



Acceleration Policy

St Mark's Coptic Orthodox College

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What is 'Acceleration'?

St Mark's Coptic Orthodox College strives to offer an excellent educational environment in a central school structure from Kindergarten through to Year 12 on one campus. This structure allows the College to continuously collect data on each student's achievements throughout the years and to foster and enhance their learning. St Mark's Coptic Orthodox College recognises that all students learn and progress at different rates and that academic standards varies amongst students. The goals of acceleration are to provide and adjust an appropriately challenged curriculum, depending on the needs of the individual students that may be beyond the scope of their normal curriculum.

'Acceleration' is a strategy used to accommodate for the advanced gifts and talents of a student in a particular subject area. The principle of acceleration relates to the compression of content rather than the omission of content.

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:

- above-high achievers in the area(s) in which they wish to be accelerated;
- above each class average performance in all core subjects (Maths, Science and English) and above School/State average NAPLAN results
- able to demonstrate social and emotional maturity, including limited behavioural concerns and misdemeanours across all subject areas and in all facets of College life; and
- able to maintain a consistent attendance record of above 90%.

The content of the acceleration programs will be aligned to NESA curriculum outcomes and syllabus requirements for each involved Stage / Course.

NESA will be notified of all accelerated students in Stages 5 & 6 courses by March each year (or as determined by the NESA Timetable of Actions) through the Confirmation of Entry Form process on Schools Online.

The Management of the Acceleration Program

Cross KLA / Executive Level

Acceleration is managed at an executive level in the school. The Head of Teaching and Learning along with the Head of Acceleration 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 Head of Acceleration, to Head of Teaching & Learning, to Head of College, to NSW Coptic Schools Board – with clear reporting templates / tracking cards.

Managed 'End-to-End'

The acceleration policy is managed end-to-end including:

- intake of students
- managing whilst in the program
- 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 students entering and exiting the program.

