

Student Progression Policy



**Williamstown
High School**

At Williamstown High School We Value:

- Excellence and creativity in our achievements and ambitions.
- Integrity and honesty in our actions and relationships.
- Diversity in our curriculum, in each other and in our community.
- Strong and open communication between our school and our homes, and between our teachers, our students and our families.
- A commitment to social justice and a passion to protect and improve our environment and our community

Rationale

All students who are enrolled at Williamstown High School are expected to meet the academic commitments required of them in terms of **Achievement, Attitude** and **Attendance**. The school has a formal process to ensure that all students attain the requisite level.

(The necessary skills and knowledge will vary for each year level and does take into account the circumstances of individual students).

Purpose

- To clearly establish the School's expectations of student performance to students, parents, teachers and the wider school community.
- To encourage, motivate and support students to maximise their learning opportunities and achievement.
- To identify students who are jeopardising their academic progress based on their Achievement, Attitude and Attendance.
- To minimise students being deemed "At Risk" by ensuring effective working partnerships between all members of our school community.
- To implement the appropriate support mechanisms that will be put in place to enable ongoing success for individual students who are not maximising their learning opportunities. Support for these students is outlined in the relevant AEN, Literacy and Numeracy policies. This includes differentiation of assessment to measure adequate growth rather than attaining a set minimum standard.
- To ensure that students who do not meet the expectations of the appropriate support mechanisms will be referred to a Student Progression Panel.
- To discuss and determine the appropriate recommendations and review relevant improvement plans that have been put in place for individual students by Student Management Leaders and other support mechanisms. Students who are repeatedly identified as jeopardising their academic progress based on Achievement, Attitude and Attendance data will have to meet with the Progression Panel. The panel

will look at all improvement strategies that have already been put in place before making further recommendations.

- To allow the Progression Panel to review all information and make recommendations to the College/Campus Principal.

Requirements:

Attendance: Students should be aiming for 100% attendance and this is the school's expectation. Students are required to attend a minimum of 90% of timetabled classes over a semester, consistent with the school Attendance Policy (Refer to the Williamstown High School Attendance Policy).

Year 7 and 8: The expectation will be that all Year 7 and 8 students will progress to the next year level. In the exceptional circumstances where there has been little or no evidence of student progress based around the areas of Achievement, Attitude and Attendance, cases may be referred to the Student Progression Panel.

Year 9 to Year 10: To successfully complete Year 9, students must show progress in terms of their learning and must meet performance standards in the area of Achievement, Attitude and Attendance. Students who do not meet these requirements will be referred to the Student Progression Panel.

Year 10 to Year 11: In order to progress to Year 11, VCE, VET and VCAL, students must satisfactorily complete 75% of subjects/units undertaken in Year 10, including at least one semester of English. Students must show progress in terms of their learning standards and must meet performance standards in the area of Achievement, Attitude and Attendance. Students who do not meet these requirements will be referred to the Student Progression Panel.

Year 11 to Year 12: In order to progress to Year 12, students must satisfactorily complete 75% of subjects/units undertaken in Year 11, including at least one unit of English. Therefore students in Year 11 are required to complete 9 out of 12 units.

Students who do not meet the above requirements will be referred to the Student Progression Panel.

Implementation

- I. At each year level there are a set of standards /criteria to assess satisfactory performance. This criteria may be modified for students who have been formally identified as requiring further support because they are either funded for 'Additional Learning Needs' or have been identified as greater than two years behind their peers and placed on an Individual Learning Plan (ILP) for Literacy and Numeracy. Any modified assessment will be indicated on reports for parents.

- II. Systems will be set up to identify and support students who are identified as jeopardising their academic progress and not meeting the expected performance standards. Students who are identified as being two or more years behind in the middle years will be placed on an Individual Learning Plan (ILP) in the areas of Literacy or Numeracy where they are behind.
- III. The school will work collaboratively with the student, parents/carer and the wider community (when appropriate) to implement a range of effective mechanisms to maximise and support opportunities for all students at WHS.
- IV. This policy articulates the clear role, responsibilities and processes for all students, parents/carers and staff.

