



May 2017

Acceleration Policy and Procedures

St Mary and St Mina's Coptic Orthodox College

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Acceleration Policy Design Points

Cross KLA / Executive Level

Acceleration is managed at an executive level in the school. Director of Studies will manage acceleration across all departments / subjects.

Elevated to school governance / reporting

The acceleration program is incorporated in the school management system / governance – from Head of Departments to Director of Studies to Head of College to NSW Coptic Schools Board – with clear reporting templates / tracking data.

Managed End-to-End

The acceleration policy is managed end-to-end including: intake of students, managing while in the program, and managing the exit from the program. The policy will detail how students will be managed out of the program with a focus on the well being and continued enrichment of affected students.

Fact-base Policy / Criteria

Given the sensitivity of this policy to St. Mary and St Mina's – the policy will be fact based with clear criteria and thresholds. This will reduce the pressure that might be applied by students or parents.

Note:

- *these design points were captured in our school inspection with Anita Yates and Kim Owens on the 23 March 2017 and are focused on the 1 year acceleration program that is currently in place.*
- *The school will provide acceleration for a student in a particular subject wherever it is feasible. Considerations include timetable and staffing constraints.*

Acceleration Policy

St Mary and St Mina's Coptic Orthodox College (SMSM) strives to offer an excellent educational environment in a central school structure from Kindergarten through to Year 12 on two campuses. This structure allows the College to continuously collect data on each student's achievements throughout the years and to foster and enhance their learning. SMSM Coptic Orthodox College recognises that all students learn and progress at different rates and that academic standards vary amongst students. The goals of acceleration are to provide and adjust an appropriately challenged curriculum, depending on the needs of the individual students.

This policy outlines specific criteria for consideration in determining appropriate student placement. Students who wish to apply for acceleration in a specific subject must be:

- high achievers in the area(s) in which they wish to accelerate;
- show reasonable performance on all core subjects (Maths, Science and English)
- above average NAPLAN results
- able to demonstrate social and emotional maturity.

Determining **social and emotional readiness** will be determined based on:

- observation of interactions with peers over a reasonable time period
- the student's level of motivation
- anecdotal evidence from teachers and parents.

The content of the acceleration programs will be aligned to **NESA curriculum outcomes**.

Individual adjustment plans (IAPs) will be developed for every accelerant student to cater for their individual needs. IAPs will also be developed for every student exiting the program to support their social and emotional wellbeing.

NESA will be notified of all students being accelerated who are studying stage 5 and 6 courses by March each year through the Confirmation of Entry Form.

Acceleration Procedure – criteria based decision making

	Intake	Manage	Managing Out
Criteria	Thresholds		Thresholds
1. Subject Mark & Standardized Test	80% and above ¹ for 2x terms	Monitor	Less than 75% for each assessment
2. Other Core Subject Marks	Above average results in the course ¹ for 2 terms	Monitor	below average results in the course for 2 terms
3. NAPLAN	Band 8+ in relevant areas in year 7	Monitor	Less than band 8 in year 9 NAPLAN
4. Approved Counsellor Report	Assessing the emotional maturity and ability to sustain a balanced academic and social perspective.	Monitor	Substantial drop in subject marks, core subjects and/or student wellbeing (through pastoral team) can trigger a counselled session / report.
5. Attendance level	90% attendance at school is required	Monitor	Continue to monitor attendance and be in discussions with parents
Overall Assessment based on criteria	4 of the above 5 in-take criteria must be met including the Subject Mark		If any of the criteria's are not met, an assessment will be conducted by the Acceleration committee.
Committee Final decision ³	Committee to make a decision by aiming to each consensus. If Consensus cannot be reached voting will take place. Decision will be minuted.		Committee to make a decision by aiming to each consensus. If Consensus cannot be reached voting will take place. Decision will be minuted.

1. Progressive mark over the year
2. Core Subjects: English, Science and Maths
3. Committee can override the criteria above in special cases eg. extreme medical conditions. Max number of overrides should not exceed 5% of total accelerants.
4. The year advisers will provide a social wellbeing report for the student to the Acceleration Committee to be considered for their final decision.

Acceleration Procedure – *Managing In-take and Managing-Out*

In-take procedure

Internal Intake

- Intake for all KLAs will commence at the beginning of stage 5/6. However, the monitoring will be done on a term basis through the tracking data.
- Conduct an information evening with parents and students to communicate the policy, procedures and application forms.
- Students will have to apply for acceleration by week 4, Term 4 of Year 8 using application in attachment #1.
- The committee will review the applications and assess based on criteria and a decision will be made.
- The decision will be conveyed to the students and parents in an interview with the DoS at the beginning of week 7, Term 4 of Year 8.
- Parents return the signed acceptance form outlining the terms & conditions by the beginning of week 8, Term 4 of Year 8

External Individual Semester Intake

- Application for new students will be received by DoS.
- Standardised test will be conducted for the student.
- The DoS will liaise with the previous school and outsource the students reports, results and liaise with relevant teachers and counsellors – to ensure that the applicant has covered all the previous year syllabus / pre-requisites.
- The DoS will inform the committee on the results and a decision will be made by the DoS and HOC during the third week after the students commences.
- The decision will be conveyed to the student and parents in an interview with the DoS. The parents must return the signed acceptance form by the following week.

