

GALVIN PARK Secondary College Transitions Policy

This policy provides guidelines for assessing whether or not students at years 7, 8, 9 and 10 should be promoted to the subsequent year level. The promotion of students from 11 to 12 is dealt with by the processes established by the Victorian Curriculum and Assessment Authority.

Guiding Principles

Promotion from year level to year level should not be taken as automatic: it should be earned and should rest upon each student's performance across all learning areas balanced by:

- What is best to further the educational progress of each student.
- The need to foster a culture of commitment to work and achievement.
- The need to maintain community confidence in both the school's processes and the achievements of our students.
- The individual needs and circumstances of each student.

The application of the policy is not to be used as a punishment for misconduct.

Definition of Key Terms

- **Transition:** *The supported move of a student from one year level to another or the maintaining of the current year level.*
- **Promotion:** *The automatic progression to the next year level.*
- **At Risk:** *A student nominated for loss of promotion possibility*
- **V.C.A.A.:** *Victorian Curriculum and Assessment Authority.*
- **Satisfactory Attendance:** *Present for the required days as established in the attendance policy for years 7 to 10, and as stipulated in the hour(s) requirement for each VCE/VCAL course of study.*
- **Explained Absence:** *The required legal documentation as stipulated by the Department of Education, and specific V.C.A.A. guidelines. This may include, but is not limited to parental/guardian notes or medical certificates.*
- **Acceptable Absence:** *As outlined by the college Absence Policy and endorsed by School Council.*
- **Satisfactory Behaviour:** *As outlined by the college Behaviour Management policy endorsed by School Council and line with the Department of Education – Student Engagement Policy.*
- **VELs progress:** *Student movement of 0.5 of a progression point in a minimum of 80% of subjects completed as reflected by either student reports, additional testing or teacher judgment.*

Promotion

Promotion to the next year level is only available to students at year 7, 8 and 9 who have demonstrated an on going commitment to their studies by working consistently throughout the year, achieving satisfactory results, having satisfactory attendance and behaviour.

Promotion to Year 8, 9 and 10

For students to be automatically promoted they must:

1. Achieve satisfactory results
At year 7 in each semester students will display satisfactory work ethic and make VELs progress in 8 out of 10 subjects including OLS, English and Maths
At year 8 in each semester students will display satisfactory work ethic and make VELs progress in 8 out of 10 subjects including OLS, English and Maths
At year 9 in each semester students will display satisfactory work ethic and make VELs progress 7 out of 8 subjects including OLS, English and Maths
2. Have satisfactory attendance (90% - this means a minimum of 9 days attendance every fortnight)
3. Have satisfactory behaviour (consideration to be given to the guidelines for action).

VCE Promotion

1. At year 10 in each semester students will display satisfactory work ethic and make VELs progress in 6 from a possible 9 subjects including, MIPs, English and Maths
2. In order for students to progress to year 11 and 12 they must satisfactorily complete at least 12 units (9 units at year 11) including two units of English.
3. Have satisfactory attendance (90%) – including punctuality to all classes and college assemblies
4. Have satisfactory behaviour (consideration to be given to the guidelines for action and the number of College detentions and suspensions)

Guidelines for Action

Social / Developmental Factors

- Does the student have any physical or learning impairment?
- Has the student suffered any personal, emotional or family problems which would impede learning?
- What is the child's age in comparison to the cohort?
- Has the student attended school regularly enough?
- Will repeating the year level assist or hinder the student in reaching the required standards?

The application of the policy is not to be used as a punishment for misconduct. The code of conduct document is to be used in that instance.

Work Habits / Study Factors

- Does the student experience significant learning difficulties? How can these best be addressed?
- Has the student attempted to complete all set work requirements?
- Has the student completed sufficient work to be deemed to have attempted the year?
- Has the student sought and /or accepted extra assistance (e.g. attendance at catch up classes)?
- Does the student possess sufficient skills to experience some success at the subsequent year level?
- Does the student have good work habits?
- What is the student's past record of effort and achievement at school?
- Was homework completed regularly?
- In which subject(s) does the student require most assistance?
- What subjects will be studied in the following year?

Attendance 90%

Action guidelines for 'students at risk' due to unexplained absence.

Interview guidelines to be explicit around loss of promotion possibility.

Years 7 – 10 Unacceptable Absence		Year 11 and 12 Unacceptable Absence	
5 days	Tutor teacher to make parent contact call	5 days	Tutor teacher to make parent contact call
10 days	Team leader to make parent contact call and letter	10 days	Team leader to make parent contact call and letter
15 days	Parent / Student / Team Leader and welfare team interview	15 days	Parent / Student / Team Leader and welfare team interview
20 days	Parent / Student / Team Leader and Assistant Principal interview	20 days	VCAA guidelines J result

Attached Documents:

- VCAA Guidelines
- Code of Conduct
- Attendance Policy