

**EDUCATIONAL RATIONALE:**

The principle that underscores the decision to promote students is the student's best interest academically, emotionally and socially, while maintaining open the maximum number of future pathways be they vocational or academic. Each student's case is to be treated on its merits.

CURRENT PRACTICE:

For the majority of students, promotion to the next year level is automatic based on successful achievement at their current year level.

Occasionally, the promotion of an individual student comes into question based on insufficient academic achievement and/or personal maturity and readiness to undertake successful studies at the next year level.

In such cases, the school will take a collaborative approach that involves the student and his/her family and the appropriate case manager (Curriculum Coordinator(s), Level Coordinator/Department Head/Welfare Coordinator/Classroom Teacher).

The process is based on gathering relevant information (results, attendance, teacher comments, student and parent information, and any special circumstances). The information is then shared with the student's parents/guardians as a basis to determining jointly the best study program possible to maximise the student's success opportunities for the next year of study.

DEFINITIONS

For the purpose of this policy:

- **At Risk** - the College will identify students who, because of poor academic, or behavioural, performance, are, if performance does not improve, faced with sanctions - like placement on conditional enrolment, exclusion or expulsion. Students who are identified as "at risk" are contacted, and advised of the situation they are in, and advised to seek assistance. The College has processes that are applied during the academic year to identify "at risk" students in the School.
- **Conditional Enrolment** for Unsatisfactory Academic, or Behavioural, Performance - is a sanction for students whose academic, or behavioural performance is unsatisfactory.
- **Suspension** for Unsatisfactory Academic Performance, or for Behavioural Issues - is the barring of a student from attendance at the College for a specified period of time. At the conclusion of a period of suspension, the student has automatic right of resumption of study.
- **Expulsion** for Unsatisfactory Academic Performance or Behavioural Issues – is the expulsion of the student from the College.

PURPOSE AND CONTEXT:

1. Once students enroll at St. Mary's Coptic Orthodox College, their progression through to graduation will be dependent upon meeting minimum success rates.
2. Once students enroll at the College, the selection of some subjects may be dependent upon meeting minimum entry requirements through success rates or based on an entrance examination to qualify being enrolled in a specific subject/course of study/access to support/access to enhancement programs, etc.,
3. The aim of the policy is to identify student's performance, so that we may initiate steps to address/enhance their performance.
4. Where poor performance persists, students face sanctions, including expulsion from the College.
5. The aim of the policy is to identify highly able students that could be offered access to accelerated learning:
 - a. Access to accelerated learning is not automatic.
 - b. Students need to apply for accelerated courses,
 - c. Students need to meet the relevant criteria set by the relevant Curriculum Committee,
 - d. Pass any admissions test(s) and
 - e. Have their application approved by the Panel.
6. The aim of this policy is to encourage students to explore other options that may be more appropriate for them and their future goals, e.g. Ability Grouping.
7. The College believes it must exercise a duty of care to students and encourage the more able students to access accelerated learning options.
8. The College believes it must exercise a duty of care to students and not permit poorly performing and/or behaving students to continue to impact on the future of their peer group.
9. At the same time, the College recognises that there can be extenuating circumstances for poor performance, behaviour or attendance and students who are sanctioned have a right of appeal to the Appeals Panel (See Appeals) that may lead to the sanctions being removed or modified.
10. At the same time, the College recognises that there can be circumstances where more able students who do not gain access to accelerated learning opportunities have a right of appeal to the Appeals Panel (See Appeals) that may lead to the granting of the opportunity.

PROGRESSION RULES – Years 6 - 10:

1. Student academic performance is assessed on a five weekly basis using Interim Reports. At the end of each term, examinations, or other assessment tools where applicable, are used to assess the academic performance of the students.
2. Student academic performance may also be assessed at other times. In these situations, the College may retrospectively impose sanctions on the student.
3. Student's behavioural performance is assessed continually.
4. The Progression Rules, against which students are assessed, are as follows:
 - Having three or more unsatisfactory grades on an Interim Report;
 - Failing to meet attendance requirements;
 - Failing more than three subjects undertaken in any one semester in years 6 - 10;
 - Failure to complete the set course work;
 - Receiving a warning letter from the relevant Deputy Principal;
 - Failing to comply with nominated and acceptable behavioural standards as set out in the School Policies;
 - A student who misses more than four weeks of schooling due to overseas travel.
 - VCE – according to VCAA rulings.

