



ST. ANDREW'S GRAMMAR

INTERNATIONAL STUDENTS MONITORING COURSE PROGRESS POLICY

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ST. ANDREW'S GRAMMAR

International Students Monitoring Course Progress Policy

Purpose

St. Andrew's Grammar will systematically monitor international students' course progress and will be proactive in notifying and counselling students who are at risk of failing to meet their course progress requirements.

The School uses a variety of means to determine whether a student has made satisfactory progress. Pastoral Care and Academic Progress meetings occur on a regular basis throughout the year to assess students at risk. Where a student is identified as 'at risk' by the relevant staff, the student and their parents/guardians will be contacted.

Policy Statement

Monitoring the course progress of students allows the School to identify and offer support to those at risk of not progressing. The School will report students through PRISMS who are not making satisfactory course progress or have made a severe breach of the rules and regulations of the School. In addition, the National Code requires that the School implements and records the intervention strategy implemented to remedy the situation. This confidential information will be kept in the Head or Primary or the Academic Director's records and on the student's file.

Key Requirements of the School

Key requirements include but are not limited to:

- The progress of each student will be monitored, recorded and assessed as per the School's Assessment Policy.
- For all WACE courses, students will receive a copy of the syllabus and the assessment structure that will detail the requirements of the course for the year. It is the student's responsibility to be aware of the course requirements if taking these courses.
- St. Andrew's Grammar will implement the intervention strategy for any student who is at risk of not meeting satisfactory course progress requirements. At a minimum, the intervention strategy will be activated where the student's progress is unsatisfactory and is deemed not yet competent in 50 per cent or more of the units attempted in any given semester or year, or is deemed not to be reaching the minimum standards for WACE Graduation. A student likely to achieve a 'D' grade in more than half of the studied units would be identified.
- The School provides formal reports at the end of each semester to coincide with the conclusion of each unit of study. The School has an online platform accessible to parents of students in the Secondary School called SEQTA. Parents and Homestay can access this platform directly, showing all students assessments and test results. It also provides the opportunity to liaise directly with the teacher via SEQTA email. A student's satisfactory academic progress will be determined at the completion of each semester, when they will have completed the assessment program for each course in

accordance with requirements under the School Curriculum and Standards Authority guidelines. There will also be Parent/Guardian – Teacher Interviews conducted at the conclusion of the First Term to advise of student progress and interviews following the Semester One Reports if required.

- Parents of international students may, upon written application to the Principal, request a copy of a formal academic progress report on their child at any time. The School will provide the report within ten (10) days of receipt of the written request.
- The Academic Director and the Head of Primary, through regular contact with the teachers, identify and assist students who are at risk of not making satisfactory course progress.
- If the School assesses an international student as not meeting satisfactory course progress, the School will inform the student in writing of its intention to report the student and that he or she is able to access our Grievance Procedures within 20 working days.
- The School will report through PRISMS of the student not achieving satisfactory progress after the appeals process (if actioned) is finalised and upholds the School's decision to report.

The School Assessment Policy, Grievance Resolution Policy and Homework Policy all link with this Policy and are a framework for the School procedures put in place by the teachers, Head of Primary and the Academic Director for the monitoring of all student academic progress.

Parents/Guardians are advised regularly of issues relating the course progress of any student via diary notes, e-mails, telephone calls and other more formal communications from the School.

Responsibilities of Teachers

It is the responsibility of the teaching staff to:

- Develop a teaching/learning programme that adheres to current SCSA guidelines.
- Provide students with a course outline and scheme of assessment at the commencement of the subject- within two weeks of the start of each semester.
- Ensure that assessments are set regularly, fair, valid and reliable.
- Monitor the progress of all students and keep students, parents/guardians, the Head of Primary and the Academic Director informed at all times of each student's progress with special note of students who are not regularly meeting satisfactory standards.
- Maintain accurate records of student achievement and assessment.
- Meet school and external timeframes for assessment and reporting.
- Inform students and parents of academic progress on a regular basis and as appropriate.

Should a student be deemed to be academically 'at risk' at any time during the year, the class teacher will report the matter immediately to the Head of Primary or the Academic Director. As stated earlier in this document, 'at risk' may be defined as being in the position of achieving a grade of 'D' or less and usually equates to a score of 50% or less.

The Head of Primary or the Academic Director will then contact all of the student's teachers to request immediate feedback on academic progress to date.

If the problem is associated with only the one subject, the Head of Primary or the Academic Director will advise the teacher and the student.

The student will be expected to attend any after-school tuition sessions for the subject, if available, or will be expected to work with the teacher during breaks or at other negotiated times for extra tuition.

It is also appropriate for the Head of Primary or the Academic Director to advise the parents/guardians to enlist the services of a private tutor at their own expense. In the Secondary School a Head of Learning may also recommend a subject change and the student may do this in discussion with the Academic Director.

If the problem is in relation to several subjects, a conference interview, chaired by the Head of Primary or the Academic Director, will be held between the teachers, student and parents/guardians.

Several subject changes or variations may be necessary if this is the case. This is not considered to be a 'suitable alternative course'. This is simply a change of the types or numbers of subjects that the student may be required to complete within the current course of study at the School.

If the School has assessed the student as not achieving satisfactory course progress, it will notify the parents/guardians in writing of its intention to report the student for not achieving satisfactory course progress. The parents of the student will have the right to appeal through the School's Grievance Resolution Policy within 20 days of receiving the written notice from the School.

The School will only initiate the reporting process for a student not making satisfactory course progress after all intervention strategies have been implemented and the student has been allowed time for the intervention to run its course.

A student's visa status may be affected if they fail to meet the academic requirements of their chosen courses.

After all complaints and appeals processes are finalised and a student is deemed to have failed to meet satisfactory course progress, the School will report this via PRISMS. The School will then print the Section 20 notice which PRISMS generates, and will give this to the student.

Intervention Strategies

An International student identified as being 'at risk' may in the first instance have contact from the relevant staff member (Head of Primary or Academic Director) then the parent/guardian will also be contacted. An intervention strategy must specify what additional support will be provided to students at risk of not meeting satisfactory course progress requirements.

At St. Andrew's Grammar, strategies for assisting students at risk could include, but are not limited to, the student:

- Attending academic skills programmes at their own cost;
- Attending after-school tutorial or study groups at the School for free;
- receiving additional tuition;
- receiving individual case management with the Head of Primary or Academic Director;
- attending counseling with the Chaplain or through the Non-Government School's Psychology Services as per school policy;
- receiving assistance with personal issues which are influencing progress, with the Chaplain or through the Non-Government School's Psychology Services as per school policy;
- receiving mentoring by a class teacher or teachers;
- being placed in a suitable alternative subject within the course; or
- a combination of the above and/or a reduction in course load (Modified Learning Plan).

Intervention strategies will be activated by:

- verbal and written contact with the student's parents;
- personal contact with the student by the Head of School;

Documentary evidence of the intervention measures implemented will be kept in each student's file.

Note that the School will only offer a suitable 'alternative course' as per Section 31- 4A of the ESOS Act with another provider if the School cannot adequately provide assistance for the student to achieve a passing grade/grades in his/her chosen courses of study.