

Mathematics – Stage 5 Placement Process

Mathematics – Pathway to Advanced and Pathway to Standard (Stage 5 Placement)

Purpose

To ensure students are placed in the most appropriate Stage 5 Mathematics Pathway based on demonstrated achievement, consistency, and academic readiness.

Process of Placement

Academic Data Review

At the end of Year 8, students are considered for placement into either Pathway to Advanced or Pathway to Standard for Year 9. Placement decisions are informed by a comprehensive review of academic performance, including:

- Performance across all four Year 8 assessment tasks
- Overall yearly average
- Class ranking
- AAS testing results
- Standardised assessment data, where applicable
- Evidence of consistency across the academic year.

Note: A grade of B does not automatically result in placement in Pathway to Advanced, as this grade spans a broad range (approximately 70–85). Ranking and overall performance trends are taken into careful consideration.

Teacher Input and Professional Judgement

Teacher feedback contributes significantly to placement decisions and includes:

- Demonstrated understanding of mathematical concepts
- Work habits and consistency
- Engagement and persistence in class
- Capacity to manage the pace and depth of the Advanced pathway.

Teachers provide insight into where a student is most challenged and best supported academically.

Decision-Making and Final Placement

Placement decisions are made collaboratively and professionally by:

- Head of Mathematics
- Assistant Head of Mathematics
- Classroom teacher (where required).

Students are placed in the pathway that best aligns with their academic needs and long-term success. While we as a College appreciate that not all placements will align with every parent's preference, we ask that you trust our professional judgement and respect the decision made is in the best interests of your son's learning.