VISION

St Francis Xavier College is a Catholic community that is educative and supportive. We have a clear purpose: the development of a person of competence, conscience and compassion formed in the Christian tradition; one who is guided by a sense of hope and self belief and who will be of service in the world. We recognise God’s presence in our lives by celebrating and pursuing personal excellence and by living courageously with optimism and respect for all.

INTRODUCTION

St Francis Xavier College provides a secondary education in a co-educational environment that recognises the uniqueness and giftedness of each person. The Progression Policy aims not only to provide a guide to the progression requirements from one year level to another, but also recognition of educational realities and the demands placed on students at particular levels. A balance must be achieved between the individual needs of students, their circumstances, and the objective assessment of the requirements for transition from one year level to the next.

The policy is based upon a commitment to a proactive approach to maximising student academic performance. It promotes individual student academic excellence. Progression from one year to the next level is linked to academic performance with set minimum prerequisites. The policy recognises that deliberations regarding student progression should include a range of criteria such as academic performance, pastoral circumstances, student capacity and special needs.

POLICY

In order to gain progression to the next level, students will be required to achieve a specific number of Semester Unit passes or “Satisfactory Completions” and in some instances minimum academic performance prerequisites. This number of units and the importance of Literacy and Numeracy in the foundation years of education, reflect the College’s objective view of the base level of preparation for the next level. Demands increase on students as they progress through secondary education, and experience shows that adequate preparation in the preceding year is required for a student to succeed in the next level.

The objective assessment of what is required for progression to the next year level also reflects the College viewpoint of what constitutes successful completion of a scholastic year level.

GUIDELINES

Progression from one-year level to the next is not automatic. Students must demonstrate satisfactory knowledge and skill at the current level and the ability to cope with work at the next level. Therefore, successful completion and progression are linked, except when individual students with particular learning needs are considered.

Identified students who have not met particular core competencies, including Literacy and Numeracy, will have additional support provided. This support may be in various forms including small group support, one to one tuition, or other specialist programs developed in consultation with the Education Support Learning Area.

Minimum prerequisites may be modified in the form of negotiated outcomes for students who have significant learning difficulties and students with special circumstances, e.g. prolonged illness or documented environmental circumstances.
Students at risk of not meeting the minimum prerequisites are identified by contacting Care Group Teacher and/or House Co-ordinator to decide on the following actions:

- phone call to parents,
- email to parents
- non-submission of work letters or text to parents,
- Interim Reports
- and/or Semester Reports.

The Care Group Teacher and House Coordinator have primary responsibility in this process which is designed to alert parents and bring them into a discussion about desired outcomes and the means by which to achieve them. (APPENDIX 1)

They may also be recognised through testing and/or advice from Year 6 teachers regarding Year 7 students or previous school reports for student entry at other Year levels or from parent contact. This information is collated during the transition process by the Transition Coordinator, Deputy Principal - Head of Campus and Director of Education Support as appropriate.

It is the professional responsibility of the Teacher, Care Group Teacher or House Coordinator, as appropriate, to ensure that parents/guardians are notified as soon as issues/concerns arise.

The role of parents/guardians in supporting the College in its efforts to maximise student academic performance is essential. Parental commitment to the philosophy and practice of maximising student academic performance is made in a written commitment on enrolment or via the re-enrolment process and/or interview process.

**CRITERIA YEARS 7-12**

**BEHAVIOUR**

Behavioural issues may affect the academic performance of a student; and these issues should be taken into account when considering the progression of a student. It is important to clearly differentiate between academic performance and behavioural issues when considering progression. Issues pertaining to the behaviour of a student and the procedures to be followed are outlined in the Behaviour Management Policy.

Students whose behaviour is significantly detracting from their own learning and/or the learning of other students, in discussion with the appropriate House Co-ordinator, Care Group teacher, Deputy Principal - Head of Campus and the parent/guardian, may need to reassess their educational future at St Francis Xavier College.

**ACADEMIC**

Progression from one year level to the next or from one unit of study to the next sequential unit is not automatic. Students must demonstrate satisfactory knowledge and skill at the current level and the ability to cope with work at the next level as well as an appropriate attitude to work. In order to demonstrate this, students are required to satisfy specific criteria in each subject and are required to meet behavioural expectations.

If a student does not satisfy the academic requirements and receives Work Due letters, Ns or SRs during Semester 1, a meeting will be arranged to explore issues and possible strategies and alternatives. The House Co-ordinator or Care Group teacher, parent/guardian and where necessary Education Support representative and Student Welfare representative will meet to devise an appropriate Individual Education Program IEP. The student is then monitored and supported during Term 3/4 with another evaluation of his/her status during or towards the end of Term 3. As a result of this evaluation the student may be:
1. Required to repeat the same year, with specific conditions established.

2. Offered a course with negotiated outcomes in the next year level.

3. Promoted to the next year level, (with or without specific conditions established)

4. Required to participate in counselling services offered by the Careers Coordinator, or other professionals as deemed necessary to investigate career directions, aspirations, alternative pathways, etc.

In all of the above, the Principal will make the decision in consultation with staff, student and parents. The student’s ability to handle the curriculum, the possible effects of decisions on the development of the student, the student’s career options and the issue of justice in implementing the policy will be taken into consideration when making the final decision.

