



## Accelerated Progression of Students

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### **Related Policies**

Enrolment Policy  
Curriculum Policy

### **Purpose**

This policy outlines necessary considerations before finalising arrangements to accelerate the progress of a student, including early entry to school.

### **Policy**

#### **Early Entry**

It is generally desirable for schools to adhere to a nominated enrolment date whereby children commencing kindergarten should be five (5) years of age by 30 April of the year of enrolment.

Before making the decision to give early entry to a student, the Principal should consult:

- parents of the student;
- teachers; and
- an officer from CEO Special Needs Education Services Team.

It is generally advisable that the child be within six months of the approved entry age where early entry is being considered.

#### **Accelerated Progression**

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

Where accelerated progression, either grade or subject, is being considered there should be a comprehensive assessment of the student's academic, social and emotional readiness.

The Principal should make the decision about accelerated progression in consultation with staff, students and the student's parents.

Accelerated progression – either grade advancement or single subject acceleration – will be 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 based on the principle of compression or compacting of study, not omission of work.

Ideally, accelerated progression should occur at natural transition points, such as the beginning of the school year.

### Definitions

Early entry – Entering a school program before a child reaches five (5) years of age by 30 April of the year of enrolment.

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.

### Procedures

#### 1. Early Entry

- 1.1 Student being considered for early entry should demonstrate abilities above their developmental norms.
- 1.2 Principals should contact an officer from the CEO Special Needs Education Services Team to discuss procedures for considering an early entry enquiry.
- 1.3 When considering an early enrolment the Special Needs Resource Teacher and /or kindergarten teacher should complete an observation in the child's pre-school or during a classroom visit in the enrolling school.
- 1.4 Student placement should be reviewed after one term by the participants in the original placement process.

#### 2. Accelerated Progression - General Guidelines

- 2.1 When a student is being considered for accelerated progression, the school should carry out a comprehensive evaluation of academic skills and socio/emotional adjustment. This should be undertaken by the class teacher or the Special Needs Resource Teacher.
  - 2.1.1 Academically, the student should demonstrate levels of skill that are well above the average of the class she or he would be going into.
  - 2.1.2 Evaluation about the student's emotional maturity must include input from the student's parents and the school counsellor.
- 2.2 Ideally, accelerated progression should occur 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.
  - 2.2.1 A student's physical size or physical or sensory disability should not, in itself, prohibit accelerated progression.
- 2.3 The accelerated progression should be reviewed regularly. This could take place, for example, after one term by a meeting of those involved in the original decision to accelerate.

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### 3. Accelerated Progression - NSW Schools

- 3.1 If accelerated progression of two or more years is proposed then the Principal should contact Special Needs Education Services in the Catholic Education Office for follow up consultation with the NSW Board of Studies.
- 3.2 In Years 7-12, if the accelerated progression leads to early entry for secondary credentials, the Principal must inform 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](http://www.boardofstudies.nsw.edu.au/manuals/pdf_doc/accelerated_guide.pdf))

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