

# English and Mathematics Pathways Policy & General Domain Acceleration Policy

2023 - 2026

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## Help for non-English speakers

If you need help to understand the information in this policy please contact Hampton Park Secondary College on 03 8795 9400.

## Statement

Hampton Park Secondary College endeavours to provide all students with the opportunity to maximise their learning potential whilst at school. All students undertake their recommended English and Mathematics pathways to maximise their success in their secondary education and in their chosen career pathways. All students, as appropriate, are encouraged to improve their educational outcomes through accelerating their learning by studying a VCE-VM, VCE, or VET subject whilst undertaking the Enhance and Excel programs. Students who have accelerated their learning in Years 10 and 11 may also include a University Enhancement Study in their Year 12 program.

## Purpose

- To ensure students are best positioned to achieve their learning potential in English and Mathematics subjects and, by association, to achieve their learning potential in all subjects.
- To provide students with the opportunity to further extend their learning opportunities.
- To enable students to study a sixth subject as part of their scored VCE program or, alternatively, to provide opportunity for students to create a balanced VCE/VET program over three years.
- To familiarise students with the work requirements and expectations associated with the Excel Program by providing the experience of studying a VCE, VCE-VM, or VET in Year 10 and a Year 10 subject in Year 9.

## Scope

This policy applies to:

All students at Hampton Park Secondary College.

All staff responsible for counselling students in their subject and pathway choices, including but not limited to, course counsellors, domain leaders, house teams, mentor teachers, career practitioners.

## Policy

The table outlined below provides specific pathway and acceleration guidelines:

### ENGLISH PATHWAYS

English pathways are selected for students based upon whether English is their first or second language. In the later years, pathways are also recommended based on student ability in English and their career choice. These pathways ensure that all our students can be successful in English throughout their secondary education.

English as a Second Language (EAL) follows the same Language Modes as English: Speaking and Listening, Reading and Viewing, and Writing. EAL caters to the learning needs of students with a non-English speaking background in the same way as English caters to needs of students who do have an English-speaking background.

Students are eligible to take an EAL pathway who have:

- lived in an English-speaking country for less than seven cumulative years OR
- been enrolled in schools where English has been the major language of instruction for less than seven cumulative years.
- Residing in or studying in India or Singapore requires a special application for VCAA eligibility.

These criteria are checked before subject selection each year. Moreover, before subject selection, it will be determined if the student is eligible to complete VCE EAL units 3 & 4 as their compulsory 'English group' units.

Students who are eligible (through VCAA) to complete VCE EAL units 3 & 4 as their compulsory 'English group' units will enter and remain in the EAL pathway.

Students who are NOT eligible to complete VCE EAL units 3 & 4 as their compulsory 'English group' units will be moved to the English pathway no later than at the commencement of Year 10 English UNLESS it is decided in consultation and agreement with the College, the student, and the parent/carer that the student will undertake a VCE-VM or VPC pathway.

Students who are NOT eligible to complete VCE EAL units 3 & 4 as their compulsory 'English group' may be moved to the English pathway prior to Year 10 if the student demonstrates a high ability in EAL, achieves a stanine of six or above in ACER Reading and Grammar and Punctuation, and the move is decided in consultation and agreement with the College, the student, and the parent/carer.

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Special circumstances may be considered by VCAA in determining EAL eligibility, including limited or no prior schooling or significant interruptions to schooling.

A student who is an Aboriginal or Torres Strait Islander person whose first language is not English and a student who is deaf or hard of hearing eligible to complete VCE EAL units 3 & 4 as their compulsory 'English group' units.

Students who are deaf or hard of hearing must produce evidence of an allowed hearing test that shows the student has a hearing loss of 60 decibels or greater in their better ear and have been determined by the Visiting Teacher Service as being eligible for assistance.

Students who meet this eligibility for deaf or hard of hearing may be eligible to undertake alternative assessment tasks to the ones outlined in the English or EAL study design.

