



Student Promotion Policy (Teaching and Learning)

Definitions

- *Promotion* - the advancement from one level to a higher level.
- *Acceleration* - Rapid progress through the school program by increased pace (faster than normal) and complexity. Procedures may include grade skipping, vertical grouping, fast tracking (early entry to a higher level), tertiary credit, subject matter acceleration, extra-curricula involvement special courses and summer schools.
- *Enrichment* - to make richer in quality or content; mentally, intellectually or spiritually. Extension to broaden learning (breadth) and more abstract concepts (depth).
Procedures include research projects, special interest classes, cooperative learning, clubs, mentors, divergent thinking and interdisciplinary curriculum.
- *Consolidation* - undertaking additional work to make stronger, more solid or stable.

Rationale

All students should have effective access to challenging, purposeful and comprehensive educational experiences. Antonine College responds to **individual learning styles by creating structures that enable** students to move at different paces. This policy explores the issues associated with such movement and outlines specific directives to ensure the transitions are smooth and educationally advantageous to the students.

Principles

All promotion decisions are based on what is best for the student, taking into account all relevant factors. Students will be promoted based on their academic achievements in the context of their psychological and social development.

The Antonine College Curriculum Policy recognizes that we must:

- Acknowledge and cater for the diversity of ways in which people learn
- Respond to individual learning styles and pace of learning
- Explicitly relate learning experiences to clearly articulated goals
- Encourage independent thinking and critical skills
- Consider the needs of students disadvantaged by social and or economic circumstances, by physical and/or intellectual impairment, by unfamiliarity with the English language and Australian culture
- Give students access to a continuous process of schooling based on the recognized phases of human development and the key learning tasks associated with each phases
- Affirm students as persons of dignity and worth through an acknowledgment of their gifts and talents
- Provide students with opportunities for sustained intellectual development
- Provide students with equal access to educational experiences that are challenging, purposeful, comprehensive and designed to improve their educational achievements
- Provide the flexibility to accommodate legitimate changes as the need arises.



Promotions need to be considered in light of the relevant principles of the Curriculum and Assessment Policy.

Implementation

Both students and teachers need to be aware that it is sometimes logistically difficult to base promotions purely on final results in a given unit. In some cases, for example between semester one and two, student preferences and the timetable must be constructed weeks before the writing of reports. Therefore, ongoing assessment, rather than end of the semester grades, may be used as a basis for promotion.

Special Consideration

A policy on promotions should offer specific directives but must also allow for flexibility as the need arises. Cases will be considered based on individual circumstances and may involve issues such as extended absence, illness and involvement in a special education program or the need to offer an opportunity for redemption.

In extenuating circumstances, the Principal may apply special consideration.

Consequences

Various consequences will be put in place for students at risk. These are not overly prescriptive due to the individual nature of each circumstance. Some courses of action include:

- Subject teachers, course supervisors and level coordinators monitoring ongoing progress and communicating to students and parents regarding concerns
- Additional support being offered to sufficiently motivated students who are struggling to achieve success in a particular subject or unit
- Students being requested to repeat a subject at a particular level
- Students being requested to repeat another similar subject or unit at a particular level
- Students being requested to repeat Year or consolidate for another year
- Students being prevented from studying a particular subject.