

## Nelson College Policy

### 2.2 ACCELERATION BY GRADE LEVEL



**Approved by:** Board of Trustees  
**Contact:** Deputy Principal  
**Group:** Leadership Team

**Date effective:** Aug 2018  
**Review date:** Aug 2020  
**Reviewed by:** Headmaster

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#### Policy Statement

Nelson College will provide a process whereby an individual student's identified learning needs are able to be met by acceleration by year level overall or on a subject only basis, such an acceleration will require a screening process and be based primarily on proven achievement with consideration given to the student's potential to achieve in an accelerated placement. The decision-making process will be holistic and place the student's welfare at its centre.

#### Policy Rationale

Under the National Administration Guidelines (2017) (NAG 1) the Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa, such programmes should endeavour to meet the individual learning needs of each student.

#### Responsibilities for implementation

- **Board of Trustees**  
Will delegate responsibility for the implementation of the policy to the Leadership Team.
- **Deputy Principal (Academics)**  
Will ensure the policy is implemented and guidelines followed
- **GitCo Coordinator**  
Will assist the Deputy Principal in the implementation of the policy
- **HODs, Guidance, Careers staff**  
Will follow the policy guidelines and provide appropriate feedback and support to teaching staff, parents and students involved in this process.

#### Guidelines and Steps

##### Entry into the process

1. Acceleration nomination by teachers, HOD, GitCo and/or other staff (e.g. counsellor) made to the Deputy Principal Academics/Headmaster. Most likely to be late in a school year (during course selection) or occasionally very early on in a school year where potential significant misplacement of a student in a course is identified.
2. Determination made by the Deputy Principal Academics/Headmaster to initiate a screening process to decide whether acceleration is an appropriate pathway.

**Note** -Nomination by students and/or parents will be directed to the Headmaster who will determine in consultation with the teacher/HOD and GiTCo whether the following steps are initiated. The support of the professional educators would need to be in place before a screening process was considered.

### **The process of screening and determination**

This is explicit only about situations in which a student is approved by the Deputy Principal Academics/Headmaster for screening and consideration for acceleration.

1. Acceleration screening (through a variety of mechanisms including 'above' grade level achievement tests, etc) see Appendix A, will be coordinated and administered by affected departments and the GiTCo as determined and supervised by the Deputy Principal Academics.
2. Consultation will occur with parents/student about desirability (including psycho-social considerations) of the possibility of acceleration.
3. Consultation will occur with counsellor, psychologist and/or other outside experts if needed.
4. Recommendation for academic acceleration will be determined by the Deputy Principal Academics and approved by the Headmaster
5. Approval will be granted after final consultation with parents/student.

### **Implementation**

1. An IEP acceleration plan tailored the specific situation in each subject accelerated will be developed, coordinated by the Deputy Principal Academics and GiTCo and involve HODs/Teachers.
2. Headmaster will approve the final acceleration plan/IEP
3. Implementation will be coordinated by the HOD in conjunction with affected teachers with assistance from GiTCo.
4. Acceleration can be reviewed at any time and be 'initiated by HOD/GiTCo / parent/student/teacher or other professional staff contacting the Deputy Principal Academics
5. The student is at the centre of this process and should be empowered to determine whether not to be accelerated at any point in the process, or at any point once acceleration begins.

### **Right to review/appeal**

1. Any decision made by the College with respect to a student's placement can be appealed by the parent and/or student. An appeal is to be made in writing and will result in the Headmaster reviewing the basis of the decision.
2. If a parent wishes to appeal a decision the Headmaster has made, then this should be made in writing to the College Board of Trustees Chairman.

Note – accelerated placement will always be made with consideration of all available data and a shared consensus amongst the professional educators of the most appropriate pathway for an individual student. The student’s emotional well-being and their own wishes will form a significant part in the decision-making process.

## APPENDIX A

### **Determining Academic Readiness for Academic Acceleration**

The following can be used to determine if a student should be considered for acceleration under this policy.

- A. Teacher observation scales in combination with teacher in-class assessment, collegially reviewed by a peer
- B. Wechsler Individual Achievement Test - Australian and New Zealand
- C. Woodcock Johnson III Achievement Test
- D. Iowa Acceleration Scale
- E. SAT [Scholastic Assessment Tests]
- F. NCEA above level testing as marked by a qualified teacher and moderated by a peer
- G. Demonstrated record of achievement above level (through Te Kura for example)
- H. Trinity Music Certifications, ICAS High Distinction Certificate (The top 1% of entrants in each year level or the UNSW medal given to the top score in each subject in each year level), etc
- I. Test of Mathematical Abilities for Gifted Students (for incoming 12 year olds only)
- J. Multidimensional testing
- K. Behavioural checklists
- L. Reports from class teachers
- M. Products and performance
- N. Class grades
- O. Recommendation of a psychologist
- P. Interviews with the student
- Q. Interviews with the student's parents/guardians
- R. Anecdotal records
- S. Evidence of any academic prizes or awards the student has received
- T. Evidence of the student's extracurricular and out-of-school activities, interests and abilities.

### **Determining Emotional and Social Readiness for Academic Acceleration**

The emotional and social readiness of a student for acceleration should be determined in a number of ways including:

1. Observation of interactions with peers over a reasonable time period;
2. Evidence of the student's maturity, social skills and participation in activities beyond the school environment, eg out-of-school hobbies, interests, participation;
3. The student's level of self-esteem and motivation;
4. Consideration of the student's adjustment to problems and decision-making skills;
5. History of the acceleration candidate relating better to children older than themselves, and/or of relating better to adults
6. The student's participation in extracurricular school activities;

7. Anecdotal evidence from teachers and parents.
8. Evidence of emotional distress caused by age-equivalent peers who do not understand the more complex and mature behaviours of the acceleration candidate
9. Above all the student's willingness and choice to be accelerated