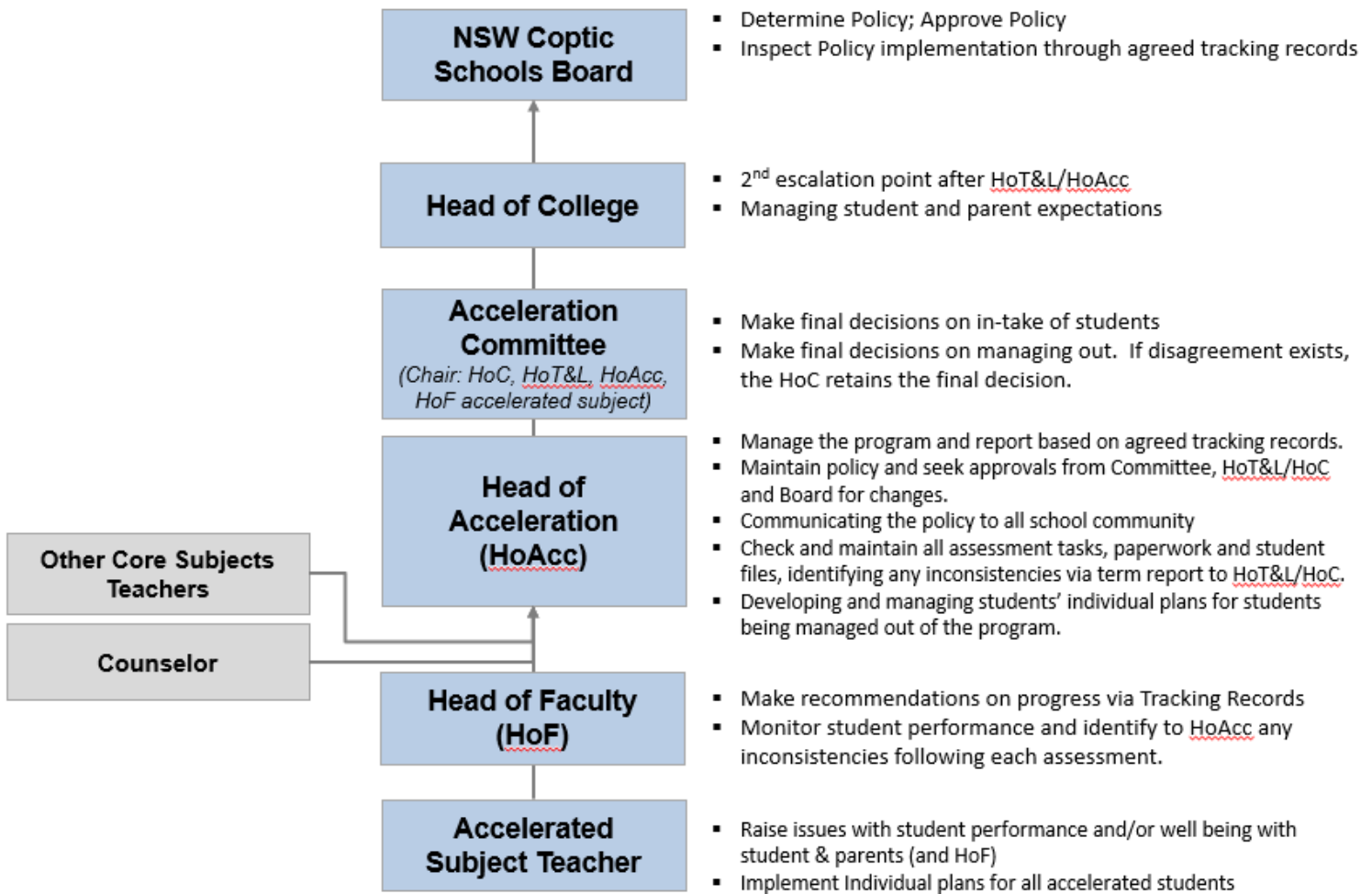
Fact-based Policy / Criteria

Given the sensitivity of this policy to St. Mark'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 St. Mark's school inspection with Anita Yates and Kim Owens on the 10th March 2017 and are focused on the acceleration program that currently is in place. An annualized +2 Gifted and Talented acceleration program will be designed at, and only if this exceptional situation arises in the future.*
- *The school will provide acceleration for a student in a particular subject wherever it is feasible. Considerations include timetable and staffing constraints.*

Roles and Responsibilities



Determining Student Social and Emotional Readiness

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 College Counsellor may be drawn upon for guidance on the social and emotional readiness of the student.

To ensure that every student is catered for, Individual adjustment plans (IAPs) will be developed for every accelerant student in any subject outside of Mathematics to accommodate the diversity of learning needs. IAPs will also be developed for every student exiting the program outside of Mathematics to support their social and emotional wellbeing. The reason for Mathematics' exclusion from this is due to the structured nature of classing arrangements.

A student may demonstrate social or emotional unreadiness by:

- Being placed on Level 1 of the College Behavioural Management System or higher in any of the core subjects (Mathematics, English, Science, HSIE)
- Receive two afternoon detentions or more in the space of a term
- Receive a Course Warning Letter (Stage 5 / 6) in any of the core subjects (Mathematics, English, Science, HSIE)

In each case, a warning letter will be issued to the accelerated student. Should they continue to demonstrate social or emotional unreadiness as indicated above, they will be managed out of the acceleration program. A meeting with the parent and student will accompany the warning letter early in this process. Following the warning letter, parental knowledge and probationary period, a final letter will be issued during the managing out process to formalise the breach of criteria.

Acceleration Procedure – Criteria-Based Decision Making

Table A (below) provides the criteria in which the intake and managing out of students occurs:

Table A: Procedure for Scheduling Assessments

Criteria	Intake Thresholds	Manage	Managing Out Thresholds
1. Subject Mark and Standardised Test	Progressive mark of 80% and above for 2 consecutive terms.	Monitor	Less than 75% or less than class average for each assessment over 3 consecutive assessments in one semester
2. Marks in other core subjects	Above average results in each core subject (Maths, English, Science) for the semester	Monitor	Below class average results in core courses for the semester
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, including behavioural concerns and misdemeanours	Monitor	Substantial drop in subject marks, core subjects and/or student wellbeing (through pastoral team) can trigger a counselled session / report.
5. Attendance	90% attendance at school is required	Monitor	Continue to monitor attendance and be in discussions with parents with Assigned Plan
Overall assessment based on the above criteria	4 of the above 5 in-take criteria must be met (with a mandatory inclusion being the Subject Mark)		A drop within 2 or more of the criteria will trigger an holistic evaluation being conducted by the HoAcceleration, in consultation with HoT&L.
Committee Final Decision	HoAcc/HoT&L/HoC to make a decision by aiming to reach consensus. If consensus cannot be reached, HoC will determine based on criteria, individual circumstances, data.		HoAcc to present names of students at risk, with all data and evidence including anecdotes that may have contributed to reduced grades for HoT&L/HoC to make the final decision

Note:

HoAcc in consultation with Teacher/HoF will present cases in jeopardy to HoT&L/HoC. Following due diligence with all evidence and anecdotes available, HoC may override the criteria above in special cases Eg. extreme medical conditions. Max number of overrides should not exceed 5% of total accelerants.

