

# Academic Progression Policy

*Inspiring Great Minds*



Queensland Academy  
for Science Mathematics  
and Technology





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## 1.0 RATIONALE

The Academy (QASMT) offers the International Baccalaureate (IB) Middle Years and Diploma Programmes. They are academically challenging and balanced programs of education that are internationally recognised. The Diploma Programme is widely regarded as a pre-university level qualification that allows students to develop excellent breadth and depth of knowledge.

All Academy students are monitored closely for their academic progress under the *Academic Progression Policy* each term. Students requiring support are identified at the end of each academic term through the review of academic achievement data. Each student who has not achieved a grade of at least 4 in any of their senior subjects (or 5 in Middle Years), according to the IB Programme grade scales outlined in Section 1 below, will be provided feedback and guidance by their subject teacher so they can strive for improvement. Students who have met Year Level specific criteria (see Appendix 1 – ‘Policy Overview’) in one of their academic subjects, will be placed on **Academic Support** and will meet with the relevant Head of Department.

Students who have met specific criteria across more than one of their academic subjects, will be placed on **Academic Pathway Support**. In addition, Years 11-12 students who do not meet the standards required in the IB Diploma, as outlined in the IB Diploma requirements in Section 2 below, will be placed on *Academic Pathway Support*. Students on *Academic Pathway Support* will meet with the Deputy Principal around academic pathways as well as receive support from their House Dean.

## 2.0 IB PROGRAMME GRADE SCALES

Grade	Rating	Criteria – Evidence in a student’ work typically demonstrates ...
7		An exceptionally high level of performance for the subject.
6		A high level of performance for the subject.
5		Achievement above the minimum requirements for the subject.
4		The minimum requirements for the subject.
S		Satisfactory progress in meeting course requirements.
3		Potential to reach the minimum requirements for the subject.
2		A low level of performance in the subject
1		A very low level of performance in the subject
U		Insufficient progress in completion of course requirements.
N	Not rated	Insufficient evidence to make a judgment.

### **3.0 IB DIPLOMA REQUIREMENTS**

The International Baccalaureate Organisation (IBO) sets down rigorous standards to achieve the IB Diploma. This protects the integrity of the award and ensures that schools are meeting standards of achievement in consistent ways. A candidate can only receive an IB Diploma if the IB 'DP passing criteria' are met – for more up-to-date IB information about the Diploma Programme and its requirements, students should refer to the International Baccalaureate website.

1. CAS requirements are met.
2. The candidate has achieved at least 24 total points.
3. A grade has been awarded in all subjects, TOK and the EE.
4. A grade of at least a 'D' has been awarded in both TOK and the EE
5. A grade of at least a 2 has been awarded in all subjects
6. There are no more than two grade 2s awarded (SL or HL)
7. There are no more than three grade 3s or below awarded (SL or HL)
8. The candidate has at least 12 points on HL subjects.
9. Candidates have at least 9 points on SL subjects.

### **4.0 QUEENSLAND CERTIFICATE OF EDUCATION (QCE) REQUIREMENTS**

As the Queensland Curriculum & Assessment Authority (QCAA) stipulates, 'to receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements' (QCAA, 2025). For up-to-date information on QCE eligibility and requirements, please refer to the QCAA website.

### **5.0 ACADEMIC SUPPORT**

Students placed on Academic Support are required to attend an individual meeting with their parents/guardians and the relevant Head of Department. This meeting will focus on reviewing academic progress, identifying strategies for improvement, and exploring subject selection options. At the conclusion of the meeting, an agreed action plan will be established.

Meeting notes will be uploaded to OneSchool, and the student's progress will be monitored by the Head of Department throughout the term. Where appropriate, follow-up meetings between the Head of Department and the student will also be documented in OneSchool, ensuring visibility for teachers and leaders involved in supporting the student.

The Academy reserves the right to place students on Academic Support based on recommendations from the Head of Department, the House Dean, or at the discretion of the Principal and their representatives.

### **6.0 ACADEMIC PATHWAY SUPPORT**

Students on Academic Pathway Support are required to attend an individual meeting with their parents/guardians and a Deputy Principal. At the Academic Pathway Support meeting, options for subject selection and alternative tertiary pathways will be discussed. At the end of this meeting a commitment for action will be negotiated, and it is likely that ongoing support (within the academic term) will take place

between the House Dean and student. The House Dean, Heads of Department, Guidance Officers and Deputy Principal, as well as the teachers of the subjects of concern, are all integral in this support.

