

Progression Support Policy

(Year 9 into 10/11 and Year 10 into 11/12)

Preamble At Epping Secondary College we firmly believe that all students deserve the best possible preparation for their future lives. As part of this belief, all students who are enrolled at Epping Secondary College are expected to meet the academic commitments required of them in terms of Achievement, Attitude and Attendance.

- Rationale**
- To clearly establish the College's expectations of student performance to students, parents, teachers and the wider College community.
 - To encourage, motivate and support students to maximise their learning opportunities and achievement.
 - To identify students who are jeopardising their academic progress based on their Achievement, Attitude and Attendance.
 - To minimise students being deemed "At Risk" by ensuring effective working partnerships between all members of our College community.
 - To implement the appropriate support mechanisms that will be put in place to enable ongoing success for individual students who are not maximising their learning opportunities. Support for these students is outlined in the relevant Teaching & Learning, Literacy and Numeracy policies. This includes differentiation of assessment to measure adequate growth rather than attaining a set minimum standard.
 - To ensure that students who do not meet the expectations of the appropriate support mechanisms will be referred to a *Student Progression Panel*.
 - To discuss and determine the appropriate recommendations and review relevant improvement plans that have been put in place for individual students and other support mechanisms. Students who are repeatedly identified as jeopardising their academic progress based on Achievement, Attitude and Attendance data will have to meet with the *Progression Panel*. The panel will look at all improvement strategies that have already been put in place before making further recommendations.
 - To allow the *Progression Panel* to review all information and make recommendations to the relevant Assistant Principal and Principal.
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Guidelines **Attendance:** Students should be aiming for 100% attendance and this is the College's expectation. Students are required to attend a minimum of 90% of timetabled classes over a semester, consistent with the College Attendance Policy (Refer to the Epping Secondary College Attendance Policy).

Year 9 to Year 10: To successfully complete Year 9, students must show progress in terms of their learning and must meet performance standards in the areas of Achievement, Attitude and Attendance (See Standards/Criteria section at end of this section). Students who do not meet these requirements **will** be referred to the *Student Progression Panel*.

Year 10 to Year 11: In order to progress to Year 11, VCE, VET and VCAL, students must satisfactorily complete at least 5 of the subjects/units undertaken each semester, including at least one semester of English. Students must show progress in terms of their learning standards and must meet performance standards in the areas of Achievement, Attitude and Attendance

(See Standards/Criteria section at end of document). Students who do not meet these requirements **will** be referred to the *Student Progression Panel*.

Year 11 to Year 12: In order to progress automatically to Year 12, students **must satisfactorily complete** 9 of the subjects/units undertaken in Year 11, including at least one unit of English.

Students who do not meet the above requirements **will** be referred to the *Student Progression Panel*. **NB** Students who are referred to the *Student Progression Panel* will NOT be eligible to complete an advancement Unit in the following year.

Standards/Criteria

Attendance:

- Students should have an attendance rate of 90% as a minimum for all subjects. (This is indicated in the Epping Secondary College Attendance Policy).
- The attendance rate takes into consideration "approved school activities" An example would be an excursion for a subject, or participating in inter school sport.
- The attendance rate takes into consideration "explained" absences.

Achievement:

- At the Year 9 and Year 10 levels, student results should be demonstrating growth in their learning over the year. At the senior levels, students should be achieving the set outcomes and successfully completing the required number of Units to allow for progress to the next level. This is unless they are formally placed on an Individual Learning Plan (ILP) where differentiated targets are set and used to measure progress. (Discretion will need to be applied to students who earnestly try but fall below expected level.)
- Successfully complete all set Common Assessment Tasks, SACs, SATs and course work to a Satisfactory level (minimum of at least 40% on assessable tasks).

Attitude:

- Students have demonstrated a consistent and positive work ethic.
- Approaching the subject with a positive and open minded manner.
- Being organised and prepared for each class (including being punctual and having appropriate equipment).
- Using class time effectively and completing all set course work.
- Active participant in class activities and discussions.
- Successfully meeting deadlines for all set tasks.
- Seeking assistance when required or when absent from class.

These performance standards/criteria will be used initially to assess student progress, with the intent to identify if a student has demonstrated the necessary skills, attitude and knowledge to enable them to successfully continue on with their chosen pathway, subject or specific year level.

Implementation

- At each year level there are a set of standards/criteria to assess satisfactory performance. These criteria may be modified for students who have been formally identified as requiring further support because they are either funded for 'Additional Learning Needs' or have been identified as greater than two years behind their peers and placed on an Individual Learning Plan (ILP) for Literacy and Numeracy. Any modified assessment will be indicated on reports for parents.
- Systems will be set up to identify and support students who are identified as jeopardising their academic progress and not meeting the expected performance standards. Students who are identified as being two or more years behind in the middle years will be placed on an Individual Learning Plan (ILP) in the areas of Literacy or Numeracy where they are behind.
- The College will work collaboratively with the student, parents/carers and the wider community (when appropriate) to implement a range of

effective mechanisms to maximise and support opportunities for all students at ESC.

