

## Principles and Practices

The School will monitor, record and assess the progress of each student for the courses in which the student is enrolled. In accordance with the National Code 2018, the School will offer reasonable support to students to enable them to achieve expected learning outcomes and will facilitate access to learning support services consistent with the requirements of the courses and the learning needs of the students. The expected duration of study specified in the international student's Confirmation of Enrolment (CoE) must not exceed the CRICOS registered duration.

## Satisfactory Academic Progress

In all years, students will need to demonstrate improvement in the use of English language. Students at all age levels are encouraged to participate as much as possible in class discussions and activities. Additionally, an international student will need to meet the following criteria in their School reports to be deemed to be making satisfactory academic progress:

- Reception – Year 2: 1 (Excellent), 2 (Very Good), 3 (Sound) or 4 (Developing)
- Years 3 - 6: A (Excellent), B (Very Good), C (Sound) or D (Developing)
- Years 7 - 12: A (Excellent), B (Good) or C (Satisfactory)
- IB Diploma: minimum of 24 points across 6 subjects, with all subjects at 3+ and a maximum of 1 HL at 3.

Senior students must be attaining grades or scores that will enable the achievement of a SACE or IB certificate.

## Procedure

Refer to:

CURR 001 Senior School Reporting Policy

STUD 003 Reports

STUD 005 Middle School Assessment Policy

STUD 006 Junior School Assessment Policy

## Intervention and Counselling

St Peter's Girls will monitor the progress of each international student to ensure the student is in a position to complete the course within the expected duration specified on the overseas student's CoE. Students who are deemed to be at risk (i.e. not making satisfactory academic progress) will be interviewed and will participate in counselling. The interview and counselling will:

- Identify and agree upon areas of concern;
- Identify and agree upon improvement strategies;
- Activate an appropriate intervention plan to facilitate improved progress;
- Identify and agree upon subject-specific targets (where appropriate);
- Identify and agree upon consequences of failure to meet improvement expectations.

Staff involved in this process will be one or more of the following:

- Relevant Head of Sub-school;
- Director of Teaching and Learning;
- EALD Teacher;
- SACE Coordinator;
- IBDP Coordinator;

- School Psychologist;
- Enrolment Director/International Student Coordinator.

Where the risk is considered to be ongoing and more serious, the intervention plan will become a written agreement and the International Student Coordinator will provide students and parents with a copy.

If the student does not improve sufficiently by the end of a second intervention plan cycle, the School will advise the student in writing of its intention to report the student for breach of visa condition 8202. The student then has 20 working days in which to access the School's internal complaints and appeals process. Depending upon the outcome of the internal process, the student may wish to contact the SA Ombudsman at no cost. This must be done within 20 days (see ISPO 003 Complaints and Appeals Policy for further details).

The School will notify ESOS via PRISMS that the student is not making satisfactory course progress where:

- The student does not access the complaints and appeals process within 20 days;
- The student withdraws from the complaints and appeals process and notifies the School in writing;
- The student has chosen not to access the complaints and appeals process;
- Any internal or external complaints and appeals process have been completed and finds in favour of the School.

## Duration of Study

Part of the assessment of course progress at the end of each reporting cycle will include an assessment of whether the student's progress is such that they are expected to complete their course within the expected course duration.

The School will only extend the duration of the student's study where:

- Course completion has been affected by compassionate or other compelling circumstances on the basis of demonstrable evidence;
- the School has implemented, or is in the process of implementing, an intervention strategy for the international student because the student is at risk of not meeting course progress requirements;
- An approved deferment or suspension of study has been granted in accordance with the School's Deferment, Suspension and Cancellation Policy (Standard 9).

Where the School decides to extend the duration of the student's study, the School will report this change via PRISMS within 14 days and/or issue a new Confirmation of Enrolment if required.

## Recording and Communicating Student Progress:

- Teachers keep a record of all assessment task grades in a secure location, such as a learning management system or secure computer file;
- Teachers keep a record regarding student achievements and learning outcomes in a secure location, such as a learning management system or secure computer file;
- The School provides meaningful information for students and parents in reports;
- The School provides valid and reliable interpretation of student performance in reports;
- The School provides the SACE Board/IBDP with all required information, data and materials for assessment and moderation;
- Formal and informal strategies for providing information on student achievement include:
  - Written descriptive reports;
  - Online continuous reporting;
  - Academic conferences;
  - Teacher/parent communication;
  - Verbal and written feedback about student work of progress (formative and summative);
  - Student learning statements (reflection on practice and improvement).
- All School Reports (including Interim and Full Reports) uploaded to Synergetic DocMan at the end of each semester and/or term (as relevant);

- At the end of every term, for Middle and Senior School students, teachers assess students' grades. Junior School staff report to parent via a parent/teacher interview with records maintained and filed in student files and on Synergetic DocMan;
- Teachers follow up on underachieving students and their progress is evaluated at the end of every term;
- Student subject transfers follow a clear process from interview, parent and teacher agreement, timetable changes, SACE data change and filing;
- Special Provisions applications are stored as a hard copy with the Director of Teaching and Learning;
- All Year 12 teachers are surveyed to ascertain students at risk with follow up from Home Group teachers, parents, School Counsellor, Head of Senior School and Director of Teaching and Learning as appropriate. Data is kept by Home Group teachers, School Counsellor and Director of Teaching and Learning.

### **Language Difficulties in Subject Areas**

International students have chosen to attend an Australian school where the language of instruction and learning is English. Most of them are intending to continue on to University or TAFE courses where the language used is English. Even though special consideration procedures must be in place, the goal is for international students to operate independently in English at Year 11 and 12 level.

