

# Mount Ridley P12 College

## STUDENT PROMOTION



### Help for non-English speakers

If you require assistance with understanding this policy, please do not hesitate to contact the College and someone will organise a multicultural aide or the relevant person to assist you.

## PURPOSE

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 Department of Education (DE) Repeating a Year Level Policy.

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/carers, in accordance with the DE Repeating a Year Level Policy.

## SCOPE

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.

## POLICY

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 Coordinator, Team Leader, and members of the relevant Leadership Team)

3. The classroom teacher has a discussion with the relevant Leadership Team representatives 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 or utilises term 1 weShare@MRC/parent-teacher conference 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. Retention for the student will only be considered if all other options have been fully exhausted.
5. Before the distribution of semester 1 reports, 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. During Term Three, the classroom teacher continues to monitor the student's progress and implements agreed interventions. 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.
6. By the end of the first week of Term Four, a meeting is arranged with the with the relevant Leadership Team representatives and classroom teacher, and the parents/carers to fully discuss the student's progress and to explore the available options. The recommendation to repeat a student must be endorsed by the College Principal, however, the final decision rests with the parents/carers.
7. 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/carers 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.
8. If the student is to be retained at the current year level, then the College Principal class member informs the relevant administrative personnel 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 Management , and the relevant Principal Class member about any students who are 'at risk'.
4. The classroom teacher arranges a parent meeting early in the school year or utilises term 1 weShare@MRC/parent-teacher conference 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. Retention for the student will only be considered if all other options have been fully exhausted.

5. Before the distribution of semester 1 reports, 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. During this meeting, a range of factors will be discussed, including; Attendance, GPA, Literacy and Numeracy levels, social and emotional considerations.
6. During Term Three, the classroom teacher continues to monitor the student's progress and implements agreed interventions. An agreement on the time frame, when this suggestion/recommendation will be followed up is made. This should be by the start of Term 4.
9. By the end of the first week of Term Four, a meeting is arranged with the with the relevant Leadership Team representatives and classroom teacher, and the parents/carers to fully discuss the student's progress and to explore the available options. The recommendation to repeat a student must be endorsed by the College Principal, however, the final decision rests with the parents/carers.
7. 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/carers 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.
8. If the student is to be retained at the current year level, then the College Principal class member informs the relevant administrative personnel in writing/email so that year level numbers can be adjusted for the following school year.
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#### 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 Assisamt 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 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 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 Assistant 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 including a unit 3/4 sequence 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

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

## COMMUNICATION

This policy will be communicated to our college community in the following ways:

- Available publicly on our college's website.
- Included in staff induction processes and annual staff training.
- Included in volunteer induction processes and training for relevant volunteers.
- Discussed at annual staff briefings or meetings.
- Included in staff handbook or manual/usb.
- A copy will be available from college administration upon request.

## POLICY REVIEW AND APPROVAL

<b>Created date</b>	<b>May – June 2022 / March 2024</b>
<b>Consultation</b>	Various staff groups February – March 2024
<b>Endorsed by</b>	Principal – Carmelo Pagano
<b>Endorsed on</b>	
<b>Next review date</b>	June 2026 (every two years)

## **Repeating a year level: INFORMATION FOR FAMILIES**

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This fact sheet provides information for parents and carers about students progressing to the next year level of school.

### **PROGRESSING TO THE NEXT YEAR LEVEL OF SCHOOL**

Repeating a school year is sometimes thought of as a way for students who are not performing as well as their peers to catch up or mature over an extra 12 months.

However, research and evidence show that, in most cases, repeating a year usually does not benefit students, and is not an effective intervention for a student to catch up in their education. Students who repeat a year are more likely to:

- Lose confidence in their learning, develop negative attitudes towards school, have low self-esteem, and show increased aggressive and disruptive behaviours.
- Drop out of school prior to completion and become less likely to go on to tertiary education.
- Stay behind their peers who move on, even after completing an extra year of schooling.

Repeating a year may be the best option for a student, only in exceptional circumstances.

### **Supporting our students to progress**

Instead of recommending students repeat a year level, schools use teaching strategies that draw on the best evidence available to help students close any learning gaps and meet their learning needs.

In Term 4, schools will ensure that they identify student levels of attainment, assessing whether they have made greater than expected progress, the expected amount of progress, or have fallen behind.

For students who need to catch up, our school program is designed to support them both in Term 4 and in the following year.

If you have concerns about your child's progress at school, you should contact your child's teacher or school principal to discuss how the school will support your child to be ready to progress to the next year level.

### **REPEATING A YEAR LEVEL POLICY**

The Department of Education and Training's policy on repeating a year says that:

- Schools should regularly promote students to the next year level with their peer group.
- Repeating a year level can only occur in exceptional circumstances.

To read the policy, go to: <https://www2.education.vic.gov.au/pal/repeating-year-level/policy>.

Principals make the final decision about progression or repeating a year level. Where the principal determines that repeating a year level is required for the long-term benefit of the student, the principal will ask for you to consent to your child repeating the year level.

### **PARENT/CARER COMPLAINTS**

If you have requested for your child to repeat a year level and are not satisfied with the principal's reasoning, the evidence they have provided or their decision, you can lodge a complaint following your school's complaints policy.