

# STUDENT PROMOTION POLICY

## Preamble

This policy is aimed at facilitating decisions regarding the promotion of each student to the next year level based on their best educational interests. It should be read in accordance with the *DET Repeating a Year Level Policy*.

## Rationale

For sound psychological and social reasons, students should be regularly promoted with their peer group. Only under exceptional circumstances will retention be in the long-term benefit of the child. Levels of achievement relative to other students should not be the sole reason for retention. Students may not be retained without the agreement of the parents/guardians, in accordance with the *DET.Repeating a Year Level Policy*.

## Guiding Principles

All students at Mount Ridley P – 12 College have access to purposeful, challenging and comprehensive educational experiences. To encourage development of their work ethic, students at the College are promoted according to merit, rather than automatically. Effort, attendance, social maturity and academic progress are all considered when discussing the possible retention of a student.

All staff members need to carefully consider the value of retaining a student before fully instigating this process, as student retention is to be considered as the final option for supporting a student's learning development.

## Implementation

At Mount Ridley P – 12 College, this policy will be implemented by each MiniSchool, as outlined below:

### Early Years Mini School (Prep – Year 4):

The maximum window of opportunity for retention of students in the Early Years Mini School is Prep and Year One, and beyond this only in special circumstances. New students transferring to Mount Ridley P – 12 College in later year levels will be considered as an individual case. If retention is considered to be in the best interest of the student the following process must be followed:

1. The classroom teacher reviews the student's individual student file to determine any history regarding the student having previously repeated a year or having been recommended to repeat. Any reports from referral assessments should also be considered. If a referral has not been undertaken then this course of action is taken as the next step.
2. The classroom teacher collects and considers all available assessment and information about the student concerned as early in the year as possible, including feedback after consultation with other relevant staff members (Learning Area Leader, Team Leader, Director of Teaching Practice and Curriculum Programs, Director of Student Engagement Strategies, Director of Student Services and Support Staff)
3. The classroom teacher has a discussion with the Learning Area Leader, Director of Teaching Practice and Curriculum Programs and the Assistant Principal of Curriculum and Assistant Principal of Engagement and Wellbeing regarding the student's academic level, maturity, behaviour and confidence, generally determining the potential benefits and disadvantages of the individual student being retained in that year level. Each student is discussed and considered as an individual case.
4. The classroom teacher arranges a parent meeting early in the school year to discuss and 'flag' concerns about the student's progress and the fact that they are potentially 'at risk' with their

learning. This meeting is not to recommend retention as an option, but rather discuss strategies that are to be put in place to further support the student, both at home and at school.

5. Prior to Mid-Year weShare@MRC/parent-teacher conferences, the classroom teacher has a discussion with the Learning Area Leader, Director of Teaching Practice and Curriculum Programs and the Assistant Principal of Curriculum regarding the reasoning/purpose for the recommendation to retain the individual student and an agreement is made on the next step. Retention for the student will only be considered if all other options have been fully exhausted.
6. Either at or preferably, before, the Mid-Year weShare@MRC/parent-teacher conferences, the classroom teacher discusses the potential option of offering the student a second year at the current year level with the parents, detailing both the potential benefits and disadvantages for the student. An agreement on the time frame, when this suggestion/recommendation will be followed up is made. This should be by the end of the second week in October.
7. During Term Three, the classroom teacher continues to monitor the student's progress, acquiring a balanced judgement of the student by utilising Mini School staff, such as the Learning Area Leader, Director of Teaching Practice and Curriculum Programs, Director of Student Engagement Strategies and other support staff to determine the best path for the student. The Learning Area Leader and classroom teacher must discuss the student's progress again with the Director of Teaching Practice and Curriculum Programs and the Assistant Principal of Curriculum and Assistant Principal of Engagement and Wellbeing before a final recommendation is made.
8. Students in the Early Years Mini School must have achieved a minimum of 75% attendance to be promoted to the next year level. Exceptions will be made for extended family holidays or illness. These will be considered on an individual basis.
9. By the end of the first week of Term Four, a meeting is arranged with the classroom teacher, Learning Area Leader, Director of Teaching Practice and Curriculum Programs and the parents to fully discuss the student's progress and to explore the available options. The College makes the recommendation that the student is retained at the current year level, however, the final decision rests with the parents.
10. Upon making the decision to retain or to not retain a student, the parents sign the relevant letter indicating their choice in this matter (*Acceptance or Non-Acceptance Form*). Both the parents and the College retain a copy of the letter. The College copy is filed in the Student's File and the classroom teacher ensures that the information is added to the student's file on the College's Student Management Tool - Compass.
11. If the student is to be retained at the current year level, then the Learning Area Leader, informs the Assistant Principal of Curriculum and the Assistant Principal of Engagement and Wellbeing in writing/email so that year level numbers can be adjusted for the following school year.

