



→ ACCELERATION POLICY ←

What is 'Acceleration'?

Saint Mark's Coptic Orthodox College acceleration program is a strategy designed for outstanding or exceptional students who have been identified as Gifted or Talented. It is pertinent to know that 3-5% of the population is considered Gifted or Talented. This means they have demonstrated an outstanding level of achievement of the outcomes and are remarkable students within the subject candidature. According to the educational research, giftedness implies a broad cognitive ability or an "exceptional" ability well beyond the level typical of age-peers while talented is a level of achievement far above other students of the same age. Giftedness is outstanding potential whereas talented is an outstanding performance at present.

The Management of the Acceleration Program

Cross KLA / Executive Level

Acceleration is managed by a committee comprising of the HoF of the relevant subject, Head of Academic Quality, Deputy Head of College, Head of College. The relevant HoF signs correspondence on behalf of the Acc Committee.

Determining Student Social and Emotional Readiness

- Determining social and emotional readiness will be based on:
 - positive interactions within the college
 - the student's level of motivation and maturity
 - evidence from teachers.
- Should there be evidence that an accelerated student is not socially or emotionally ready, they may be managed out of the acceleration program. This includes a meeting with the parent, student and Head of Faculty as well as issuing a warning letter.

Acceleration Procedure – Criteria-Based Decision Making

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

Criteria	Intake Thresholds	Managing Out Thresholds
1a. Year 7	Cumulative Report Mark 85% or above.	No Acceleration Program in Yr 7
1b. Year 8 and Year 9	Students who receive a mark of 90% or above in Semester I or II are eligible for the Acceleration Entrance Examination	A student will exit the program if they achieve less than 80% in two tasks across the year. A warning letter will be issued at the first task that is less than 80%.
2. Marks in other core subjects	Above average results in each non-accelerated subject for the semester in each non-accelerated course.	Below class average results in each non-accelerated courses for the semester
3. Attendance	90% attendance at school is required	Continue to monitor attendance and be in discussion with parents with assigned plan



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 - Mathematics

Grade	Structure
Year 7	No acceleration program offered; However, Year 7 results are used to determine entry into the acceleration program.
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 Core & Advanced Course)
Year 9	Year 10 content (The Core & Advanced Course)
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.
	HSC content for Ext 2 will be based on Ext 1 Preliminary Results

Acceleration Procedure – Managing intake and Managing-out

Internal intake procedure

- Year 7 students will be eligible to apply for the Mathematics Acceleration Program at the end of Term 4 in Year 7 if their Final Assessment mark is 85% or above.
- Parents and students will be provided with the policy, procedures and application forms.
- Recommendations will be made to the Acc Committee based on a review of the application by the HoF where each applicant's eligibility will be based on their performance in all core courses and attendance for the year.
- If the application is successful Parents must attend an Acceleration Program Meeting at the College with the Acceleration Committee in order to secure their child's place within the program. If they are unable to attend their child may not enter the program.

External Individual Acceleration Intake

- Applications for new enrolments to the college will be received by HoF on behalf of the Acc Committee.
- An entry examination will be conducted for the student as required.



- The HoF will liaise with the previous school to receive the students reports, results and liaise with relevant teachers and the acceleration committee – 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 HoF will inform the Acc Committee and the applicant of the results and decision.

Steps of Policy Implementation - as of January 2026

Implementation of Revised Policy

- Information is sent to students and parents eligible for intake into the acceleration program.
- Policy & Procedures to be uploaded to the College website for public access and referral.

Perform a Detailed Review of Accelerated Students

- A detailed review across all accelerated students on a per task basis is conducted to ensure compliance.



Acceleration Program – Parent Letter

Date: _____

To: Parents/Guardians of _____ (Student) | Year: _____

Subject: Acceleration – Conditions for Participation, Monitoring, and Review

Thank you for supporting your child's learning. Acceleration at Saint Mark's is offered where a student demonstrates readiness and clear benefit in advancing beyond their current year level in a specific subject. Our aim is to extend capable learners while safeguarding wellbeing, workload balance, and core learning.

This letter outlines the conditions for continuation, how we monitor progress, how medical circumstances are considered, and how decisions are made. It also explains the limited scope of any review. These settings align with our duty of care and with the College's Acceleration Policy.