The HP/subject teachers/HoF will provide a social wellbeing report for the student to the HoAcc to be considered for the HoT&L/HoC final decision.

Each student/situation per year group will be evaluated accordingly using the basis of the Criteria Based Decision Making" shown above to ensure that the procedure is not only evidenced based, but also supportive and encouraging of students within the program.

The Content Compression Structure

Table B (below) presents the content structure for each cohort / class involved within the Mathematics acceleration program.

Table B: Content Structure

Grade	Structure
Year 7	No acceleration program offered
Year 8	The Year 8 accelerated Mathematics (8MAT1) class compresses 2 years of content in 1 year. Semester 1 – Year 8 content Semester 2 – Year 9 content The "Manage out criteria" must therefore take into account the required a holistic approach including the Yrs 8/9 pace, the supportive measures in place and cannot be regarded in the established development evident by Yr 10.
Year 9	Year 10 content
Year 10	Preliminary HSC content for Advanced / Extension 1 courses combined and completed within the allocated periods of the Year 10 timetable for that course.
Year 11	HSC content for Advanced / Extension 1 / Extension 2 courses completed within the Year 11 timetable.

Acceleration Procedure – Managing intake and Managing-out

Internal intake procedure

- Intake for all KLAs will be done on a semester basis. However, the monitoring will be done on a term basis through the tracking records.
- Conduct an information evening each year with parents and students to communicate the policy, procedures and application forms. Policy & Procedures will be available for public access on College Web site.
- For Year 7 Students: will have to apply for acceleration by week 4, Term 4 of Year 7 using application in attachment #1.
- The HoAcc/HoT&L will review the applications and assess based on criteria and recommendation will be made including evidence to HoC.
- The decision will be conveyed to the students and parents in an interview with the HoAcc at the beginning of week 7, Term 4 of Year 7.
- Parents return the signed acceptance form outlining the terms & conditions by the beginning of week 8, Term 4 of Year 7

How we manage internal intake

- Acceleration tracking sheets (including HP/T/HoF reports) will be updated every term facilitated by the HoAcc. HP reports will include attendance, behaviour and any other areas of concern.
- Review with HoAcc/HoT&L 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 students being acceleration that are studying Stage 5 and 6 courses by March each year through the Confirmation of Entry Form on Schools Online.
- All students entering Stage 6 will have completed "all my own work" prior to commencement of the course. Stage 6 students unable to maintain their results above the threshold are to be monitored through the course, given support and not wait purely for dependence on results from the previous 3 assessments via T/HoF/HoAcc. HoC has final decisions on Stage 6 exits.

