



ST MARY AND ST MINA'S COPTIC ORTHODOX COLLEGE

Acceleration Policy and Procedures - 2024

Acceleration Policy Design Points

Cross KLA / Executive Level

Acceleration is managed at an executive level in the school. The Head of Secondary will oversee the acceleration across all departments / subjects, with the guidance of the Heads of Faculty.

Elevated to school governance / reporting

The acceleration program is incorporated in the school management system / governance – from Head of Faculties to Head of Secondary 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
- able to maintain a high level of respect towards their teachers, peers and college community

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) may be developed for every accelerant student to cater for their individual needs. IAPs may 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 & Standardised Test	80% and above ¹ at the conclusion of Yr 8	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	Above 80% attendance at school is required	Monitor	Continue to monitor attendance and be in discussions with House Patrons & 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 decision³	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 e.g. extreme medical conditions. Max number of overrides should not exceed 5% of total accelerants.*
- 4. The counsellor 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 be invited to apply for acceleration by the end of 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 via correspondence by the HoF at the conclusion of Term 4.
- Parents return the signed acceptance form outlining the terms & conditions at the conclusion of the year.

External Individual Semester Intake

- Application for new students will be received by HoF.
- Standardised test will be conducted for the student.
- The HoF 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 HoF will inform the committee on the results and a decision will be made by the HoF and HoS during the third week after the students commences.
- The decision will be conveyed to the student and parents via email with the HoF. The parents must return the signed acceptance form by the following week.

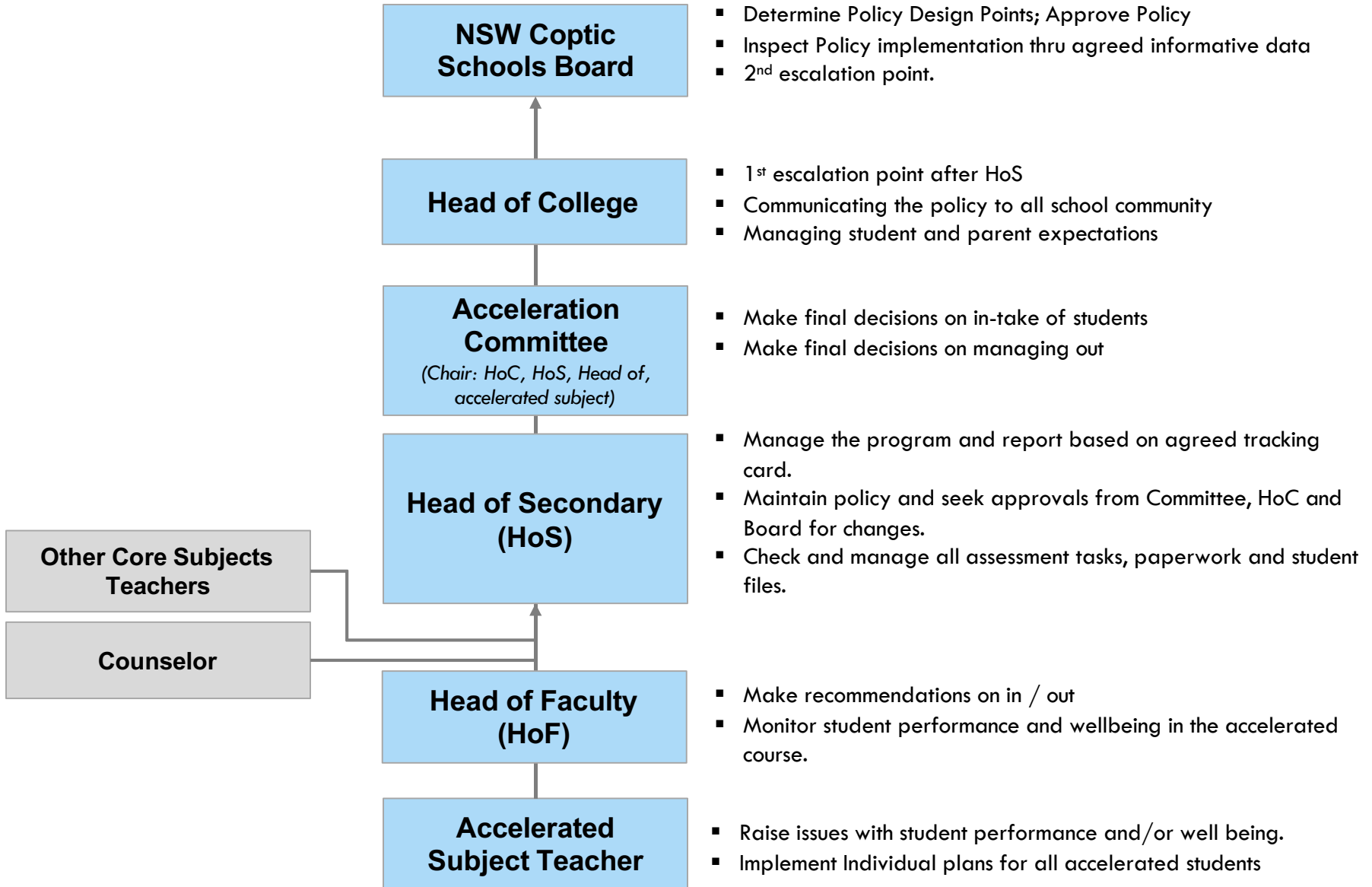
How we manage?

- Acceleration tracking sheets (including counselor reports) will be stored by the HoF. Reports will include attendance, behaviour and any other areas of concern, provided by the Welfare Team.
- Review with HoF and HoS conducted each term. In this review decisions will be made on in-take, managing-out and IAP reviews.
- NESAs 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.
- 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 HoF after each assessment, if the student achieves less than 75%
- One term probation is actioned with written notification signed by HoF & HoS.
- 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.
- HoF will monitor the transition of the student who is asked to be removed from the acceleration program.

Roles & Responsibilities



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