#### Junior Years Mini School (Years 5-7):

The following process is to be followed for students in the Junior Years Mini School:

1. The Team Leader reviews attendance, achievement and effort data at end of Terms 1, 2 and 3 to identify students 'at risk'.
2. If a student is identified as being 'at risk', the Team Leader and Student Manager review the student's individual file to determine any history regarding the student having previously repeated or having been recommended to repeat. Any reports from referral assessments should also be considered. If a referral has not been undertaken then this course of action is taken as the next step.

3. The Team Leader and Student Manager inform the Director of Student Engagement Strategies, Director of Teaching Practice and Curriculum Programs and the Assistant Principal of Curriculum and the Assistant Principal of Engagement and Wellbeing about any students who are 'at risk'.
4. The Team Leader, Student Manager and/or Director of Teaching Practice and Curriculum Programs meet with each student at risk and their parents to discuss the student's progress and the fact that they are potentially 'at risk' with respect to their academic progress. This meeting is not to recommend retention as an option, but rather discuss strategies that are to be put in place to further support the student, both at home and at school.
5. The Team Leader and Student Manager develop a plan with the student and parents to address concerns about attendance, achievement and effort. This plan may include conditions that the student must meet in order to be promoted.
6. The Team Leader and Student Manager meet ~~midway~~ at the end of Term 3 to discuss recommendations for retention. The Student Manager and Team Leader must discuss the student's progress again with the Assistant Principal of Curriculum and Assistant Principal of Engagement and Wellbeing before a final recommendation is made.
7. For students in Years 7, automatic promotion to the next year level, requires students to demonstrate progress in 4 core areas of study – English, Humanities, Mathematics and Science (demonstrating progress may refer to work completion, demonstrated skill development and classroom effort).
8. It is an expectation that students achieve a minimum of 85% attendance. The individual circumstances of each student will be taken into account (refer to Year 7 – Year 8 Promotion Flow).
9. The Team Leader and Director of Teaching Practice and Curriculum Programs meet with the student and their parents to discuss their recommendations.
10. It may be recommended that students be promoted subject to a contract specifying certain conditions be demonstrated the following year.
11. Upon making the decision to retain or to not retain a student, the parents sign the relevant letter indicating their choice in this matter (*Acceptance or Non-Acceptance Form*). Both the parents and the College retain a copy of the letter. The College copy is filed in the Student's File, and the classroom teacher ensures that the information is added to the student's file on the College's Student Management Tool - Compass.

#### Middle Years Mini School (Years 8 &9):

The following process is to be followed for students in the Middle Years Mini School:

1. The Team Leader reviews attendance, achievement and effort data at end of Terms 1, 2 and 3 to identify students 'at risk'.
2. If a student is identified as being 'at risk', the Team Leader and Student Manager review the student's individual file to determine any history regarding the student having previously repeated or having been recommended to repeat. Any reports from referral assessments should also be considered. If a referral has not been undertaken then this course of action is taken as the next step.
3. The Team Leader and Student Manager inform the Director of Student Engagement Strategies, Director of Teaching Practice and Curriculum Programs and the Assistant Principal of Curriculum and the Assistant Principal of Engagement and Wellbeing about any students who are 'at risk'.