Students who are experiencing success in English may be recommended to follow an 'Advanced English' pathway in their senior years. All students may choose English Literature or Evolution of Language at Year 10 and Unit 1 & 2 Literature or English Language. However, the following information is used to determine suitability for joining Units 3 & 4 Literature or English Language:

- Achievement of Stanine 6 or above on ACER testing for Reading and Grammar and Punctuation.
- Recommendation by the student's current English Teacher/s.
- Further data and testing as determined by the English Domain Leader.

Students who are achieving below their age-based peers in English at Year 10 are **strongly** recommended to take Unit 1 & 2 Foundation English at Year 11 if they are following a VCE pathway.

Students who are achieving below their age-based peers in EAL at Year 10 and students no longer eligible for EAL who are achieving below their age-based peers in English at Year 10 are **strongly** recommended to take unit 1 & 2 Bridging EAL at Year 11 if they are following a VCE pathway.

**ALL** students undertaking a VCE pathway **must** enroll in unit 1 & 2 and 3 & 4 of VCE English or EAL **regardless** of their other English group choices.

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## LITERACY SUPPORT

“Simply, literacy is a set of skills and English is a broad subject. Being literate develops a person's potential and ability to participate in society.”

“Through English and the study and production of texts, students learn to read and write about themselves, their communities, and the world. Literacy on the other hand, refers to the development of literate practices that allow students to understand how meaning is made through language and texts, in all subject areas.”

Not everyone excels in English as a Domain-based subject, or finds English (the subject) interesting, however, it is recognised that we need to be 'literate' to function successfully in our everyday lives.

Hence, students who are struggling in with Literacy will be placed into the Literacy Support Programme. This programme has the purpose of supporting students to fill any gaps in their learning between them and their age-based peers, and to ensure that students have the practical literacy skills they will need to succeed in all of their school subjects, including English, and in their chosen careers.

The following information is used to determine suitability for joining Literacy Support:

- Achievement of Stanine 3 or below on ACER testing for literacy.
- Recommendation by the student's current English Teacher.
- Further data and testing as determined by the Literacy Leading Teaching and Curriculum and Pedagogy Leader in consultation with the English Domain Leader.

It is important to note that students wishing to complete the VCE must successfully complete Year 11 and Year 12 VCE English or EAL.

## ACCELERATION REQUIREMENTS FOR ENGLISH

Students are not permitted to accelerate in English.

## MATHEMATICS PATHWAYS

Mathematics pathways are recommended for students based upon their mathematical ability, and, in the later years, their career choice. These pathways ensure that all our students can be successful in Mathematics throughout their secondary education.

Students who are achieving in Mathematics at the same level of ability as their age-based peers will follow the 'Core Mathematics' pathway. Students in this pathway have a number of Mathematics electives they may choose from and may be recommended for acceleration into a different pathway if they demonstrate an improvement in their mathematical ability. This pathway can lead to VCE General Mathematics qualifications.

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Students who are achieving below their age-based peers may be recommended to follow a 'Mathematics for Life' pathway. This pathway allows these students to continue to increase their mathematical skills with instruction tailored to their ability. A 'Mathematics for Life' pathway can lead to VCE Foundation Mathematics and VCE-VM Numeracy qualifications.

The following information is used to determine suitability for joining the 'Mathematics for Life' pathway:

- Achievement of Stanine 3 or below on ACER testing for numeracy.
- Recommendation by the student's current Mathematics Teacher.
- Further data and testing as determined by the Mathematics Domain Leader.

Students who are achieving above their age-based peers may be recommended to follow an 'Advanced Mathematics' pathway. Students who do not demonstrate maintenance of their Mathematics achievement may be recommended to return to a 'Core Mathematics' pathway. This pathway can lead to VCE Mathematics Methods and VCE Specialist Mathematics qualifications.

The following information is used to determine suitability for joining the 'Advanced Mathematics' pathway:

- Achievement of Stanine 6 or above on ACER testing for numeracy.
- Recommendation by the student's current Mathematics Teacher.
- Further data and testing as determined by the Mathematics Domain Leader.