The assessment of academic and behavioural performance within the school will, according to the College's Progression Rules, produce one or more of the following outcomes:

- a. The student has satisfied the progression rules as their academic and behavioural progress is satisfactory - they progress to the next level.
- b. The student has not satisfied the progression rules and is "at risk" and is then placed on a conditional enrolment that clearly states what conditions need to be addressed to maintain enrolment at the school.
- c. The student has not satisfied the progression rules and is "at risk" of being excluded for unsatisfactory academic or behavioural performance from the classroom and/or school is placed on conditional enrolment that clearly states what conditions need to be addressed to maintain enrolment at the school.
- d. A student who has not satisfied the progression rules, is designated "at risk," and has not met the conditions of their conditional enrolment may be asked to repeat a year level at the College.
- e. A student who has not satisfied the progression rules, is designated "at risk," and has not met the conditions of their conditional enrolment may be asked to leave the College.

IMPLICATIONS OF OVERSEAS TRAVEL ON STUDENTS:

A student who misses more than four weeks of schooling, in one block, due to overseas travel will be considered "at risk" and will be placed on conditional enrolment on their return. Students must be able to meet all academic requirements of the college.

ACCESS TO ENHANCED LEARNING/ADVANCED SUBJECTS – VCE:

Mathematics:

Units 1 and 2 are normally taken at Year 11 level and Units 3 and 4 are normally taken at Year 12 level. However, this need not be the case as we are offering students the opportunity to study VCE Further Mathematics Units 3 and 4 in year 11.

Highly able students are encouraged to undertake this opportunity. Students need to be sufficiently mature in order to undertake the demands of these studies and must achieve **at least a 60 percent** average in their year 10 mathematics studies including the end of semester exam as well as the entrance test to Further Mathematics. This must be approved by the Subject Teacher(s) and Coordinators.

Access to accelerated learning is not automatic. Students need to apply for accelerated courses and have their application approved by the Mathematics Coordinator.

Selection Criteria:

The key criteria for considering an application for VCE Further Mathematics Units 3 and 4 in year 11 are:

- A demonstrated history of completing work reliably and working conscientiously in this field of study, and,
- A high level of aptitude in the subject area.
- Performance in recent examinations in this or related areas as outlined above.
- Additional tests or other tasks which may be set for students.

ADD OTHER SUBJECTS HERE:

APPEALS:

The College believes that students have a right to appeal against a decision that excludes or suspends them from their course of study/enhanced/accelerated learning, or places them on conditional enrolment, for unsatisfactory academic or behavioural performance. The notification sent to the student advising them of their exclusion, or suspension, or placement on conditional enrolment, will inform them of the deadline for the submission of an appeal.

An appeal must be in writing and clearly state the grounds for the appeal. The student will not have an automatic right to appear in person before a panel. Appeals should therefore include appropriate documentation (statements from counselors, medical certificates, etc.) to substantiate the student's grounds for appeal.

Appeals lodged outside the timeframe stated in the notification will not be considered.

Late or non-receipt of official letters from the College will not be accepted as grounds for appeal if the family has not ensured that the College is in receipt of accurate and current contact details.

On behalf of the College, the College Director, or his nominee, will convene a panel to consider appeals that have been received by the due date.

The panel will consist of:

- a. College Director, or his nominee, who will chair the Panel
- b. Head of Student Welfare, or nominee, if it is behavioural based
- c. Curriculum Coordinator, or nominee, if it is academic based
- d. Classroom teacher if applicable
- e. An independent member of staff, and the relevant
- f. Level Coordinator.

The Panel may:

- a. uphold the appeal and remove the period of exclusion or suspension;
- b. uphold the appeal and reduce the period of exclusion or suspension;
- c. uphold the appeal and replace the period of exclusion with a period of suspension, or conditional enrolment;
- d. uphold the appeal and replace the period of suspension with a period of conditional enrolment/attendance;
- e. dismiss the appeal;
- f. dismiss the appeal and ask the student to repeat the year; or
- g. dismiss the appeal and suggest the student leaves the College.

The determination of the Panel will be passed onto the College Director for final action.

Information of a Highly Sensitive or Personal Nature

Where a student lodges an appeal and the provided information is of a highly sensitive or personal nature, students may submit those details in a sealed envelope clearly marked 'confidential'.

Such material will be treated with the utmost confidentiality and will only be seen by the Chair of the Panel, who will decide how the material should be considered. This material will be returned to the student in person or by registered mail.

Where the Chair decides that the material should be considered by the Panel, the student will be advised.

Where the Chair decides that the material is of such a highly sensitive or personal nature that it should not be considered by the Panel, he/she will make a recommendation as to an appropriate course of action to the Panel for its consideration.

Status of Students Awaiting the Outcome of an Appeal

The College will make determinations on appeals as soon as practicable. Until the outcome of an appeal the student can be:

- a. allowed to remain in school,
- b. be excluded from classes, or be
- c. suspended.

The results of the Panel's decision will be sent to the students parents advising them of the decision.

CONCLUSION:

This policy requires that students demonstrate genuine academic achievement and a commitment to learning in order to progress.

Document No:	2.13.1
Date of Acceptance:	OCTOBER, 2010
Review Date:	
Major Review Date:	By January, 2013