4. The Team Leader, Student Manager and/or Director of Teaching Practice and Curriculum Programs meet with each student 'at risk' and their parents to discuss the student's progress and the fact that they are potentially 'at risk' with their learning. This meeting is not to recommend retention as an option, but rather discuss strategies that are to be put in place to further support the student, both at home and at school.
5. The Team Leader and Student Manager develop a plan with the student and parents to address concerns about attendance, achievement and effort. This plan may include conditions that the student must meet in order to be promoted.
6. The Team Leader and Student Manager meet ~~midway through~~ at the end of Term 3 to discuss recommendations for retention. The Student Manager and Team Leader must discuss the student's progress again with the Assistant Principal of Curriculum and Assistant Pricipal of Engagement and Wellbeing before a final recommendation is made.
7. For students in Year 8, automatic promotion to the next year level, requires students to demonstrate progress in 4 core areas of study – English, Humanities, Mathematics and Science (demonstrating progress may refer to work completion, demonstrated skill development and classroom effort).
8. It is an expectation that students achieve a minimum of 85% of attendance. The individual circumstances of each student will be taken into account (Year7-Year 8 Promotion Flow Chart).
9. The Team Leader and Director of Teaching Practice and Curriculum Programs meet with the student and their parents to discuss their recommendations.
10. It may be recommended that students be promoted subject to a contract specifying certain conditions be demonstrated the following year.
11. Upon making the decision to retain or to not retain a student, the parents sign the relevant letter indicating their choice in this matter (*Acceptance or Non-Acceptance Form*). Both the parents and the College retain a copy of the letter. The College copy is filed in the Student's File, and the classroom teacher ensures that the information is added to the student's file on the College's Student Management Tool - Compass.

#### Senior Years Mini School (Years 10 - 12):

The following process is to be followed for students in the Senior School:

1. The Team Leader reviews attendance on a fortnightly basis. Achievement and effort data is reviewed by the Student Manager and Team Leader during each 5-week assessment cycle coinciding with interim and semester reports to identify students 'at risk'.
2. If a student is identified as being 'at risk', the Team Leader reviews the student's individual file to determine any history regarding the student having previously repeated or having been recommended to repeat. Any reports from referral assessments should also be considered. If a referral has not been undertaken then this course of action is taken as the next step.
3. The Team Leader and Student Manager inform the Director of Student Engagement Strategies, Director of Teaching Practice and Curriculum Programs and the Assistant Principal of Curriculum and the Assisamt Principal of Engagement and Wellbeing about any students who are 'at risk'.
4. The Team Leader and/or Student Manager meet with each student 'at risk' and their parents to discuss the student's progress and the fact that they are potentially 'at risk' with their learning. This meeting is not to recommend retention as an option, but rather discuss strategies that are to be put in place to further support the student, both at home and at school.

5. The Team Leader and Student Manager, in consultation with the Senior Case Management Team (VCE Program Leader, Director of Pathways, Director of Student Services, Director of Teaching Practice and Curriculum Programs and Assistant Principal Of Engagement and Wellbeing) develop a plan with the student and parents to address concerns about attendance, achievement and effort. This plan may include conditions that the student must meet in order to be promoted.
6. The Senior Case Management Team meet weekly to discuss recommendations for retention or alternative educational setting options. Consistent communication with parents is made to discuss options and support offered to provide opportunity to progress to the next level of learning.
7. For students in Year 9, automatic promotion to the next year level, requires students to demonstrate progress in 14 units out of 18 over the course of the year (demonstrating progress may refer to work completion, demonstrated skill development and classroom effort). It is an expectation that students achieve a minimum of 85% of attendance. The individual circumstances of each student will be taken into account (refer to Year 10 – Year 12 Promotion Flow Chart).
8. For students in Years 10 – 12, automatic promotion to the next year level, requires students to demonstrate progress in 10 out of 12 units and must include English over the year (demonstrating progress may refer to work completion, demonstrated skill development and classroom effort).

