



Policy

Student Progression Policy

Summary

The Progression Policy clearly outlines how a student will progress from one year level to the next based on their academic results. This includes students that are accelerated through a year level.

Students will **NOT** automatically progress to the next year if they have been unsuccessful in the current year's learning program.

Table 1: Document Details

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1. TITLE

Student Progression Policy

2. RATIONALE

- Students cannot be successful in their learning unless they have a firm foundation on which to build future learning.
- One significant measure of success in learning is the grade that students receive at the end of the semester.
- We teach for success and promote a growth mindset that encourages students to learn from failures and adapt to improve.

3. POLICY DETAIL

Progression Guidelines:

3.1: ACCELERATION of students through a year level will be determined on an individual basis. For Accelerated Progression, a wide range of factors need to be considered including:

- academic capacity
- school performance
- early achievement of the required outcomes stated for their particular curriculum stage
- social adjustment;
- emotional readiness for the acceleration proposed
- future patterns of study;
- and issues centred on school staffing and resources

3.2 PROGRESS FROM YEAR 7-8 will be determined on an individual basis, taking academic achievement and personal development into consideration.

3.3: TO PROGRESS FROM YEAR 9 TO YEAR 10 it is anticipated that students will have successfully completed:

- A minimum C grade in Maths and English
- Grade Point Average (GPA) of at least 2.5 where A grade is converted to 5 and E grade to 1

3.4: TO PROGRESS FROM YEAR 10 TO YEAR 11 it is anticipated that students will have successfully completed:

- Their PLP (Personal Learning Plan) to a minimum C grade
- A minimum C grade in Maths and English
- GPA of at least 2.5



- Additionally, if students wish to undertake a non-core specialist subject they must have been successful in that subject or a related subject (e.g. PE at Year 11 requires successful completion of Year 10 PE or Outdoor Ed as outlined in the “Curriculum Handbook”.)

3.5: TO PROGRESS SUCCESSFULLY FROM YEAR 11 TO YEAR 12 a student will have completed:

- C grade or better in 20 credits of Literacy, 10 credits of Numeracy and the 10 credit Research Project.
- C grade or better in at least 6 Stage 1 subjects that lead to Stage 2 subjects.
- Students may select a subject at Stage 2 level if they gained the grade recommended for the subject in the Curriculum Guide.

4. SUPPORTING STUDENT LEARNING

4.1: IF STUDENTS ARE NOT SUCCESSFUL IN THEIR LEARNING THE FOLLOWING WILL OCCUR:

- Parents will be contacted to discuss subject selection for the next year.
- A family meeting will be held with students, parents and teaching staff to discuss options.
- Students may need to repeat a whole year or part of a year in the subjects in which they were not successful. (Timetable constraints will also need to be taken into consideration)
- Students who may wish to continue a particular subject e.g. Science in the next year level but who have not been successful in that subject will need to repeat that subject whilst they progress into the next year.

4.2: ATTENDANCE

Attendance is paramount to successful learning outcomes and has a direct impact on continuity of learning.

If attendance is unsatisfactory:

- Parents will be contacted by the attendance SMS system
- Care group teacher will contact home to discuss reasons for unexplained absence
- Family meetings with House Leader and individual student plans written with strategies to improve attendance
- Students referred to the Student Review Team and additional support from regional services requested.
- Students above 16 whose attendance falls below 60% will be withdrawn from subjects and referred to the Student Career Pathway Advisor for transition out of school.
- Centrelink gains information from the school about attendance each term. If students have 5 or more unexplained absences per term their Centrelink payments may be affected.
- Families planning to take a holiday during term time need to be aware this decision may have a significant impact on their child’s progress at school and their ability to achieve successful learning outcomes. If the student misses lessons when studying the South Australian Certificate of Education (SACE) this can jeopardise their ability to achieve SACE completion at the end of Year 12.



5. SPECIAL CONSIDERATIONS:

Instances may occur in a student's life which directly impact on their learning and attendance (e.g. illness or family bereavements). In these cases, the school should be notified and an empathetic and considered approach will be taken to assist individual students. Student Wellbeing Coordinators and House Leaders are the contact for this.

A modified criterion for school progression will apply for students who have been identified with Special Needs and who have a Negotiated Education Plan or an Individual Learning Plan.

- opportunities for learning which cater for individual learning styles
- explicit teaching of literacy and numeracy in all subject areas
- learning experiences which are personally sustaining for students
- an environment that is safe, caring and orderly where students are engaged in their learning

6. ROLE AND RESPONSIBILITIES

6.1: STUDENTS

STUDENTS WILL NEED TO:

- be prepared and focused on their learning
- meet deadlines in line with the "Seaford Secondary College Submissions Policy"
- Attend academic recovery when referred by teachers
- learn skills, knowledge and competencies appropriate for their age group
- attend school regularly

6.2: PARENTS

PARENTS CAN:

- support learning
- expect that their child will be successful and supported in their learning
- inform school of student absences and provide the required documentation when necessary
- follow up any issues and concerns by making contact with subject teachers and/or Care Group teachers

6.3: TEACHERS

TEACHERS WILL NEED TO PROVIDE:

- Curriculum information on DayMap (course outline, summative tasks)
- Grades and written feedback published on DayMap in a timely manner
- Regular feedback to parents regarding attendance and achievement concerns as they arise. Feedback may be in the form of referrals to academic recovery, email, phone calls, SACE Alert letters, meetings, etc.
- Documentation of intervention and parent contact on DayMap.



- Feedback to Learning Area Leaders and House Leaders on student progress.
- Follow process of submitting work documented in the “Seaford Secondary College Submissions Policy”

7. TIMEFRAME FOR IMPLEMENTATION

This policy will be subject to review after 1 year then every 3 years by the Leadership Team in consultation with relevant stakeholders, or earlier if required, complying with any change to school policy or applicable legislation, government or departmental policy.

Ratified by Governing Council

References:

- Willunga High School “Promotion Policy”
- Hallett Cove School “Progression Policy “
- Board of Studies of NSW “NSW Guidelines for Accelerated Progression (Revised 2000)”
- GIFTED AND TALENTED CHILDREN AND STUDENTS POLICY (UPDATED 2012), DECD This policy replaces the Gifted Children and Students Policy (DECS 1995)