Specific Roles and Responsibilities

Students

- a) To adhere to the Williamstown High School Attendance Policy.
- b) To adhere to the high expectations based around Achievement, Attitude and Attendance.
- c) To work to achieve expected learning outcomes.
- d) To apply themselves to their studies in a productive and proactive manner by being punctual, being prepared and being an active learner in the classroom.
- e) To uphold the Positive Behaviour Support expectations of Be a Learner, Be Respectful and Be Safe.
- f) To actively engage and participate in the development and implementation of the relevant improvement plans devised through the Student Progression Policy process.

Parents

- a) To adhere to the parent responsibility outlined in the Attendance Policy.
- b) To support their child in achieving their full learning potential.
- c) To actively engage and support their child and the school in the development and implementation of the relevant improvement plans devised through the Student Progression Policy.

Staff

Classroom Teachers

- a) To provide students with clear expectations and understanding of the requirements of the subject.
- b) Monitor and maintain accurate and up to date records of student attendance and achievement.
This includes logging reports on SMT.
- c) Communicate to parents as soon as a student is identified as potentially being "At Risk" in the subject based around Achievement Attitude and Attendance.
- d) At specific intervals, assess students against Achievement, Attitude and Attendance, using the allocated reporting database.

- e) Provide further information and feedback to the relevant Student Management Leader in relation to why the student is not meeting the Achievement, Attitude or Attendance requirements.
- f) May be required to take on a role on a Student Progression Panel.

Student Management Leaders (SML)

- a) Obtain further information from relevant classroom teachers in relation to why the student is not meeting the Achievement, Attitude or Attendance requirements.
- b) Contact parents and notify students who have been identified as jeopardising their academic progress due to being at risk.
- c) Liaise with previous Year level Student Management Leader, Welfare and Transition Coordinators to establish educational progress from previous years if applicable and current support that may be in place.
- d) Discuss and devise the appropriate improvement plans and strategies with relevant parties. This can include the following: attendance improvement plans, individual learning plans or behaviour management plans.
- e) Document appropriate improvement plans, including review dates and timely feedback to parents.
- f) Support and monitor the progress of students at risk through liaison with Home Group Teacher, Student Engagement and Wellbeing Leader, Student Welfare Coordinator and Assistant Campus Principal.
- g) Refer to the Student Progression Panel once all avenues have been investigated, and the student still does not meet the requirements for progression.
- h) Play a key role on the Student Progression Panel.

Student Engagement and Wellbeing Leader

- a) Ensure that the Student Progression Policy is evident and understood by students, staff and parents.
- b) Collate the data to identify students who are jeopardising academic progress. (See implementation process).
- c) Support Student Management Leaders in monitoring student data based around Achievement, Attitude and Attendance at each year level.
- d) Work with Student Management Leaders to implement the appropriate improvement plans for students who are identified as jeopardising their academic progress.

- e) Support teachers and Student Management Leaders in the implementation of Student Progression Policy and procedures.
- f) Responsible for organising each of the campus based Student Progression Panels.
- g) Required to take a role on a Student Progression Panel.

Student Welfare Coordinator

- a) Support all staff in early intervention of all “At Risk”.
- b) Regularly support students who are at risk and implement strategies and programs to re – engage students with their schooling.
- c) Seek the support of the appropriate outside agencies to support students who are “At Risk”.

Reporting Coordinator

- a) Development and implementation of data collection through the use of a reporting program.
- b) Communicate with staff about the timelines for data input and collation.
- c) Ensure data is passed over accurately and easily accessible for the relevant Student Management Leaders.

Assistant Campus Principal

- a) Support the Student Engagement and Wellbeing Leader in ensuring there is clarity in the School’s Student Progression Policy within the school community.
- b) Ensure that a good example is set by all staff with the implementation of all components of the Student Progression Policy.
- c) Oversee the consistent implementation and review of policies and procedures.
- d) May be required to take on a role on a Student Progression Panel.

Campus Principal

- a) Encourage and support the development of policies and culture, which encourage student engagement and wellbeing.
- b) Ensure the implementation and practices involved in the Student Progression Policy are reviewed on a regular basis.
- c) Will be required to take on a role on a Student Progression Panel.

