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| Policy Number | N/A |
| Implemented | 2016 |
| Evaluated | 2016 |
| Next Evaluation | 2019 |
| Evaluation Group | LT/LLT/HLT |
| Evaluation Frequency | 3 years |

YEAR LEVEL PROGRESSION POLICY

1. RATIONALE

Informed by our Quality School Framework, the Gleeson 10 (and its underpinnings), it is our belief at Gleeson College that with determined effort and working to the best of their ability, all students are able to achieve success. All students (unless there is a diagnosed disability) who are enrolled at the College are expected to meet the academic commitments required of them in terms of application, attitude and participation. In line with the Assessment and Reporting Guidelines Policy, all students will be treated equally and fairly in safeguarding their preparation in order to undertake successful study when promoted to the next year level. A Year Level Progression Policy will assist in identifying those students who are not experiencing success with their studies thus enabling a program to be put in place to support student achievement.

2. AIMS

The aim of this policy is to provide the standards and guidelines for the progression of students. In providing these guidelines, Gleeson College demonstrates its commitment to the following key objectives:

- promoting high educational standards for its students;
- ensuring that there is consistency in the educational opportunities provided to all students;
- early identification of at-risk students and the implementation of academic and pastoral intervention and support to assist all students to achieve success in school.

This policy aims to safeguard students automatically entering the next year level when they may not be prepared or able to achieve success in the following year. The Year Level Progression Policy is a reflection of the total pastoral care and development of students, and seeks to support students through close monitoring and promotion of personal effort, study and organisation.

3. BROAD POLICY

Evaluation of student achievement focuses on academic performance and other dimensions of student growth. The Principal is ultimately responsible for determining the placement in a year level that best meets the student's academic, social, emotional and physical needs; each teacher of the College is responsible for evaluating the growth of each individual.

The College has an established support program for students who appear to be at risk of not satisfying the recommended criteria for progression to the following year. If non-progression appears to be a possibility, the relevant House Coordinator and/or Assistant Principal (Student Development) will contact parents or caregivers to agree on a program of support to assist the students in improving his/her academic performance.

Students satisfying the criteria for progression but not obtaining a performance standard of C in **Mathematics/Numeracy** and **English/Literacy** may also be recommended for a review of their progression status following consideration of their overall academic performance.

Students on negotiated curriculum programs are not subjected to the same criteria for progression as other students. The Principal, using professional discretion and/or after taking advice, may choose to depart from these guidelines in response to particular personal and extenuating circumstances.

4. GUIDELINES

4.1. Level of maturity – including social, emotional and physical factors. The House Coordinator in consultation with the Leadership Team will consider the following factors in determining progression/retention of students:

- Academic achievement (successful mastery at the current level as evidenced by grades earned during academic reporting periods);
- Demonstrated ability to function at the next level;
- Organisational skills and work habits that are commensurate with requirements at the next grade level;
- Attendance.

4.2. Notification of Parents/Caregivers

- All parents have access to the Year Level Progression Policy via the College website and the Learner Management System (LMS) parent portal.
- Within 2 weeks of the first reporting period the parent/caregiver of any student who is considered “at risk”, according to the criteria (GPA lower than C- average), is sent a letter notifying them of the “at risk” status. A meeting to discuss an intervention support plan which will require monitoring and support by parents as well as the student and the House Coordinator will be requested. After each report period, parents are updated on the progress of their child with regard to their “at risk” status. The parents/caregivers of any students who are deemed to be “at risk” in Terms 1 and 2 and are considered candidates to repeat the current year level will have an interview with the Assistant Principal (Student Development) at the start of Term 3.

4.3. College Grading Rubric - Standards for End-of-Course Grading

A Grade: This grade demonstrates an EXCELLENT ACHIEVEMENT and a clear and creative grasp of the concepts and skills which reflect full mastery of the standards for the subject/area of study for his/her grade level. Students demonstrate the ability to apply these skills and knowledge in novel situations. They demonstrate mastery through oral and written communication. An “A” also means that the student has actively participated in class activities and has completed all assignments and projects in a timely manner. The quality and appearance of the assignments and projects indicate that the student has spent extra time, personal energy, and critical reflection in an effort to demonstrate exceptional work.