#### Year 10 into Year 11 promotion

At the end of Year 10, Students are required to successfully complete (The individual circumstances of each student will be taken into account):

- GPA average of 3.0 over the course of the year (students below 3.0 GPA will be deemed 'at risk' for retention)
- Demonstrated ability to complete all work tasks in subjects, as shown in semester reports
- Satisfactory performance in at least 4 Year 10 exams at half year and end of year

For VCE students promotion from Year 11 to Year 12 is based upon the VCAA requirements to satisfactorily complete your VCE, you students must complete at least 16 units. At least three units from the English group listed below:

- Foundation English Units 1 and 2
- English Units 1 to 4
- English as an Additional Language (EAL) Units 3 and 4
- English Language Units 1 to 4
- Literature Units 1 to 4

At least two of these units must be at Unit 3 or 4 level. However, VTAC advises that for the calculation of the ATAR, students must satisfactorily complete **both** Unit 3 and Unit 4 of an English sequence.

Three sequences of Unit 3 and 4 studies in addition to the sequence chosen from the English group. These sequences can be from VCE studies and/or VCE VET programs.

#### Year 11 into Year 12 promotion

In addition, at the end of Year 11, Students are required to successfully complete (The individual circumstances of each student will be taken into account):

- At least 8 out of 12 units over the year
- At least 4 out of 6 units in Semester 2
- At least one semester of English over the year
- GPA average of 3.0 over the course of the year (students below 3.0 GPA will be deemed 'at risk' for retention)
- For VCAL student promotion from Year 10 to 11 and 11 to 12 students are required to meet the minimum 85% attendance including VET and work placement requirements as well as demonstrate progress towards achieving the relevant certificate for each year level; Foundation, Intermediate and Senior. GPA average of 3.0 over the course of the year

(students below 3.0 GPA will be deemed 'at risk' for retention)

9. It is an expectation that students achieve a minimum of 85% attendance. The individual circumstances of each student will be taken into account (refer to Year 10 – Year 12 Promotion Flow Chart).
10. The Team Leader and Student Manager/VCE Program Leader meet with the student and their parents to discuss their recommendations.
11. It may be recommended that students be promoted subject to a contract specifying certain conditions be demonstrated the following year.
12. Upon making the decision to retain or to not retain a student, the parents sign the relevant letter indicating their choice in this matter (*Acceptance or Non-Acceptance Form*). Both the parents and the College retain a copy of the letter. The College copy is filed in the Student's File, and the classroom teacher ensures that the information is added to the student's file on the College's Student Management Tool.

## Supporting Documentation

### Early Years Mini School

- Classroom Teacher / Team Leader Checklist – Process for Considering Repeating Students
- Student Retention - Acceptance or Non-Acceptance Form

### Junior Years Mini School:

- Classroom / Team Leader Teacher Checklist – Process for Considering Repeating Students
- Student Retention - Acceptance or Non-Acceptance Form

### Middle School:

- Classroom Teacher Checklist – Process for Considering Repeating Students
- Year 7 – Year 8 Promotion Flow Chart
- Student Retention - Acceptance or Non-Acceptance Form

### Senior School:

- Team Leader Checklist
- Year 9 – Year 10 Promotion Flow Chart
- Year 10 – Year 12 Promotion Flow Chart
- Student Retention - Acceptance or Non-Acceptance Form

## Reference

DET Repeating a Year Level

<https://www2.education.vic.gov.au/pal/repeating-year-level/policy>

## Evaluation

As part of the College review cycle this policy will be reviewed every three years.

Date policy ratified: June, 2021

Date of next review: 2024