
Consolidation/Acceleration Policy

Status: Review September 2015
Education Sub Committee.

Rationale:

The Consolidation / Acceleration of students needs to be considered within the context of their total development and future educational needs. RHPS does not generally recommend students consolidate/accelerate a year level due simply to low or high academic or social achievement. The most effective strategy to address learning gaps and avoid extending a year is to tackle them during the school year – responding appropriately to continuous and comprehensive assessment and providing early, regular and timely support.

Aims:

To provide a clear process that is to be followed any time a teacher or parent wishes to consider a student consolidating or accelerating a year level.

Guidelines:

RHPS will follow DET guidelines for year level consolidation which states that for year level movement, schools should:

- regularly promote students to the next year level with their peer group
- retain students only in exceptional circumstances that consider the long-term academic benefit of the student and the student's welfare needs
- advise parents/guardians fully of options that they consider best meet individual student needs
- abide by the final decision of parents, even when that decision goes against the advice of the school
- avoid practices and policies that have the effect of restricting admission or forcing students to transfer or withdraw.
- The final decision for extending a year rests with the parents; the final decision for acceleration rests with the school.

Implementation:

- The RHPS teaching staff and curriculum will provide programs that meet individual student needs.
- A Student Support Group will be formed consisting of the Principal or nominee, class teacher and parent(s) and may consult with Student Services as appropriate in making a decision.
- The classroom teacher and subsequently, the student support group will consult with all parties on a case by case basis with regard to the Consolidation / Acceleration of students at the earliest opportunity.
- The classroom teacher will provide the student support group with a completed checklist on all aspects of the student's development – see attached supporting document.
- Student Services and other personnel will be consulted when appropriate.
- The student support group will devise, document and file recommendations, including an Individual Learning Plan [ILP] that will cater for the specific needs of the individual student whether Consolidation/Acceleration is suitable or not.
- Serious concerns relating to a child coping with the academic expectations of a particular year level are to be brought to the attention of the Assistant Principal who is responsible for Student Well-Being to oversee the child's progress, and assist in program implementation and intervention support.
- Students considered for year level acceleration/consolidation will be referred for a cognitive assessment.
- Consideration will be given to the total education of the student concerned in terms of the social, emotional, physical and cognitive development.
- Consideration may also be given to young students repeating a year level due to severe maturation or trauma concerns, or because a student has accrued a significant number of unavoidable absences which in turn has resulted in them experiencing academic difficulties.
- Generally students will not repeat a class if the child is older or physically more mature than the majority of his/her classmates, if they have already repeated a year level, or if the child is in receipt of Disabilities funding.
- Any decision made will take into consideration the total educational needs of the whole child.
- Please read in conjunction with the RHPS Gifted Education Policy.

Policies



Consolidating or accelerating students will only occur after:

- It can be demonstrated that the teacher has appropriately modified strategies in an attempt to meet the needs of the child.
- A clear record of academic progress or otherwise has been maintained and supports consolidation or acceleration.
- Classroom teachers will ensure that discussions with parents of possible consolidation/acceleration students are held as early as possible in the school year.
- A formal Individual Learning Plan has been devised for the student by the teacher in consultation with the Student Support Group and implemented.
- Parents are fully informed and are fully aware of and committed to their responsibilities with regards the academic progress of their child.
- It is believed that the child will not suffer adverse social ramifications.
- A belief is formed by the Student Support Group and the parents that the student will benefit from consolidation or acceleration.

Evaluation:

- The Consolidation/Acceleration policy shall be reviewed annually with a major review undertaken every 3 years by the Education Sub-Committee of School Council.

References:

<http://ausvels.vcaa.vic.edu.au/>

<http://www.education.vic.gov.au/Pages/default.aspx>

<http://www.education.vic.gov.au/school/parents/learning/Pages/gifted.aspx>

Supporting Document – A Decision Making Model for Grade Placement

Policies



A DECISION MAKING MODEL FOR GRADE PLACEMENT

Date:

Student Support Group Members

Principal / Assistant Principal
 Class Teacher
 Parent (s)

Factors for Consideration	For	Against	N/A	Comments
Chronological Age Academic Levels Maths English Other				
Physical Development Size / Age Co-ordination Disabilities				
Emotional Development Self Concept Independence Attitude to placement ...				
Social Development Peer relations Adult relations Group interaction / participation				
Concerns Teacher Parent Student Other				
Student Support Services Agency				

Attendance / Absenteeism

Previous placement history

Recommendations for specific needs

Recommendations for grade placement