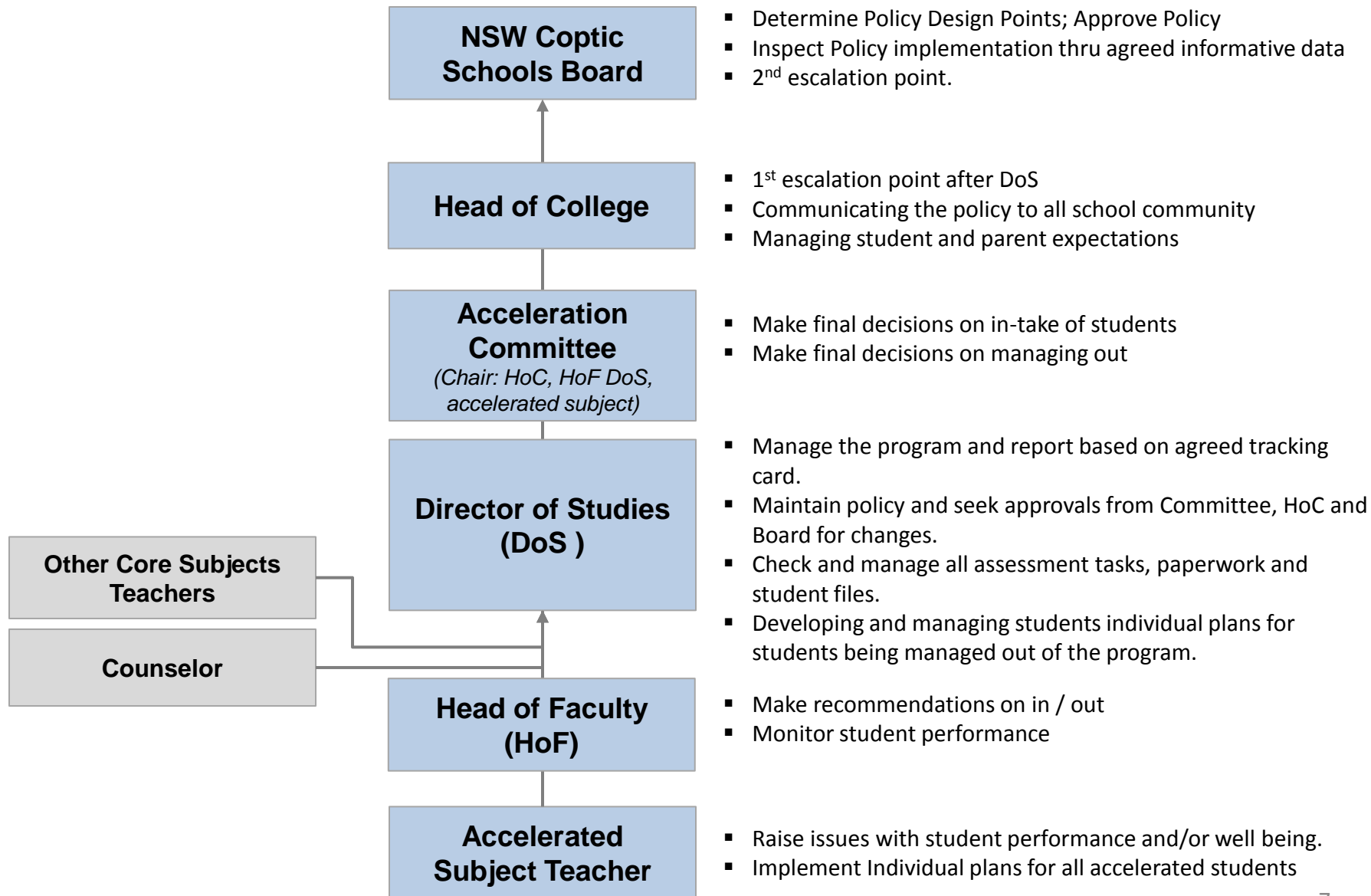
How we manage?

- Acceleration tracking sheets (including Year Adviser reports) will be updated every term facilitated by the DoS. Year Adviser reports will include attendance, behaviour and any other areas of concern.
- Review with DoS and HOC conducted each term. In this review decisions will be made on in-take, managing-out and IAP reviews.
- NESAs will be notified of all student being acceleration who are studying stage 5 and 6 courses by March each year through the Confirmation of Entry Form.
- All students entering stage 6 will have completed “HSC:All my own Work” prior to commencement of the course.

