DEvelopment Health and Physical Education (PDHPE)

4.2 The review process will be led by Faculty Head Teachers, in consultation with:

- Deputy Principals
- The Learning and Support Team
- Relevant classroom teachers
- HPGE team

4.3 Considerations for placement include:

- Academic performance and progress across Key Learning Areas
- Student engagement, application, and learning behaviours
- Wellbeing needs and individual support requirements
- Teacher recommendations and feedback
- Placements in the enrichment class may vary by KLA subjects.

4.4 ***The final decision on Enrichment class placement is at the Principal's discretion. The principal may make a recommendation for a class change for a student, if it is in their best interest, in consultation with the parent/carer. As this is final, no review of this decision will be received.***

5. Ongoing monitoring

5.1 Student placement in Enrichment classes will be monitored on a continuous basis by classroom teachers, Faculty Head Teachers, and the Learning and Support Team, HPGE team and Wellbeing teams.

5.2 Parents and carers will be consulted if significant changes to class placement are recommended.

5.3 All placement decisions will be guided by the principle of achieving the best possible educational and wellbeing outcomes for each student.

5.4 ***The final decision on Enrichment class placement is at the Principal's discretion. The principal may make a recommendation for a class change for a student, if it is in their best interest, in consultation with the parent/carer. As this is final, no review of this decision will be received.***

6. Review of Procedure

This procedure will be reviewed regularly, to ensure ongoing alignment with Department of Education policy and school priorities.