External Individual Semester Intake

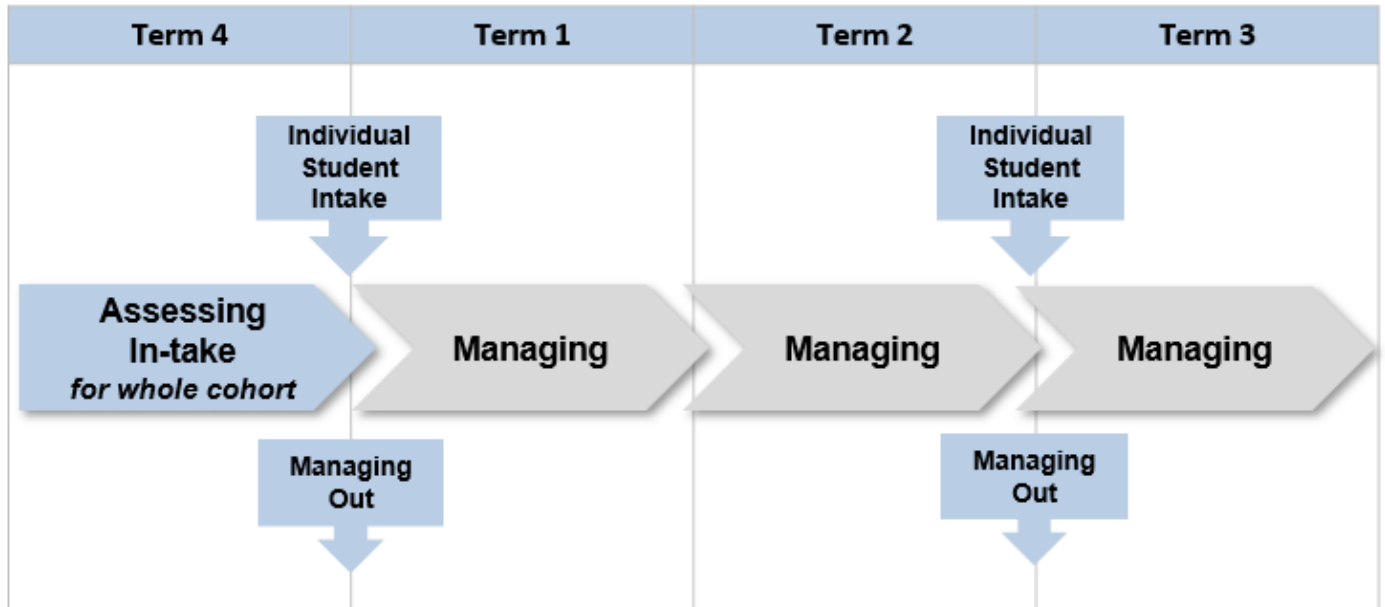
- Applications for new or re-joining students will be received by HoAcc.
- Standardised test will be conducted for the student as required.
- The HoAcc will liaise with the previous school to receive the student's reports, results and liaise with relevant teachers and counsellors – to ensure that the applicant has formally covered all the previous year syllabus / pre-requisites in an approved school-based environment (tutoring NOT included).
- The HoAcc will inform the HoT&L/HoC on the results and a decision will be made during the third week after the student/s commence.
- The decision will be conveyed to the student and parents in an interview with the HoAcc. The parents must return the signed acceptance form by the following week.

Managing-out External Intake

- Students tracking records will be attached to all accelerants' semester reports highlighting missed acceleration criteria.
- Warning letters will be sent to parents by the HoAcc after each assessment, if the student achieves less than 75% or Class Average in 3 consecutive assessments in the accelerated subject.
- Within a holistic perspective and evaluation process taking into account tracking academic results for the accelerated subject, (+ evidenced reduction in specified Criteria as shown under "Criteria Based Decision Making" on page 5), One term probation can be actioned with written notification signed by HoAcc and HoT&L/HoC.
- If then, the student does not perform after the one term probation in the accelerated subject, they will be managed out and not be able to re-enter the program in that current Stage.

- IAP's will be developed by the HoAcc to ensure that an enrichment plan is catering for the individual student exiting the program.

Annualised Acceleration Timeline



Steps of Policy Implementation

As of 21 January, 2019.

Implementation of Revised Policy

- Information session for students and parents interested in acceleration.
- Policy & Procedures to be uploaded to College Web site for public access and referral

Perform a Detailed Review of Accelerated Students

- A detailed review across all accelerated students on a per term basis is conducted 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 wellbeing.

Tracking Record

- To be designed and implemented throughout the academic year.
- The tracking cards will be reviewed by the HoT&L/HOC.



2020 Acceleration Program Application

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 successfully achieving results well above the cohort average (i.e. +10%) in this subject
- achieves in top band of this subject
- Shows particular talent in this subject
- has covered all mandatory NESAs required previous knowledge and/or outcomes in this subject (EXCLUDING Tutoring)
- achieves above cohort average in all other CORE subject areas, i.e. English, Maths, Science
- shows social and emotional maturity to achieve in an accelerated environment including behavioural concerns and misdemeanours;
- and , WITHOUT affecting standard or level in any other CORE area
- Has proven attendance at or above 90%

Any documentation that may support your application?

Yes or No (please circle one)

(If yes, please outline and attach each document/evidence which must be signed by both student and parent)

Entry into the acceleration program is not guaranteed with the submission of this application. A student's place in the acceleration program is not permanent. By submitting this application, the student and parent make a commitment to not neglect the student's behaviour and progress in other subjects.

_____/____/____

Signature of applicant

Date

_____/____/____

Signature of Parent/Guardian

Date