The Academy reserves the right to place students on Academic Pathway Support at the recommendation of the Head of Department, House Dean or the discretion of the Principal and their representatives.

## **7.0 ALTERNATIVE ACADEMIC PATHWAYS**

*Academic Support* and *Pathway Support* for Years 9 and 10 students will focus on subject selection to ensure the best opportunity to achieve the IB Diploma. In Years 10, 11 and 12, the focus will be on ensuring the best combination of Standard Level and Higher Level subjects have been selected and also on the following alternative academic pathways. Subject changes between subjects are rarely possible once students have commenced their Year 11 studies.

The Year 9 STEM Futures electives deliver a future-focused STEM curriculum. The Year 10 program is a bespoke program developed to prepare students for the rigours of the IB Diploma Programme. Each course has been designed to ensure skill development in preparation for the disciplines chosen by students to study in their Diploma in Year 11 and 12. Students and families will be provided with further information on the Year 10 courses during Year 9, but it is essential that all students are placed in their correct subjects as early as possible in Years 9 and 10, in order to best prepare them for their DP subjects.

### **7.1 YEAR 9 INTO YEAR 10 SUBJECT SELECTIONS BASED ON SUBJECT INVITATIONS**

Year 10 is our Diploma Preparation program. It is developed through the core curriculum priorities of Language and Literature, Language Acquisition, Individuals and Societies, Science and Mathematics. In Semester 2 all students study their subjects at a Higher Level (HL) or Standard Level (SL). In Term 3 of Year 9, students will be invited to study a Year 10 subject and level that is recommended for them by the Faculty Heads of Department. These recommendations are based on current academic performance. Teachers and Heads of Department are best placed to make these recommendations as they understand DP subject curriculums and their complexities.

### **7.2 YEAR 10 SUBJECT SELECTION PROCESS FOR THE DIPLOMA IN YEAR 11 BASED ON SUBJECT INVITATIONS**

Students will be invited to study Year 11 subjects that are recommended for them by the Faculty Head of Department. Teachers and Heads of Department are best placed to make these recommendations as they understand DP subject curriculums and their complexities. These decisions will be based on current academic performance. Subject invitations will be emailed to students mid Term 3 ahead of online subject selections through One School.

### **7.3 UNIVERSITY PATHWAYS**

The attainment of an IB Diploma is required for a student to be awarded a notional ATAR across all Australian Tertiary Admissions Systems. If a student does not achieve the award of the IB Diploma, as outlined in the requirements in Section 2, an alternative pathway for entrance to university will be explored.

### **7.3.1 Alternative entry pathway to university**

There are a number of alternative university pathways for students. The range of alternative pathways has been documented for our students, please contact the Deputy Principal or Guidance Officer for a copy of this information. AQF certificate qualifications, at Certificate III or higher, provide potential pathways for some university entrance, however many universities do not accept this pathway. A suitable certificate program may be offered by the Academy to maximise the student's opportunity for university entrance. Students will need to achieve a passing grade in at least four IB Diploma subjects to achieve the core requirement of the QCE and, if applicable, any pre-requisite subjects required for university courses of their interest. Students considering alternative pathways should meet with the Guidance Officer Career Planning as soon as possible.

### **7.3.2 Variable progression**

Students with exceptional circumstances may apply to be considered for a variation to progression. This allows a student to complete their IB Diploma over three years instead of the standard two years. This pathway is contingent on approval from the IB Organisation.

The applicant and their family will be interviewed by the IB Diploma Programme Coordinator (Deputy Principal Senior Years) and recommendations made based on the request details and interview. The Principal will make any final determinations on the application. The decision will be based on the merit of the evidence provided as well as the implications of the decision for both the Academy and the student.

