



Craigieburn Secondary College

RESPECT RESPONSIBILITY and ACHIEVEMENT in our learning COMMUNITY

CEAP PROMOTIONS

RATIONALE

Craigieburn Secondary College has a formal approach to ensure that students are encouraged to aspire to or maintain the high standards of excellence required and expected for entrance and progression through the Craigieburn Enrichment & Acceleration Program (CEAP). Promotion within the program from one year to the next is not guaranteed. Work Ethic, Attendance, Academic Progress and involvement in extra-curricular programs and activities in the school or broader community should also be considered. The requirements for promotion from each year level will vary, taking into account the needs of individual students (refer to Implementation Guidelines for specific details).

POLICY STATEMENT

This policy will facilitate decisions regarding the promotion of each student into and through the CEAP program and will be based on the best educational interests of each student.

AIM

The expectation is that all CEAP students will progress through the program and this policy aims to ensure that all students are provided with the appropriate support to maintain, meet and exceed the academic and extracurricular requirements so that students can achieve their best.

This policy aims to:

- Encourage and motivate CEAP students to maximise their work ethic, performance and engagement in extra-curricular activities
- Provide clear expectations to CEAP students, their parents/guardians and the teaching staff
- Provide clear expectations for the promotion of students into the CEAP program
- Ensure students are given the best possible chance for success.
- Support CEAP students who do not meet the outlined requirements for promotion

REQUIREMENTS

Work Ethic

- This includes: the standard of work, organisational skills, and completion of set work, cooperation /behaviour and effort
- Students must maintain a GPA average of 3 or more

Attendance

- Students are required to attend 90% of timetabled classes/subjects over a semester, consistent with the college attendance policy (Refer to the Craigieburn Secondary College Attendance Policy)

Academic progress

- Students must show at least one year's progress in one year as outlined in the Craigieburn Secondary College Assessment Policy



Community or program engagement

- Students must be involved in at least one extra-curricular program or event each semester
- N.B. This may include but is not limited to one of the following: interschool sports; external competitions such as Tournament of Minds; National Mathematics Competition; instrumental music or school performances.

Entrance into the program: Beginning of Year 7

Grade 6 students wishing to gain entrance to the CEAP Program at the College undertake the entrance requirements which include:

- PAT testing for Reading and Numeracy
- Submission of reports and NAPLAN results
- Interview

On this testing students must demonstrate that they are at least 6 months ahead of the expected level on the Victorian Curriculum scale for the strands in either English or Mathematics. In interview, students must demonstrate a commitment to their academic studies and an engagement with their school or the broader community.

Entrance into the program: Throughout the year expectations

Students wishing to gain entrance to the CEAP Program in an intake throughout the school year at the College must meet requirements outlined above and following expectations:

- Demonstration of academic achievement that is at least 6 months above standard (the priority areas are English and Mathematics) in teacher judgement and on standardised testing (PAT or OnDemand)
- Receive a recommendation from at least two teachers

Promotion of Years 7 to 9

The expectation is that all Year 7, 8 and 9 CEAP students will be promoted. Student promotion will be determined by the requirements specified for work ethic, attendance, academic progress and community or program engagement. In the exceptional circumstance where there has been little or no evidence of student progress, or students demonstrate severe difficulties, cases may be referred to the CEAP Promotion Panel.

Promotion from Year 9 into VCE Acceleration in Year 10

High achieving Year 9 students have the opportunity to study one VCE Unit 1 & 2 study as part of their Year 10 course. The aim of this program is to provide students with:

- An opportunity to be extended academically
- Completing fewer subjects during Year 12
- An opportunity to study a broader range of VCE subjects.



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Students wishing to apply to study a Unit 1 and 2 subject when they are in Year 10 are required to submit an application that shows they meet the following criteria:

- Performed at a consistently high level in all subjects, NAPLAN and other testing which may be available. As a guide, students need to achieve results which place them in the top 20% of students in each measure.
- Demonstrated good organisation skills and the motivation to succeed.
- Demonstrated strengths in the subject area of the proposed Unit 1 and 2 subject.

The Selection Criteria for this application process is as follows:

- Demonstrated ability to perform to a high standard and cope confidently with the demands of study with a minimum Vic Curriculum at Year 9 standard or above in all subjects.
- Consistently high GPA score across the year (above 3).
- Demonstrated strengths in the subject area of the proposed Unit 1 and 2 subject.
- A high attendance rate for the current year.
- A well-considered academic program.

Special Consideration

Pathways for students on modified curriculum programs, eg: SLD, DI or students with special needs will be taken into account when determining referrals to the CEAP Promotion Panel.