## **NUMERACY SUPPORT**

"Numeracy is the knowledge, skills, behaviours and dispositions that students need in order to use mathematics in a wide range of situations."

"Being numerate involves more than mastering basic mathematics. Numeracy involves connecting the mathematics that students learn at school with the out-of-school situations that require the skills of problem solving, critical judgement, and sense-making related to applied contexts."

While not all people always demonstrate an advanced ability in Mathematics as a domain-based subject (or are interested in doing so), it is recognised that we need to be 'numerate' to function successfully in our every-day lives.

Hence, students who are struggling in Mathematics may be placed into the Numeracy Support Programme. This programme has the purpose of supporting students to fill any gaps in their learning between them and their age-based peers, and to ensure that students have the practical mathematical skills they will need in their every-day lives.

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The following information is used to determine suitability for joining Numeracy Support:

- Achievement of Stanine 3 or below on ACER testing for numeracy.
- Recommendation by the student's current Mathematics Teacher.
- Further data and testing as determined by the Mathematics Domain Leader and Numeracy Leading Teacher in consultation with the Curriculum and Pedagogy Leader

## **ACCELERATION AND ENTRY REQUIREMENTS FOR MATHEMATICS**

Acceleration into more advanced 7 to 10 subjects:

Mathematics Acceleration is possible at any year level for students who show consistent ability in Mathematics that aligns to a more advanced level of the Victorian Curriculum than their age-related peers.

The following information is used to determine suitability for joining or accelerating into Victorian Curriculum Mathematics subjects:

- Achievement of Stanine 6 or above on ACER testing for numeracy.
- Recommendation by the student's current Mathematics Teacher.
- Further data and testing as determined by the Mathematics Domain Leader and Leading Teacher of Numeracy.

Acceleration into VCE subjects:

Specific guidelines exist for approval to accelerate into General Mathematics and Mathematical Methods. Students are not permitted to accelerate into Specialist Mathematics.

The following information is used to determine suitability for accelerating into these Mathematics subjects:

### **General Mathematics Units 1 & 2:**

- Achievement of an average of B or above on Year 9 CATs.
- Achievement of an average of C or above on Year 10 CATs.
- Achievement of a minimum of 60% on the entry exam.
- Achievement of Stanine 6-7 on ACER testing for numeracy.

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## General Mathematics Units 3 & 4:

- Maintaining an average of 70% across the Unit 1 & 2 General SACs

## Mathematical Methods Units 1 & 2:

- **Year 9 Accelerating:** Completion of the Year 10 Advanced Mathematics course including CATs and exam in Year 9 or achievement of an average of A in Year 9 CATs, particularly algebra. Prerequisites include Algebra 101 and 102.
- **Year 10 Accelerating:** Completion of the Year 10 Advanced Mathematics course including CATs and exam in Year 10 or achievement of an average of B in Year 10 CATs, particularly algebra.
- Achievement of 75% on the entry exam.
- Achievement of Band 9 or 10 on NAPLAN testing for numeracy.
- Achievement of Stanine 8-9 on ACER testing for numeracy.

## Mathematical Methods Units 3 & 4:

- Maintaining an average of 70% across the Unit 1 & 2 Methods SACs

## Specialist Mathematics Units 1 & 2:

- Achievement of 85% on the entry exam.
- Achievement of Band 9 or 10 on NAPLAN testing for numeracy.
- Achievement of Stanine 8-9 on ACER testing for numeracy.

## Specialist Mathematics Units 3 & 4:

- Maintaining an average of 70% across the Unit 1 & 2 Specialist SACs

## ACCELERATION REQUIREMENTS FOR ALL OTHER DOMAINS

### Standard Acceleration:

**Year 9 students** who are categorised as **High Ability** by meeting the following eligibility criteria, are expected to select and undertake at least one Year 10 subject:

- Is deemed suitable based on data including but not limited to Learning Habits reports, ACER Stanine of 6 and above, and relevant teacher recommendation.