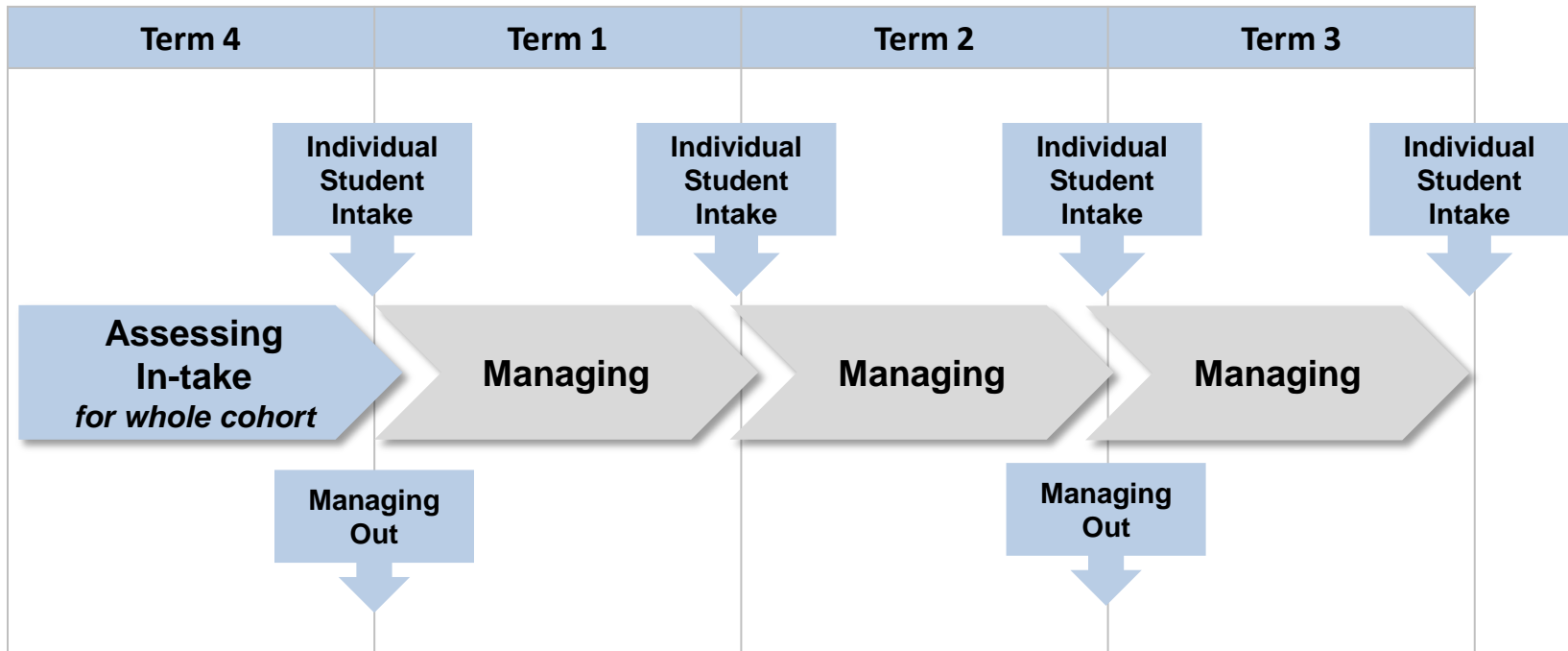
Managing Out procedure

- Warning letter will be sent to parents by the DoS after each assessment, if the student achieves less than 75%
- One term probation is actioned with written notification signed by HoF & DoS.
- If the student does not perform after the one term probation, they will be managed out and not be able to re enter the program.
- Individual adjustment plan will be developed by the DoS to ensure that an enrichment plan is catering for the individual student exiting the program.

Roles & Responsibilities



Acceleration Timeline: Individual intake after T1 only for students new to the College



Next Steps (Term 2 – 2017)

Draft and Execution communication plan (Term 3 – 2017)

- A communication plan will be drafted to agree key messages and channels of communications with all school community
- This will include information session for acceleration students and parents.

Perform a detailed review across all accelerated students (Term 3 - 2017)

- A detailed review across all accelerated students is conducted in light of the updated policy to ensure compliance.
- Identified gaps will be managed as per the policy. This will include identifying students to be managed out of the program and the specific IAPs required to manage their social and emotional well being.

Tracking Data (Term 3 – 2017)

- The tracking data will be reviewed by the HoC and the School Board.

Attachment #1: Application Form

Student Name: _____

Current Year: _____

Subject a student wishes to be considered for acceleration: _____

Student wishes to be considered for acceleration because he/she: (tick all applicable boxes)

- is talented in this subject
- achieves in top band of this subject
- finishes all required work in this subject before all peers
- is willing to work hard in this subject
- has previous knowledge and/or skills in this subject
- achieves above average in all other subject areas
- shows social and emotional maturity
- other (please explain):

Any documentation that may support your application?

Yes

No

(If yes, please explain)

Signature of applicant

___/___/___
Date

Signature of Parent/Guardian

___/___/___
Date