Extenuating circumstances may be considered in determining a student's suitability for promotion.

Entrance into the CHAC English program: Beginning of Year 10

Year 9 students wishing to gain entrance to the CHAC English Program at the College must meet the following expectations:

- Demonstration of academic achievement that is at or above standard in teacher judgement and on standardised testing (PAT or OnDemand)
- Have a GPA average of 3 or above
- Receive a recommendation from at least two teachers
- Have a high attendance rate for the current year

PROMOTION PANEL

Purpose of the CEAP Promotion Panel

Students who have not met the promotion requirements as per this policy will be referred to the CEAP Promotion Panel, where the panel will review all information and make a recommendation to the College Principal.

CEAP Promotion Panel recommendations may include;

- Promotion to the CEAP program next year
- Further opportunity for redemption or support



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- Referral to Learning Partner
- In extreme cases, transition into the mainstream curriculum program

The CEAP Promotion Panel will consist of;

- Principal Class and /or Nominee
- Sub-school representative
- Learning Partner
- Enrichment & Acceleration Learning Specialist or CEAP Co-ordinator

Consultation will take place between the Principal, Sub-school representative, the student's classroom teachers, the student and their parents in making a recommendation regarding their promotion.

SUPPORT

The College provides programs that endeavour to both maximise the success of each individual student and to encourage engagement.

IMPLEMENTATION/GUIDELINES

Teachers

Teachers need to provide the students with clear expectations and guidelines as to what is required for them to demonstrate the required level of academic achievement. The student must be given the opportunity to redeem work which does not meet the expected standards within a reasonable timeline.

Where teachers have concerns about a student not meeting the requirements for their subject, they must promptly inform the Student Manager of the relevant sub-school.

The Sub-school will;

- Inform students and parents of the attendance and promotion requirements.

The Enrichment & Acceleration Learning Specialist will;

- Liaise with the Learning Partners and the previous years' Student Manager (where appropriate) to ensure that students not meeting the requirements identified.
- Liaise with the Sub-school and Learning Partners for: support for student learning; referral or recommendation for extra-curricular programs; tracking and monitoring of data and progress.
- Ensure ongoing review and evaluation of student's progress and performance.
- Liaise with the student and their parents around program expectations.
- Work with the subject teacher/s and the student to explore all avenues for the student to be successful.
- Refer the case to the CEAP Promotion Panel once all avenues have been investigated, and the student still doesn't meet the requirements for promotion.
- Ensure appropriate communication with parents detailing the referral and requesting any additional information parents would like the CEAP Promotion Panel to consider.
- Inform the student and their parents of the outcome once the panel has made its decision.



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The College will;

- Ensure that appropriate extra-curricular opportunities are provided for students.
- Ensure that the CEAP program has an appropriate level of academic rigor to allow students to meet and exceed the academic requirements for progress.

CEAP PROMOTION PANEL

A CEAP Promotion Panel will be established in February and remain in tenure for one year.

Where students have not met the promotion requirements, their case will be referred to the CEAP Promotion Panel.

The Panel may consult with the Principal, Sub-school leader, Year Level Co-ordinator, the student's classroom teachers, the student and their parents to determine a recommendation regarding their promotion. The panel will review all information and make a recommendation.

CEAP Promotion Panel decisions may include:

- Promotion to the CEAP program next year
- Further opportunity for redemption or support
- Referral to Learning Partner
- In extreme cases, transition into the mainstream curriculum program

The Student Manager is informed of the panel's decisions and will inform the parents and student of the outcome. NOTE: Students promoted to years 7 to 9 will be placed on a contract and the relevant up-taking Year Level Coordinator and Sub-school Student Manager informed.



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<i>Action required to monitor progress</i>	<i>Staff involved</i>	<i>Completion date</i>
Work Ethic Enter GPA scores GPA average of 3 or more	All subject teachers Checked by Enrichment & Acceleration Learning Specialist	4 weekly cycles: 2 cycles in term 1, 1 in term 2, 2 in term 3, 1 in term 4. (Semester reports will show work ethic at the end of term 2 and 4) End of each cycle
Attendance 90% attendance rate across all subjects	Checked by Enrichment & Acceleration Learning Specialist	4 weekly cycles

FURTHER INFORMATION AND RESOURCES

Reference: Student Assessment & Reporting Guidelines Advisory Guide Department of Education and Early Childhood Development

<http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/assessment.aspx>



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REVIEW CYCLE AND EVALUATION

This policy will be reviewed annually in relation to its impact on the maintenance of high standards of academic excellence in student learning.

This policy was last updated on 19/11/2019 and is scheduled for review in November 2020.