

Related Policies

Enrolment Policy

Curriculum Policy

Rationale/Purpose

This policy outlines the principles and procedures for parents/schools seeking accelerated progression. The principles and procedures contained in this document will apply when considering the acceleration of students.

Definitions

Acceleration

A placement process in which a student is placed with an age cohort ahead of his or her chronological age for one or more subjects.

Curriculum telescoping

When a student (or group of students) is allowed to complete several years of the school's curriculum in less time, for example, completing Years 7 to 10 in three years. In a 'telescoped' curriculum, material is not necessarily "left out" but students move more quickly through all material.

Early entry

Entering a school program before a child reaches enrolment age. (refer to Enrolment Policy).

Grade advancement

Student to be given accelerated progression in all subject areas.

Single subject accelerated progression

Student being considered for accelerated progression in one or a number of subject areas.

Policy

Accelerated progression can be considered for a student where lateral extension or enrichment is not sufficient to meet the student's learning needs.

Academically, the student demonstrates levels of skill that are well above the average of the class she or he would be going into in the following year.

Accelerated progression is based on the principle of compression or compacting of study, not necessarily omission of work. Accelerated progression takes many forms and occurs at natural transition points, such as the beginning of the school year. However, placement at other times may be desirable so that the student's previous teacher and the receiving teacher may more easily confer about the best way to help the student to make a smooth transition.

Accelerated progression – either grade advancement or single subject acceleration – is limited to a maximum of two calendar years at any particular time. (NSW Board of Studies Guidelines for Accelerated Progression, 2000).

Accelerated progression must be regularly monitored, as the student's intellectual, social and emotional adjustments need careful and ongoing evaluation.

School principals in consultation with a CEO Senior Learning Support Officer have final responsibility for deciding when any form of accelerated progression is appropriate for individual students

Procedures

1. Accelerated Progression - General Guidelines

When a student is considered for accelerated progression, the school carries out a comprehensive evaluation of academic skills and socio/emotional development. This is undertaken by the class teacher and the Learning Support Teacher, and the results and recommendations are forwarded to the Principal.

The principal consults with a CEO Senior Learning Support Officer.

The final decision about the student's progression is made by the principal in consultation with relevant staff, the student and the student's parents.

2. Accelerated Progression - NSW Schools

In Years 7-12, when the accelerated progression leads to early entry for secondary credentials, the Principal informs the NSW Board of Studies using a Board of Studies proforma.

References

NSW Board of Studies, Guidelines for Accelerated Progression, 2000.

Forms

Proforma for Informing the Office of the Board of Studies (Appendix IV – Guidelines for Accelerated Progression). (see website www.boardofstudies.nsw.edu.au/manuals/pdf_doc/accelerated_guide.pdf)

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