Acceleration is not a right; it is a discretionary provision contingent on clearly defined criteria being met. Where continuation criteria are not met—and after a period of support—the College may discontinue Acceleration to protect student welfare and the integrity of the program. The decision rests with the College, consistent with policy and pastoral responsibilities.

Continuation criteria (apply each term)

- Academic performance at or above the published threshold in the accelerated subject(s).
- Above-average progress across non-accelerated subjects to safeguard breadth and balance.
- Attendance at or above 90% (approved leave excepted).
- Conduct and effort consistent with College expectations; wellbeing clearance where relevant.
- Ongoing endorsement by the Head of Faculty regarding syllabus coverage and learning fit.

Monitoring & support

- If a student is at risk of not meeting the criteria, parents and student will receive a written At-Risk Notice and a 4–6 week support plan with specific targets and check-ins.
- If recovery to the threshold is not achieved, the College may discontinue Acceleration and return the student to the standard pathway with a documented transition plan.

Documented medical grounds – time lost

- Where medically documented circumstances cause material time lost (e.g., hospitalisation or medically certified incapacity), the College may pause monitoring timelines, set adjusted evidence requirements, or defer a decision.
- Medical grounds must be substantiated by appropriate documentation (e.g., specialist/GP letter indicating dates of incapacity and functional impact). Tutor letters alone are not sufficient.



Communication with parents/guardians

In disciplinary, safety, wellbeing, or Acceleration decisions, the College must keep listed parents/guardians appropriately informed. The College cannot act as a gatekeeper between listed guardians about what is or is not shared. We will communicate with sensitivity and timeliness.

Decision, notice & transition

- Where continuation criteria are not met, the College may discontinue Acceleration. Written notice will be provided together with a transition plan (subjects, sequencing, and assessment adjustments as applicable).
- Where welfare necessitates immediate change, the College may act sooner and confirm in writing thereafter.

Scope of review (procedural only)

Families may request a procedural review limited to whether the College correctly applied its published criteria and followed due process (notice, monitoring period, opportunity to respond). Reviews do not re-assess academic merit, re-mark assessments, or re-open syllabus coverage questions. Where criteria were not met and process was followed, the decision stands.

Please read the attached Acceleration Agreement & Consent carefully. If you have questions, contact the Head of Faculty or the Head of Academic Quality before signing.

Acceleration Agreement & Consent Form (Parent/Student)

Student & Course Details

- Student Name: _____
- Year Level: _____
- Accelerated Subject/Course: _____
- Start Term/Year: _____
- Head of Faculty: _____

Acceptance of Conditions

- 1) Continuation criteria:
I/We acknowledge that ongoing participation depends on meeting the College's published criteria each term: academic performance in the accelerated subject(s), above-average progress elsewhere, $\geq 90\%$ attendance, conduct/effort standards, Head of Faculty endorsement, and wellbeing clearance where relevant.
- 2) Monitoring & support:
If criteria are at risk of not being met, the College will issue an At-Risk Notice and a short support plan with clear targets and check-ins.
- 3) Documented medical grounds (time lost):
Where medically documented circumstances cause material time lost, the College may pause timelines,



set adjusted evidence requirements, or defer a decision. I/We agree to provide verifiable medical documentation (dates and functional impact). Tutor letters alone are not sufficient.

4) Exit decision:

If criteria are not met (or conduct/wellbeing requires), the College may discontinue Acceleration and return the student to the standard pathway with a transition plan.

5) Scope of review (no merit appeal):

Any review is limited to checking that the College applied its published criteria and followed due process. It is not a re-hearing of academic merit, a re-marking of assessments, or a reconsideration of syllabus coverage. If process and criteria were correctly applied, the decision stands.

6) Communication:

I/We consent to the College communicating Acceleration decisions and notices to the listed parents/guardians, consistent with its duty of care.

Signatures

Student declaration: I understand the expectations and agree to meet the requirements set out above.

Student Signature: _____ Date: ____ / ____ / ____

Student Email (for notices): _____

Mobile (optional): _____

Parent/Guardian declaration: I/We have read and understood the conditions and consent to the participation of the student under these terms.

• Parent/Guardian 1 Name: _____

Signature/Date: _____

Email/Phone: _____

• Parent/Guardian 2 Name: _____

Signature/Date: _____

Email/Phone: _____

Date issued: ____ / ____ / ____

Owner: Head of Academic Quality