Student Progression Panel

- a) To discuss and determine the appropriate recommendations and review relevant improvement plans that have been put in place for individual students. Students who are repeatedly identified as jeopardising their academic progress based around the data will have to meet with the panel. The panel will look at all improvement strategies before making further recommendations.

b) The Progression Panel will review all information and make recommendations to the College/Campus Principal.

Student Progression Panel recommendations may include:

- Progression to the next year level.
- Further expectations placed on the student and a review date set if student has progressed to the next year level.
- Further referrals to MIPS Program Coordinator and or Welfare Coordinator to discuss alternative programs or pathways for the student.
- Repeating the year level and/or subjects.
- Further opportunities for redemption or to demonstrate meeting the expected AusVELS level.

Student Progression Panel will consist of:

- Principal class member/ or Nominee
- Student Engagement and Wellbeing Leader
- Student Management Leader

Standards / Criteria

Attendance:

Students should have an attendance rate of 90% as a minimum for all subjects.

- (This is indicated in the Williamstown High School Attendance Policy).
- The attendance rate takes into consideration “approved school activities” An example would be an excursion for a subject, or participating in inter school sport.
- The attendance rate takes into consideration “explained” absences.

Pasco Campus = Must supply medical certificate or statutory declarations.

Bayview Campus = Must notify Attendance Officer or supply note from parent/guardian explaining absence to Home Group teacher.

Achievement:

Students should be performing at the expected or above level, as indicated by AusVELS, VCE study designs, VCAL & VET competencies unless formally placed on an Individual Learning Plan (ILP) where differentiated targets are set and used to measure progress.

- Successfully complete all set Common Assessment Tasks, SACs and course work to an acceptable level (minimum of at least 40% on assessable tasks).

Attitude:

Students have demonstrated a consistent and positive work ethic.

- Approaching the subject with a positive and open minded manner.
- Being organised and prepared for each class (including being punctual and having appropriate equipment).
- Using class time effectively and completing all set course work.
- Active participant in class activities and discussions.
- Successfully meeting deadlines for all set tasks.
- Seeking assistance when required or when absent from class.

These performance standards/criteria will be used initially to assess student progress, with the intent to identify if a student has demonstrated the necessary skills, attitude and knowledge to enable them to successfully continue on with their chosen pathway, subject or specific year level.

Progression Policy Implementation Process

Subject teachers from Years 7 to 11, including VCAL, will assess each student against the standards/criteria (Achievement, Attitude, Attendance)

- Data will be collected each semester
- Data to be collected via electronic reporting system, this will be linked to interim reports term 1-3 and will use a similar process during term 2 and 4 for term reports.
- Subject teachers will indicate Yes or No for each area by using data (Attendance), indicative grades (Achievement) and observation (Attitude) for each student in their class. The standards/criteria will assist staff with making these assessments.
- Subject teachers to identify "Students at Risk" on SMT, at any stage during the year when there is a concern around Achievement, Attitude, and Attendance.



SMLs at each year level and SEWL will collate the data to identify students "At Risk".

A student is deemed "At Risk" (according to this framework) if they have "Ns" in:

- Year 7, 8, 9: 3 or more subjects – 2 or more of Achievement, Attitude, Attendance for the subject.
- Year 10 to 11: 2 or more subjects – 2 or more of Achievement, Attitude, Attendance for the subject.
- VCAL: Not progressively in 2 or more competencies or learning outcomes (in any strand)



SMLs at each year level will communicate and consult with the teachers of the "At Risk" student. This will allow the SMLs to make informed decisions and apply appropriate and relevant support strategies for ongoing improvement. Refer below.



Students who have been identified as "At Risk" will be involved in discussing strategies and develop a plan of action with one or more of the following:

- Parent, Home group Teacher, Relevant SML, SEWL, MIPS, SWC
- Strategies may include one or more of the following:
 - I. Student agreements
 - II. Attendance Improvement plans
 - III. Modified timetable/ program/ILP
 - IV. Parent support model
 - V. Catch up classes (attendance & achievement criteria)
 - VI. MIPS
 - VII. SWC support
 - VIII. Further redemption work
 - IX. Attendance & participation in Head Start Program / Course Confirmation
 - X. Literacy and Numeracy Support.