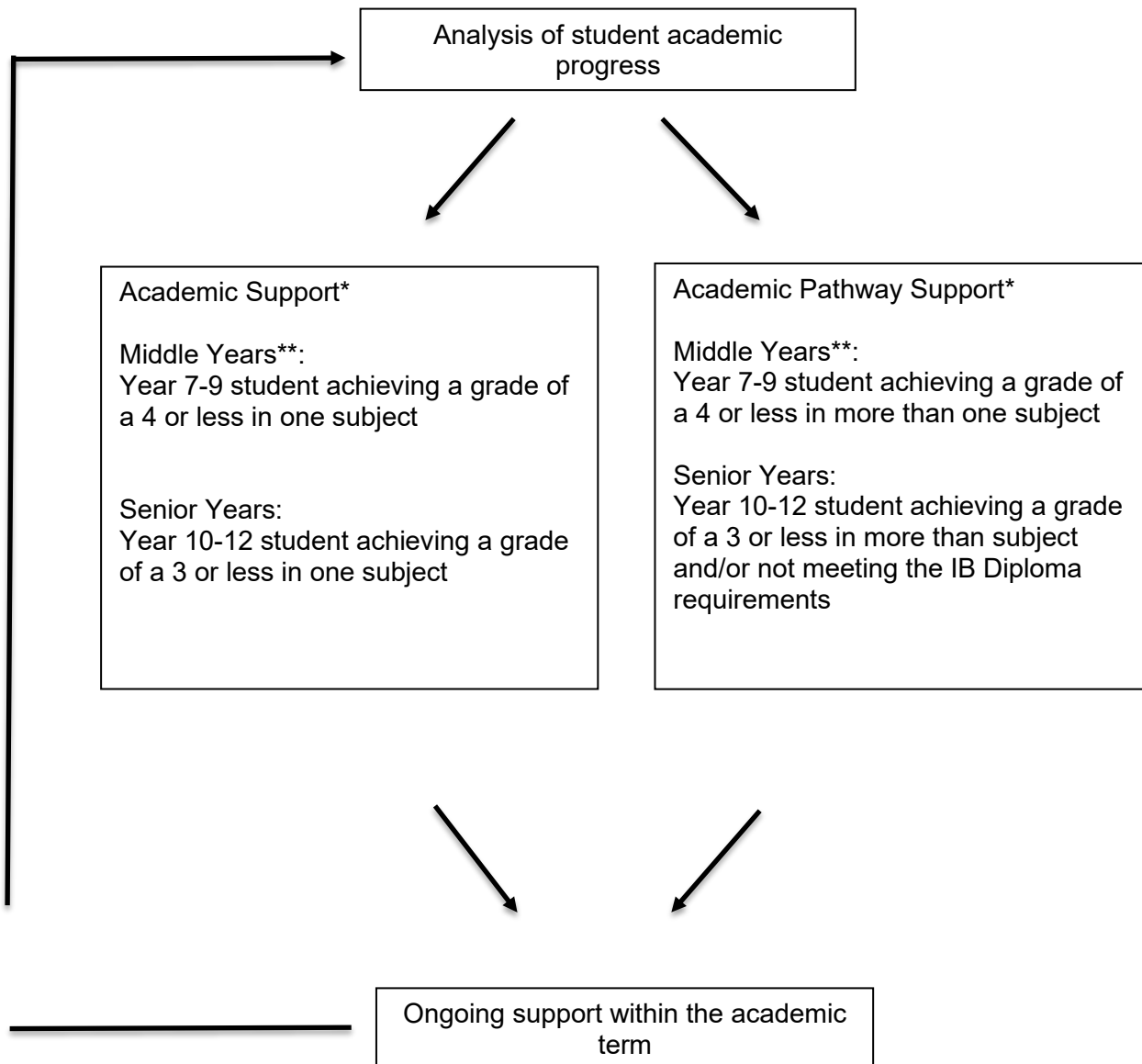
In the application, students are advised to provide evidence of exceptional circumstances, a proposed study program that demonstrates capacity to complete this academic format successfully, and a referral from the Guidance Officer Career Planning. It should be noted that a variation to enrolment does not preclude the student from the Academic Progression Policy.

## **8.0 BREACHING THE ACADEMY PROGRESSION POLICY**

Refusal to engage in processes outlined in this policy will be referred to the House Dean and/or Deputy Principal as per the Student Code of Conduct.

Non-compliance of students on *Academic Pathway Support*, or failure to commit to agreed *Academic Support*, may result in further consequences.

## APPENDIX 1 – POLICY OVERVIEW



\* There may be exceptional circumstances in-which students, that do not strictly meet the requirements for academic pathways/support, may trigger its processes – albeit in a modified fashion. For example, ongoing illness and/or concern over QCE literacy and numeracy requirements.

\*\* The inclusion of Year 7 students in the academic progression process will commence from Term 2 to allow for the collation of a full semester of academic data.



## APPENDIX 2 – ACADEMIC SUPPORT NOTES SAMPLE SUMMARY TO BE UPLOADED TO ONESCHOOL

Example Template: Academic Support Term [1,2,3,4], [20YY]

Details	
Student Name	
EQID	
Year Level	
Subject	
HOD Name	

Academic Support Plan	
Academic Results	
Aspects of the subject that are of concern	
Issues	
Goals	
Strategies	
School Supports	
Additional Information	

Agreement	
Student Signature	
Parent Signature	
HOD Signature	
Date	