- This policy articulates the clear role, responsibilities and processes for all students, parents/carers and staff.
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Specific Roles
and
Responsibilities

Students

- a) To meet the Epping Secondary College Attendance Policy of 90% attendance.
- b) To adhere to the high expectations based around Achievement, Attitude and Attendance.
- c) To work to achieve expected learning outcomes.
- d) To apply themselves to their studies in a productive and proactive manner by being punctual, being prepared and being an active learner in the classroom.
- e) To uphold the Positive Behaviour Support expectations of being committed to improvement.
- f) To actively engage and participate in the development and implementation of the relevant improvement plans devised through the Student Progression Policy process.

Parents

- a) To adhere to the parent responsibility outlined in the Attendance Policy.
- b) To support their child in achieving their full learning potential.
- c) To actively engage and support their child and the school in the development and implementation of the relevant improvement plans devised through the Student Progression Policy.

Staff

Classroom Teachers

- a) To provide students with clear expectations and understanding of the requirements of the subject.
- b) Monitor and maintain accurate and up to date records of student attendance and achievement. This includes logging reports on XUNO.
- c) Communicate to parents as soon as a student is identified as potentially being "At Risk" in the subject based around Achievement Attitude and Attendance.
- d) At specific intervals, assess students against Achievement, Attitude and Attendance, using the allocated reporting database.
- e) Provide further information and feedback to the relevant Achievement Leader in relation to why the student is not meeting the Achievement, Attitude or Attendance requirements.
- f) May be required to take on a role on a Student Progression Panel.

Student Achievement Leaders

- a) Obtain further information from relevant classroom teachers in relation to why the student is not meeting the Achievement, Attitude or Attendance requirements.
 - b) Contact parents and notify students who have been identified as jeopardising their academic progress due to being at risk.
 - c) Liaise with previous Year Level Coordinator, Wellbeing and Transition Coordinators to establish educational progress from previous years if applicable and current support that may be in place.
 - d) Discuss and assist in devising the appropriate improvement plans and strategies with relevant parties. This can include the following: attendance improvement
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plans, individual learning plans or behaviour management plans; these plans need to be derived in conjunction with YLCs and, or Wellbeing staff or teachers.

- e) Document appropriate improvement plans, including review dates.
- f) Support and monitor the progress of students at risk through liaison with Home Group Teacher, Student Engagement and Wellbeing Leader, Student Wellbeing Coordinator and Assistant Principal.
- g) Refer to the Student Progression Panel once all avenues have been investigated, and the student still does not meet the requirements for progression.
- h) Play a key role on the *Student Progression Panel*.

Student Engagement and Wellbeing Leader

- a) Ensure that the Student Progression Policy is evident and understood by students, staff and parents.
- b) Collate the data to identify students who are jeopardising academic progress. (See implementation process).
- c) Support Student Achievement Leaders in monitoring student data based around Achievement, Attitude and Attendance at each year level.
- d) Work with Student Achievement Leaders to implement the appropriate improvement plans for students who are identified as jeopardising their academic progress.
- e) Support teachers and Student Achievement Leaders in the implementation of Student Progression Policy and procedures.
- f) Responsible for organising each of the campus based Student Progression Panels.
- g) Required to take a role on a *Student Progression Panel*.

Student Wellbeing Coordinator

- a) Support all staff in early intervention of all "At Risk".
- b) Regularly support students who are at risk and implement strategies and programs to re-engage students with their schooling.
- c) Seek the support of the appropriate outside agencies to support students who are "At Risk".

Student Progression Panel

- a) To discuss and determine the appropriate recommendations and review relevant improvement plans that have been put in place for individual students. Students who are repeatedly identified as jeopardising their academic progress based around the data will have to meet with the panel. The panel will look at all improvement strategies before making further recommendations.
- b) The *Student Progression Panel* will review all information and make recommendations to the College Principal.

Student Progression Panel recommendations may include:

- Progression to the next year level.
- Further expectations placed on the student and a review date set if student has progressed to the next year level.
- Further referrals to MIPS Program Coordinator and or Wellbeing Coordinator to discuss alternative programs or pathways for the student.
- Repeating the year level and/or subjects.
- Further opportunities for redemption or to demonstrate growth or meeting the expected *Vic Curriculum* level or VCE Outcome or VCAL Competency.

Student Progression Panel will consist of:

Principal class member/or Nominee

Student Engagement and Wellbeing Leader

Achievement Leader OR other staff member as appropriate/necessary

Ratified

This policy will be review by the Student Wellbeing & Engagement Team and School Council every 3 years.

Ratified

This policy was ratified by School Council in... **March 2018**