After the above process has been followed a review date must be set. Any student who had previously been identified as being "At Risk" and are still at risk will be referred to the Student Progression Panel.

- The student progression panel is made up of the Principal class member or nominee, SEWL, SML, and or SWC/ MIPS.
- Promotions panel decisions may include:
 - I. Progression to the next year level.
 - II. Further expectations placed on the student and a review date set if student has progressed to next year level.
 - III. Further referrals to MIPS Program Coordinator and or Welfare Coordinator to discuss an alternative program or pathway for the student.
 - IV. Repeating the year level and/or subjects.
 - V. Further opportunities for redemption.



Student Agreement

Williamstown High School



RATIONALE:

All students who are enrolled at Williamstown High School are expected to meet the academic commitments required of them in terms of Achievement, Attitude and Attendance. The School has a responsibility to guide the students in making appropriate choices to maximise the likelihood of success.

AIM:

To encourage students to review, reflect and evaluate important areas of concern and commit to an improvement plan aimed at the Achievement, Attitude and Attendance.

CONTRACT:

I _____ agree to the following conditions in my Improvement Plan and will work to meet all the necessary steps put in place to ensure my success.

-
-
-
-

This contract will be reviewed _____.

Unacceptable progress or failure to comply with the above conditions will result in:

-
-
-

Signed: _____
(Student)

Date: __/__/__

Signed: _____
(Parent / Guardian)

Date: __/__/__

Signed: _____
(Student Management Leader or Engagement Leader)

Date: __/__/__

Student Update

Name: **Home Group:**

This is to assist SMLs with implementing the appropriate improvement plan for the above student

Subject	Teacher	Attendance	Achievement	Attitude
Physical Education	A Potter	1. Actions: Norm has PE period 1 and 2 on a Thursday. He is consistently late to class. 2. Strategies implemented by teacher: After giving him recess detentions and contacting his parents this has not improved across the semester.	1. Due to Norm's lack of attendance he has not achieved at the expected level. Norm also needs to hand all assessment tasks' in and put more effort into his work. 2. He has been given catch up classes and his parents have been contacted.	1. Norm's behaviour is very good; he listens to instructions and works well with others. 2. Norm needs to improve his attitude when it comes to putting more effort into his work and attending more regularly.

Glossary

At Risk: Concerning patterns of behaviour in the areas of attitude, attendance or achievement.

SML: Student Management Leader.

SEWL: Student Engagement and Wellbeing Leader.

SWC: Student Welfare Coordinator.

HG teacher: Home Group teacher.

SMT: Student Management Tool

Support Mechanisms: Developing a plan of action to support a student. The strategies can be seen under “students” in the Progression Policy implementation process.

MIPS: Managing Individual Pathways.

Improvement plans: A plan that is targeted at improving a specific need of a student. This is to be negotiated between the SML, student and the parent. It can be based around any of the key areas of attitude, attendance or achievement

Attitude = Behaviour management plan or monitor book

Attendance = Attendance improvement plan

Achievement = Complete a student update and negotiate a work plan.

Approved school activities: This is where the student is participating in a planned school event and will miss regular class time. These events are always approved by the Campus Assistant Principal.

Explained Absences:

Pasco Campus: Students need to supply a medical certificate or statutory declaration.

Bayview Campus: Must notify Attendance Officer. Students must also supply a written note to HG teacher.