**Year 9 Students** who have been identified as **High Ability** and do not wish to undertake a Year 10 subject must submit an **Acceleration Exemption Application Form**. The student may be required to attend an interview with the House Leader and nominated panel members. All Opt-Out requests must be approved by, and are at the discretion of, the relevant House Leader, and Curriculum and Pedagogy Leader.

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**All Year 10 students** are expected to select and study one accelerated VCE, VCE-VM, or VET subject as part of their Year 10 course.

Accelerated VCE subjects must be approved by the overseeing course counsellor and Freeman House Leader, who must deem each student suitable based on teacher recommendations and data sets. Accelerated VET subjects must be approved by the VET Innovations Leader.

*Note: Students must be at least 15 years of age at the commencement of a VET course.*

### **Exemptions:**

Some students may be identified as not being suitable by the Curriculum & Pedagogy Leader. They will be exempt from undertaking a VCE or VET subject. Students deemed not suitable may include, but are not limited to, students who fall within these categories:

- Students with a disability
- Students with a learning difficulty
- Students with extremely low literacy skills (stanine 3 or below), generally this will include students enrolled in Literacy Support class.
- Students identified with significant wellbeing concern.

**Year 10 students** who are categorised as **High Ability** by meeting the following eligibility criteria, are **expected** to select and undertake at least one VCE, VCE-VM, or VET subject as part of their Year 10 program:

- Is deemed suitable based on data including but not limited to Learning Habits reports, ACER Stanine of 6 and above, and relevant teacher recommendations.

Students who have been identified as High Ability and do not wish to undertake a VCE subject must submit an **Acceleration Exemption Application Form**. The student may be required to attend an interview with the relevant House Leader and nominated panel members. All Opt-Out requests must be approved by, and are at the discretion of, the relevant House Leader, and Curriculum and Pedagogy Leader.

### **Exceptional Acceleration:**

**Year 8 students** who are recommended for a subject-specific acceleration into a Year 10 subject can occur when the acceleration:

- is deemed suitable based on data including but not limited to Learning Habits reports, ACER Stanine of 6 and above, and at least two relevant teacher recommendations AND
- is discussed between the acceleration candidate and the relevant Domain Leader AND
- is approved by the overseeing course counsellor and the Student's House Leader, who must deem each student suitable based on teacher recommendations and data sets.

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**Year 9 students** who are recommended for a subject-specific acceleration into a unit 1 & 2 VCE subject can occur when the acceleration:

- is deemed suitable based on data including but not limited to Learning Habits reports, ACER Stanine of 6 and above, and at least two relevant teacher recommendations AND
- is discussed between the acceleration candidate and the relevant Domain Leader AND
- is approved by the overseeing course counsellor and the Student's House Leader, who must deem each student suitable based on teacher recommendations and data sets.

## Approval Process

- Initial approval processes are outlined above.
- To ensure overall pathway and acceleration learning area balance and appropriateness, final approval is held with the Curriculum and Pedagogy Leader and the Assistant Principal for Teaching and Learning.
- House Leaders will continue to monitor student progress in accelerated subjects throughout the year to ensure all students are performing at the
- expected standard. If not performing at the expected level, a conference involving parents/carers and the student will occur and students may be withdrawn from the subject if deemed necessary.
- Acceleration in more than one VCE or VET subject (unless the acceleration is the sequential core Mathematics progression of the student) is only granted in exceptional circumstances and is negotiated on an individual basis; and must be approved by the Freeman House Leader and Curriculum and Pedagogy Leader.

## Disclaimer

Priority placement in subjects will be given to students of that notional year level where places are limited. Therefore, acceleration in the desired subject may not always be possible due to availability or other factors such as timetabling and staffing.

Policy Last Reviewed	November 2023
Approved by	Principal
Next Reviewal Date	November 2026