



PROMOTIONS POLICY

Rationale

All students should have effective access to challenging, purposeful and comprehensive educational experiences. Mount Lilydale Mercy College responds to individual learning styles by creating structures that enable students to progress at different rates. This is particularly evident as students prepare to participate in the Victorian Certificate of Education (VCE) or in the Victorian Certificate of Applied Learning (VCAL) or to undertake Vocational Education and Training (VET) courses. Pathways is a Mount Lilydale Mercy College program for Year 10 students which aims to cater for a diverse range of learning styles prior to Year 11 and 12. This policy explores the issues associated with such movement and outlines specific directives to ensure the transitions are smooth and educationally advantageous for each student.

Principles

All promotion decisions are based on what is best for the student, taking into account all relevant factors. Students will be promoted based on their academic achievements in the context of their psychological and social development.

The Mount Lilydale Mercy College Curriculum Policy recognises that we must:

- affirm students as persons of dignity and worth through an acknowledgment of their gifts and talents;
- acknowledge and cater for the diversity of ways in which people learn;
- respond to individual learning styles and pace of learning;
- explicitly relate learning experiences to clearly articulated and measurable goals;
- encourage independent thinking and the development of critical skills;
- consider the needs of students disadvantaged by social and or economic circumstances, by physical and/or intellectual impairment, by unfamiliarity with the English language and Australian culture;
- give students access to a continuous process of schooling based on the recognised phases of human development and the key learning tasks associated with each phase;
- provide students with opportunities for sustained intellectual development;
- provide students with equal access to educational experiences that are challenging, purposeful, comprehensive and designed to improve their educational achievements;
- provide the flexibility to accommodate curriculum changes as the need arises; and.
- alter the curriculum to accommodate content mandated by church or government authorities.

Promotions need to be considered in light of the relevant principles of the Curriculum and Assessment Policy.

The Deputy Principal – Director of Studies oversees all promotion decisions and will be kept informed of all deliberations and will receive copies of all minutes of meetings and discussions.

Curriculum Program Outline

In general, students will undertake the following programs:

Year 7: 7 core year units and 6 units from Performing Arts, Visual Arts, Technology and Design and Technology;

Year 8: 7 core year units and 6 units from Performing Arts, Visual Arts, Design & Technology and Technology;

Year 9: 5 core year units, 4 selected semester units in group A and 2 selected semester units in group B;

Year 10: 5 core year units, 6 selected semester units which can include a VCE Unit or New Horizons incorporating 6 core year units and 4 selected semester units;

Year 11: 10 VCE units (1 and 2); or 10 VCAL Intermediate units

Year 12: 10 VCE units (3 and 4); or 10 VCAL Senior units

(Vocational Educational and Training (VET) units are available in Years 10-12)

Student Promotion Review

A student promotion review will occur where a student does not achieve a satisfactory result in a year. The criteria for determining a successful result depends upon the level the student is attending.

Subject teachers with specific learning and/or wellbeing concerns about the readiness of a student to progress to the next year level, must raise these issues with the relevant Homeroom teacher and the Learning Coordinator (Year 7-8, Year 9-10 or Year 11-12). A student promotion review will occur at each level (Years 7-10) where a student does not satisfactorily meet the requirements of the equivalent of five or more semester units of study in any one year. Students who fail to meet requirements required for entry into

VCE and VCAL will be eligible for a student promotion review. The Learning Coordinator will consult parents and inform the Deputy Principal – Director of Studies that the student is being considered for non-promotion.

In cases where a student has failed to satisfactorily complete a unit within the same subject and level after two attempts, a collaborative decision by the student, his/her parents/guardians, Campus Director and Learning Coordinator, and, where applicable, the Wellbeing Coordinator and/or Educational Support Coordinator, would be made to determine an appropriate option for the student concerned. This option must then be presented to the Deputy Principal – Director of Studies.

Prior to a final decision being made, the Deputy Principal – Director of Students must be consulted.

Special Consideration

The Promotions Policy offers specific directives but must also allow for flexibility as the need arises. Some students, with the support of their Learning Coordinator, Year Wellbeing Coordinator, subject teacher, parent or Directors of Campus may not fulfil the required criteria for promotion, yet may still argue a case for special consideration. Such cases will be considered on the basis of individual circumstances and may involve issues such as extended absence, illness, involvement in a special education program or the need to offer an opportunity for redemption.

In extenuating circumstances, the Principal, or the Deputy Principal – Director of Studies, may apply special consideration.

Implementation of Promotions Policy

Entry to Year 11 (VCE Units 1 and 2)

Students are required to satisfactorily complete at least 10 Year 10 semester units in order to proceed to the VCE. A promotion review will occur if students do not meet this requirement. To obtain an 'S' for a unit, students must have satisfactorily completed all of the Learning Outcomes and averaged a 'D' or above for all Assessment Tasks.

Students would normally be required to have satisfactorily completed a subject (or related subject) that they intend to study at the VCE level. Some exceptions are made with particular subjects that do not have specified prerequisites (e.g. Visual Communication, Psychology, History, Literature, Business Management)

Some students, under special circumstances, may proceed to particular VCE units at an earlier time if they have satisfied the acceleration requirements including: consistently averaging outstanding results in a particular subject in addition to high standards in their overall program. These decisions will be made after consultation with the Campus Directors, Learning Coordinator, Faculty Leader and Wellbeing Coordinator who will make a recommendation to the Deputy Principal – Director of Studies. Year 10 students will have the opportunity to complete Semester based units as part of their study program or as a 2 Semester sequence with prior approval.