VELS: Victorian Essential Learning Standards

VCE: Victorian Certificate of Education

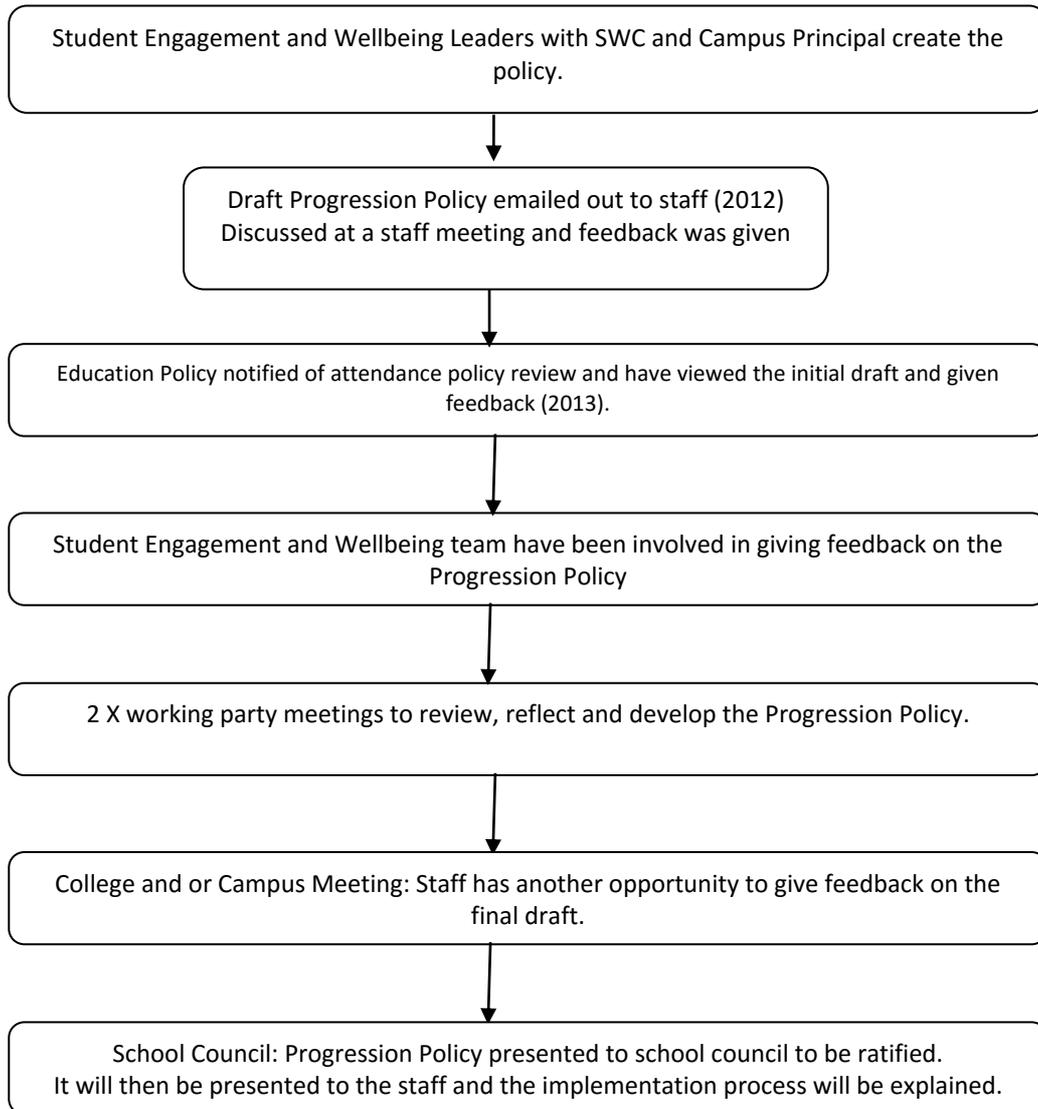
VCAL: Victorian Certificate of Applied Learning

VET: Vocational Education and Training

EVALUATION AND REVIEW

As part of an ongoing evaluation process the Student Engagement and Wellbeing Team will review the effectiveness of the Progression Policy at the conclusion of each semester. Improvements to the processes and procedures will be adapted when required. Once ratified by School Council, this policy will be reviewed in line with the school's strategic plan.

CONSULTATIVE PROCESS



Evaluation & Review:

The policy was reviewed as part of the school's three year review cycle. School Council was advised on the 24 October 2013. The next review will be 2020.

Definitions & References: *.As per the school's consultative process*

Consultative Process: *The process was undertaken by the delegated staff at the School and via the Education Policy Committee.*

Ratification:

This policy was last ratified by School Council in 24 October 2017.