



STUDENT PROMOTION POLICY

1 RATIONALE

Minaret College implements a whole school approach to the curriculum delivery, assessment and reporting of students' achievements and considers students' wellbeing to assist students progress and move through the year levels.

We encourage our students to maximise their learning opportunities and, at the same time, remind them of possible consequences of not participating fully in the learning programs offered at Minaret College.

2 GENERAL CONDITIONS FOR PROMOTION

The progress of students from one-year level to the next is a desirable outcome, however, it is not automatic and some conditions must be fulfilled.

The following factors are considered for all students at Minaret College:

- **Academic results** – Students are required to satisfactorily complete the courses/subjects at the current year level. In Secondary School this includes the core subjects from the English, Mathematics, Humanities and Science groups of subjects which have scored assessment (eg. tests, assignments, presentations, orals, practical tasks, etc) and/or semester exams. In Primary School, students are required to achieve satisfactory results in the core areas of literacy and numeracy and integrated inquiry studies.
- For the purpose of this policy “satisfactory completion” is defined as per relevant ACARA and VCAA achievement standards.
- **Attendance** – Students are required to attend school regularly, unless a legitimate reason is provided by parents/students and accepted by the respective Head of School. To be considered for automatic promotion to the next year level, students must attain an attendance rate of 90% or above under normal circumstances.
- **Behaviour and Wellbeing** – Students should respect and abide by the Minaret College Student Code of Conduct and Discipline Policy.

3 IMPLEMENTATION OVERVIEW

The Classroom Teacher, Year Level Coach, Student Wellbeing Specialist, Curriculum Specialist, Deputy Head of School/Head of School regularly monitor the academic progress and wellbeing of the students.

Parents/guardians are informed through school reports, or earlier if required via school notices, phone calls, emails, student diaries, meetings, etc. In Primary School there are two portfolios (issued in Terms 1 and 3) and two comprehensive reports (Terms 2 and 4), while Secondary School issues interim reports in Term 1 and Term 3 and more comprehensive reports at the end of each semester, followed up by parent-teacher interviews.

If a student is identified to be “at risk” of not meeting the expectations pertinent to their level (academic performance, attendance or behaviour), then the school will organise a meeting with the student and the parent. A written “at risk” notification will be issued to parents.

At the end of each term the Head of School will be responsible for preparing and implementing an action plan to assist “at risk” students meet the expectations. Based on the individual circumstances, the school, in cooperation with the student and their parents, will consider a number of options, such as: additional support, individual learning plans, alternative pathways for Senior School students such as non-scored VCE or VCAL course.

3.1 AT THE CONCLUSION OF SEMESTER 1:

Where the student’s performance, attendance and code of conduct indicate that he/she is **at risk of not meeting** the minimum requirements for promotion at the end of the year, or where, in the case of VCE students, has achieved below the minimum standard in any Unit 1 or 3 studies, students will be referred to the Performance Review Panel.

The Performance Review Panel members are:

- Head of School/Deputy Head of School
- Curriculum Leaders (Specialist and Coaches)
- Wellbeing Specialist and Coaches

The Panel will consider any students who have not achieved the minimum standard and determine the most appropriate response:

Level 1 – Head of School’s Performance Review

- For students **most at risk** of not achieving the minimum standard at the end of the year, or who have received the N result for two or more Unit 1 or 3 VCE studies
- Meeting with the student and parents, Curriculum Specialist/Coach, Student Wellbeing Specialist, Year Level Wellbeing Coach, chaired by Head of School

Level 2 – Year Level Performance Review

- For students **at moderate risk** of not achieving the minimum standard at the end of the year
- Meeting with the students, parents and Subject Coaches/Teachers, Student Wellbeing Specialist, chaired by Year Level Wellbeing Coach

The Performance Review Panel will consult with the student’s teachers and, if applicable, the Careers Coach, Counselling Services and Special/Gifted Education Coach.

The Performance Review Panel may take into consideration the following:

- Individual learning needs
- Individual circumstances
- Level of maturity and resilience

The Panel may implement the following strategies:

- Supported interventions such as the formulation of a study/attendance/behaviour plan
- Regular monitoring by the student’s subject teachers and the Curriculum/Wellbeing Leaders
- Regular Performance Review Meetings, including meetings with the student’s parents
- Adjustments to the student’s academic program, including subject changes
- Work Completion Plans and Behaviour Management Plans
- Referral to Careers Coach

The Performance Review Panel will:

- Communicate the outcomes of the Performance Review Meeting to the student, parents, student’s teachers, Curriculum and Wellbeing Specialists, Year Level Wellbeing Coaches, Head of School, Head of Campus and the Executive Principal with two weeks of the end of Semester 1.
- Document the outcomes of the Performance Review Meeting on the student’s file