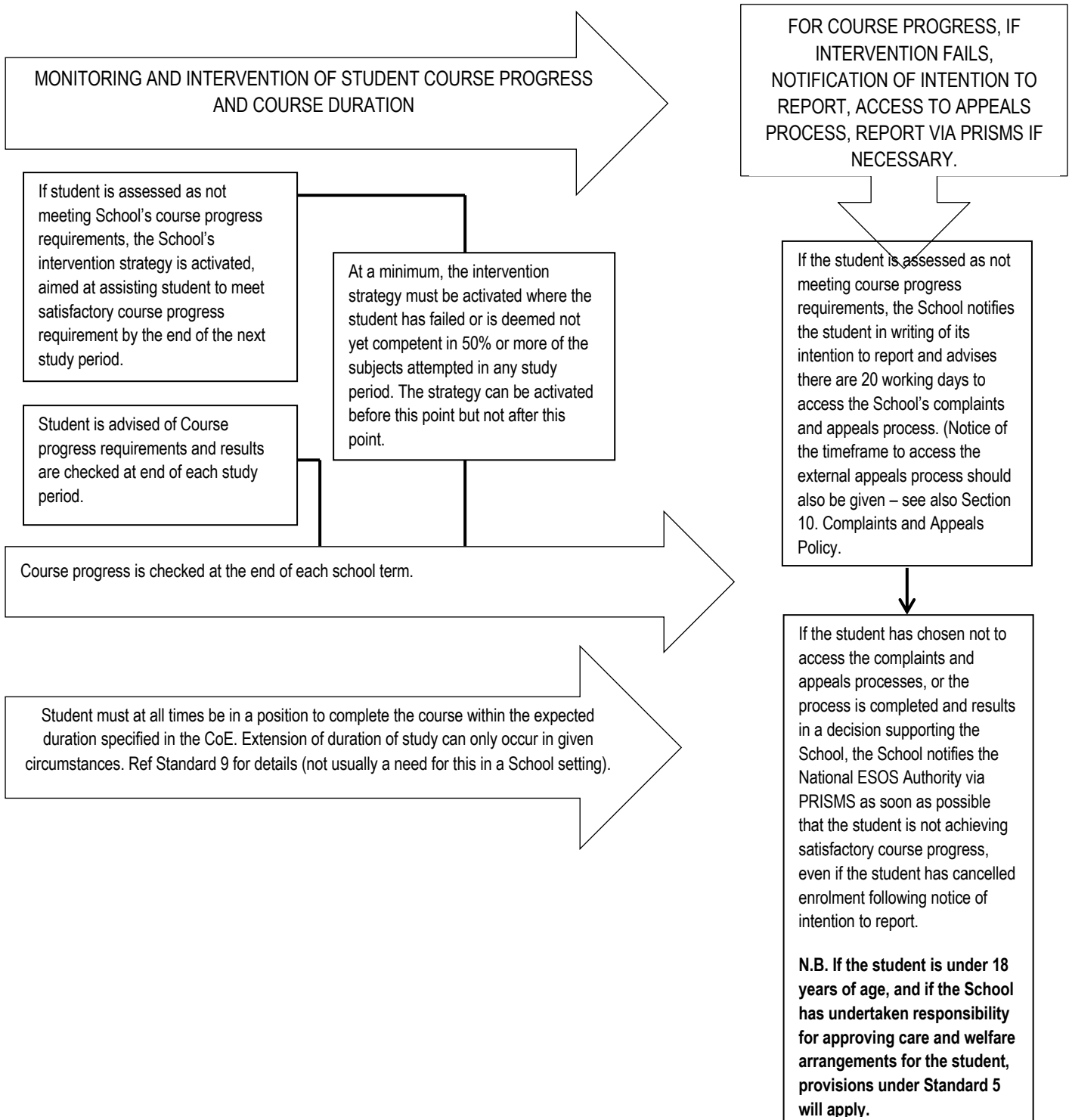
- All decisions regarding special considerations for International Students are made in accordance with SACE or IBDP requirements.
- There are procedures in place such as use of paper dictionaries, extra time and also, in some tests, the teacher supervising may be authorised to explain non-subject specific vocabulary. It is recommended that class teachers (after collaboration with the EAL/D Teacher) provide glossaries of subject specific terms. EAL/D staff may assist with these and inform students that they will have to learn/memorise these words and their meanings so that reliance on translators will be subsequently lessened.
- Students are encouraged to explain concepts in English, and explanations should be in English.
- Electronic translators are not allowed in "examination conditions" tasks; subject to individual department policy or unusual circumstances.

### **Templates for the forms and letters used in Monitoring Student Course Progress:**

- ISFO 003 Referral Form for Intervention
- ISFO 004 Interview Template
- ISLE 001 Attendance Warning Letter
- ISLE 002 Intention to Report for Unsatisfactory Attendance
- ISLE 005 Notification of Student Academic Progress
- ISLE 006 Letter of Concern
- ISLE 007 Progress Review Letter
- ISLE 008 Letter of Concern – Course Progress
- ISLE 009 Not on Track for Multiple Subjects
- ISLE 010 Interview Request Letter
- ISLE 011 Intention to Report for Unsatisfactory Course Progress



# Flowchart of Monitoring Student Course Progress



## Policy Certification

<b>Policy authorised by:</b>	Principal
<b>Responsibility of updating Policy/Procedure:</b>	Director of Teaching and Learning
<b>Date Ratified:</b>	14/01/2014
<b>Date Introduced:</b>	28/01/2014
<b>Date Reviewed/Revised:</b>	7/10/2019
<b>Date for next Review/Revision:</b>	7/10/2021