Entry to Intermediate VCAL

The normal criterion for a student to enter Intermediate VCAL is the completion of a Pathways Selection process. This includes, completing an Expression of Interest Form, undertaking interviews and testing demonstrated as well as having demonstrated a high level of responsibility and academic achievement in Year 10 subjects. This includes a satisfactory outcome in Industry & Enterprise or equivalent vocational education module. In addition students must have satisfactorily secured a placement in an ASBA or VET program and must have a signed work placement agreement with an employer.

For students who wish to transfer from VCE to VCAL mid-year the above applies, but in addition, they must have satisfactorily completed Unit 1 English, Mathematics and Religious Education. Students must also complete relevant transfer approval forms.

Entry to Year 12 (VCE Units 3 and 4)

The normal criterion for a student to be classified as a Year 12 student is to have satisfactorily completed at least 10 units at Level 1 & 2 (including at least one in English) to indicate that he/she has a reasonable prospect of successful completion of the VCE. A student promotion review will occur where a student does not satisfactorily complete 10 units in a year. Unless there are exceptional circumstances, students who have achieved less than 10 units (including English) will not be promoted to Year 12. These students will be given the opportunity to complete their VCE over three years.

Students would normally be expected to average a grade 'D' or above in Units 1 and 2 of a subject (or related subject) that they intend to study at the Unit 3 or 4 level.

Some students, under special circumstances, may proceed to a particular Unit 3 and 4 at an earlier time, if they have satisfied the necessary acceleration requirements including; consistently high grades in a particular subject (averaging A) in addition to high standards (a B average) in their overall program, subject teacher support, parent approval and timetable feasibility. These decisions will be made after consultation with the subject teacher, Learning Coordinator, Wellbeing Coordinator, Director of Learning, Directors of Campus (Barak) and/or Deputy Principal – Director of Studies.

Students who obtain an 'N' for a Unit 3 subject will be given the option of (a) resubmitting work tasks to achieve an S; (b) dropping the subject; (c) completing a Unit 2 subject in the second semester or (d) completing the Unit 4 Outcomes so as to obtain an 'S' as part of their VCE program.

Entry to Senior VCAL

The normal criteria for a student to enter Senior VCAL are (a) the obtaining of the Intermediate VCAL Certificate Award or (b) completion of the VCAL selection process which includes selection interviews and testing. In addition Students who undertook VCE in Year 11 must have successfully completed units in English, Mathematics and Religious Education and be enrolled in a VET or ASBA course.

Courses of action

Various support mechanisms will be put in place for students at risk. These are not overly prescriptive due to the individual nature of each circumstance. Some courses of action include:

- subject teachers, Faculty Leaders, Wellbeing Coordinators, Learning Coordinators, Director of Learning and the Campus Directors - Learning monitoring ongoing progress, and communicating to students and parents/guardians regarding concerns and initiatives taken;
- letters outlining necessary courses of action will be sent home to parents/guardians of students who did not satisfactorily complete learning outcomes in a semester unit;
- identify students' desired pathways options to help with appropriate subject selection;
- identify reasons for students not achieving success. This could be learning needs, teacher delivery, personality conflicts or behavioural / emotional issues or incorrect subject selection;
- additional subject teacher support and encouragement being offered to a student who attempts the work but struggles to achieve success in a particular subject or unit;
- educational support time allocation will target students identified;
- modifying the student's learning program to cater for their individual learning style;
- requesting the student to repeat the year level with structures and learning programs designed to address problem areas;
- offering the student a VCE program to be completed over three years;
- advising the student not to undertake particular subjects in the VCE based on academic results.

Procedures

In instances where automatic promotion is not evident the following procedures will be implemented:

The appropriate Campus Director / Educational Support / Director of Learning will:

- meet with parent/guardian and student who achieves less than satisfactory results in three or more semester equivalent units at the end of the first semester to discuss strategies for successful completion of all units in the following semester;
- monitor the student's progress in the second semester to ensure enhanced possibility of success;
- meet with the parents/guardians and student when less than satisfactory results are achieved in five or more semester equivalent units towards the end of the second semester to discuss appropriate options for the student which may include promotion to the next year level with career counselling and guidance in subject choice or repeating the year level.

The Director of Learning will discuss suitable options for students who achieve less than satisfactory results in five or more semester equivalent units with the Barak Campus Director – Learning who will communicate these options to the parent and student.

Where the student has been advised to repeat the year level and this is against the wishes of the parents and the student, a meeting with the Deputy Principal – Director of Studies will occur.

Definitions

Promotion: the advancement from one level to a higher level e.g. Year 7 to Year 8 level.

Acceleration: rapid progress through the school program by early completion and complexity.

Enrichment: to make richer in quality or content mentally, intellectually or spiritually. Extension to broaden learning (breadth) and to include more abstract concepts (depth). Procedures may include research projects, special interest classes, cooperative learning, clubs, mentors, divergent thinking and interdisciplinary studies.

Consolidation: undertaking additional work to make stronger, more solid or stable.

Policy Development and Review

This policy was developed by the Curriculum Management Team in consultation with the Faculty Leaders and Executive members in 2005. It was based on the specific needs of the Mount Lilydale Mercy College community. It was 2005 to allow for the conclusion of the vertical curriculum and again in 2011. It will be reviewed again in 2014 or earlier if required.