3.2 AT THE CONCLUSION OF SEMESTER 2:

Where the student’s performance and school report indicate that he/she **has not met** the minimum standard for promotion, the student will be referred to the Promotion Review Panel. **The Promotion Review Panel** consists of:

- Head of School/Deputy Head of School
- Curriculum Leaders (Specialist and Coaches)
- Wellbeing Specialist and Coaches

The Promotion Review Panel will consider any students who have not achieved the minimum standard and determine the most appropriate response:

Level 1 – Head of School’s Promotion Review

- For students who have not achieved the minimum standard to a **significant** extent
- Promotion Review Meeting with student and parents, Student Wellbeing Specialist, Curriculum Specialist, Year Level Wellbeing Coach, chaired by Head of School

Level 2 – Year Level Promotion Review

- For students who have not achieved the minimum standard to **some** extent
- Promotion Review Meeting with the student and parents, Student Wellbeing Specialist and Curriculum Specialist, chaired by Year Level Wellbeing Coach

The Promotion Review Panel will consult with the student’s teachers and, if applicable, the Careers Coach, Counselling Services and Special/Gifted Education Coach.

The Promotion Review Panel may take into consideration the following:

- Individual learning needs
- Individual circumstances
- Level of maturity and resilience

The Promotion Review Panel may implement the following outcomes:

- A review of the student’s course selections for the following year
- Completion of remedial work over the school holidays, attendance to remedial classes and sitting for an assessment before the start of new school year
- Adjustments to the student’s academic program, including the course of study or year level
- Regular monitoring by the student’s subject teachers and the Curriculum Leaders during the subsequent academic year
- Regular performance review meetings, including meetings with the student’s parents during the subsequent academic year
- Supported interventions such as the formulation of a study plan and attendance to study sessions during the subsequent academic year
- Work completion and/or behaviour management plans
- Referral to Careers Coach

The student, parents and Promotion Review Panel will complete a Promotion Agreement signed by all three parties.

The Promotion Review Panel will:

- Communicate the outcomes of the Promotion Review Meeting to the student, their parents, teachers, Curriculum Leaders, Wellbeing Specialist and Coaches, Head of School, Head of Campus and the Executive Principal.
- Communicate the Promotion Review Meeting requirements to the student's teachers at the commencement of the next academic year.
- Document the outcomes of the Performance Review Meeting on the student's file.

If the Promotion Review Panel determines a student be denied promotion, then the Panel must submit a report to the Head of Campus, who will then inform the Executive Principal in writing for final approval.

4 MONITORING AND SUPPORTING CONDITIONALLY PROMOTED STUDENTS

Students promoted after attending a Promotion Review Meeting and completing a Promotion Agreement will be monitored and supported in the following ways:

- The student's subject teachers will monitor student performance and notify the Curriculum Leaders, Student Wellbeing Specialist and Coach of any concerns regarding his/her level of achievement
- The student's subject teacher will support the student through assistance with organising and understanding assessment tasks, including homework, and ensuring the student is aware of the study requirements for tests and SACs
- The Curriculum Leaders will regularly monitor the student and consult with his/her teachers
- The student may be required to attend additional classes such as supervised study periods or catch up classes
- The Promotion Review Panel will have regular Promotion Review Meetings with the student and his/her family. Summaries of such meetings will be recorded on the student's file.

Where a conditionally promoted student does not achieve the minimum standards for promotion, the Promotion Panel will reconvene and the following may occur:

- Adjustments to the student's academic program, including the course of study, year level, certificate or length of program
- Referral to support services (Careers Coach, Counselling)

5 SPECIAL CONSIDERATION

If a student does not meet the criteria for promotion, the Head of Campus, following an approval by and the Executive Principal, may grant a Special Consideration and conditionally promote those students who experienced some hardship throughout the year, which affected their schoolwork.

The student and their parents/guardians are responsible to inform the Head of Campus in writing and provide the details relating to such a case.

If the application for Special Consideration is successful, the Head of Campus, in consultation with subject coaches and other relevant staff, will set certain requirements for the conditionally promoted student and ensure its full implementation.

Special Consideration will NOT be given if a student has been absent from the school for long periods (e.g. overseas trips, prolonged holidays) and therefore has not been able to satisfactorily complete the required work.

Any decision regarding the retention of students with special needs must involve the Special Education Staff.

6 ADDITIONAL REQUIREMENTS FOR SENIOR SCHOOL AND VCE SUBJECTS

Promotion from one year level to the next is governed by this policy. Once promoted to Senior School, students become eligible to study specific VCE units based on a number of criteria including subject/timetable availability, student demand, proceeding grades for related subjects and year level.

Further information on subject selection is available in the VCE Handbook for the relevant academic year.

7 RELATED POLICIES

- Assessment and Reporting Policy
- Attendance Policy
- Student Discipline Policy

DOCUMENT CONTROL

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