B Grade: This grade demonstrates a GOOD understanding and full mastery of the major concepts and skills of the standards for the subject/area of study for his/her grade level. Students are able to demonstrate the application of the concepts and skills studied. It also means that the student’s effort and class participation have exceeded the minimal basic requirements for the course. All assignments and projects were judged to be solid in content and were completed in a timely manner.

C Grade: This grade demonstrates a PARTIAL ACHIEVEMENT, understanding and application of the concepts and skills targeted in the standards for the subject/area of study for the given grade level as well as minimal participation in class discussion and activities. It also indicates that the student completed the appropriate assignments and projects that satisfied the basic course requirements.

D Grade: This grade demonstrates MINIMAL ACHIEVEMENT and application of the subject area concepts and skills and/or inadequate preparation for class discussions or activities. It may also indicate that assignments were not completed in a satisfactory or timely manner. A grade of “D” is minimally passing.

E Grade: This grade signifies that the student has NOT DEMONSTRATED adequate understanding or application of the concepts and skills reflected in the content standards for his/her grade level targeted in the course. It may also indicate that the student HAS NOT met the attendance or assignment requirements.

4.4. PROGRESSION POLICY - YEARS 8 – 10

4.4.1. Any student who has shown an unsatisfactory effort and achieves a grade point average **equal or less than 7 (C-)** for all subjects over the year may not be considered by the College to have met the criteria appropriate to progress to the following year level.

and

Any student who has shown an inconsistent effort and achieves a grade point average ranging from **7-8 (C- to C)** for all subjects over the year may be subject to an **'at risk'** interview by the College in order to be considered for progression to the following year level.

4.4.2. Any students falling under the criteria outlined in 4.41 may be considered for an interview for progression to the following year.

4.4.3. Students satisfying the criteria for progression but not obtaining the **C performance grade standard** in **Mathematics/Numeracy, English/Literacy** and the **Personal Learning Plan at Year 10** may also be recommended for a review of their progress status following consideration of their overall academic performance.

4.5. PROGRESSION POLICY – STAGE 1

4.5.1. This section of the policy should be considered in conjunction with the SACE requirements as established by the SACE Board.

4.5.2. Students who have a grade point average of **equal or less than 7 (C-)** or a subject **performance standard of C** or less may have restricted access to Stage 2 subject choices. In such circumstances students may be subject to an 'At Risk' interview by the College in order for progression to be considered.

4.5.3. Students satisfying the criteria for progression but not obtaining the **C performance grade standard** in 10 credits of **Mathematics/Numeracy**, 20 credits in **English/Literacy** and obtaining the **C- performance grade standard** in 10 credits of **Research Project** will be recommended for a review of their progress status following consideration of their overall academic performance.

4.6. All students will be treated as individuals in assessing their possibility for progression and in the case of students who are close to the borderline of cut off marks, consideration will be given to a range of issues (refer to extenuating circumstances such as illness, bereavement, family concerns)

4.7. The NAPLAN results may form part of the consideration for progression if required but will not be used solely for this purpose.

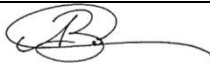
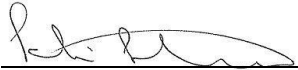
4.8. **Subject pre-requisites:** The Gleeson College Senior Curriculum Handbook lists subject entry requirements and provides advice to students entering Years 10 -12 and should be considered carefully by students in choosing a course of study in conjunction with subject teacher's recommendations. If a student wishes to study a subject at Stage 1 or Stage 2 which they have not been recommended for, a contract will be signed by the student and parent/caregiver. A review meeting will be conducted with the student to determine whether the student has proven in the last semester that he/she is capable of studying the subject and has met necessary requirements.

5. BASIS OF DISCRETION

The Principal may depart from these guidelines when he or she believes the interests of the Gleeson College community or some unique circumstances require different arrangements.

6. EVALUATION

The Principal is responsible for the evaluation of this policy which will take place every 3 years. The policy should be considered by members of the LT, LLT and HLT committees as the key teams within the College for Policy Review. They may wish to seek opinions from other staff, students and College Board members as to the effectiveness of the policy development strategies in place.

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| Signed |  | Principal or delegate | |
| Signed |  | Chairperson of Board or delegate | Dated: <u>22/02/17</u> |

This Policy now replaces all previous versions and evaluations of this Policy.