Where a course is offered to students, appropriate pathways for access to courses in further years will be outlined. The course and subsequent pathways may lead to a range of possible outcomes including VCE, VET, VCAL, TAFE, Traineeships, Apprenticeships, **Hands on Learning or Employment.** These outcomes and pathways will depend on student performance, and the most appropriate pathway may involve student transfer to another institution.

**ACCELERATED STUDIES**

There are opportunities for Year 10 students and Year 11 students to undertake accelerated VCE or VET (Vocational Education and Training) studies.

The College considers the participation in Accelerated Studies a privilege and is open to students who display overall academic excellence. Before any student is considered for participation in the VCE program, they will need an **average grading of 80% or above in ALL subject areas and be at or above the standard in VELS.**

These standards will need to be established in Semester 1 and maintained in Semester 2 of the year prior to beginning accelerated studies.

**VET applicants** will be considered on individual needs and their reports will be used as a guide. High academic standards may not be needed. Student must have good management skills relating to the completion of homework, work submission deadlines and a mature and responsible approach in the classroom.

Participation in further Acceleration studies is not automatic; it is subject to the above requirements. In special circumstances, the final decision will be at the Principal’s discretion.

**ACADEMIC**

**SENIOR STUDIES**

Progression from Year 10 to Year 11 or Year 11 to Year 12 is not automatic. For a student to commence Senior Studies, s/he must obtain school pre-requisites in the units leading to the intended subjects. Please note that it is possible for students to satisfactorily complete Year 10 without being eligible for particular Year 11 subjects.

Students are required to satisfy specific criteria in each subject and they must satisfactorily complete work requirements/outcomes to be eligible for progression from Year 10 to Year 11 or Year 11 to Year 12.

If a student does not satisfy the **criteria in one or more subjects** in Semester 1, a meeting is arranged to explore issues and possible strategies and alternatives. The House Co-ordinator or
Care Group teacher, parent/guardian and where necessary Education Support representative and Student Welfare representative will meet to devise an appropriate Individual Education Program IEP. The student is then monitored and supported during Term 3/4 with another evaluation of his/her status during or towards the end of Term 3.

As a result of this evaluation:

1. Students may be required to repeat the same year, with specific conditions established.

2. Students may be required to repeat some subjects and, therefore, take longer to complete the VCE certificate.

3. Students may be required to participate in counselling services offered by the Careers Coordinator, or other professionals as deemed necessary to consider an alternative program to the VCE, including VET, VCAL, TAFE, Traineeships, Apprenticeships or Employment.

4. Students may be promoted to the next year level with or without specific conditions established. However, it may be recommended that students who do not satisfy requirements in a particular subject do not proceed with that subject in Year 11 or Year 12.

Admission to Senior Studies is dependent on the student being able to construct a viable and educationally sound course of studies. In establishing the educational soundness of a course of studies, the College will examine the requirements of the chosen pathways in terms of the student’s past achievements, declared career options and the appropriateness of the mix of studies.

A minimum of eight units (Including at least one unit of English or equivalent) must be satisfactorily completed by the end of Year 11 in order for students to be eligible to complete VCE in Year 12.

A student may complete the VCE over three years, undertaking a reduced load and at times undertaking a combination of VCE Unit 1/2 studies and VCE Unit 3/4 studies. The student may also undertake VCE studies without the need to gain Study Scores for ATAR requirements, i.e. the student undertakes VCE studies to satisfactorily demonstrate the achievement of the stated criteria within the outcomes. This will only be approved in exceptional circumstances by the Principal.

All decisions regarding non-progression or non-enrolment for particular subjects are to be conveyed to parents in writing.

**Specific Conditions:** Specific conditions refer to contracts which may include academic minima to be achieved, particular behavioural objectives, organisational requirements, attendance requirements etc. These contracts are established by House Co-ordinators in consultation with the Deputy Principal - Head of Campus to meet the specific requirements of an individual student.
## APPENDIX 1

### PROCESS

<table>
<thead>
<tr>
<th>Step</th>
<th>Response</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Concern raised about student progress using procedures in accordance with non-submission of work policy</td>
<td>Info to CGT and HC Phone call, SMS, email to parent HC to talk to student. Note in Student Record Book Letters of Commitment Possibility of make-up/ catch up work sessions to be included with SAC catch up sessions Record kept</td>
</tr>
<tr>
<td>2</td>
<td>Continuing concern, Student At Risk, Non-submission extension not met.</td>
<td>Info to CGT and HC Non-submission letter to be sent home. Progress Reports to be distributed and collated. Parents to be notified of concerns and results of progress reports. Meeting with HC, student CGT re specific concerns. Information passed on to DP- Head of Campus. Ed Support alerted where appropriate. Record kept</td>
</tr>
<tr>
<td>3</td>
<td>Continuing concerns</td>
<td>HC to organise meeting with parent, student to discuss progress and organise work contract. DP-Head of Campus informed. Record kept</td>
</tr>
<tr>
<td>4</td>
<td>Non-compliance with contract</td>
<td>Meeting with DP- Head of Campus, HC and parent re progression</td>
</tr>
</tbody>
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